

**HANOVER PUBLIC SCHOOLS**  
**EMPLOYEE HANDBOOK**  
**GENERAL INFORMATION FOR THE SCHOOL YEAR**  
**2023-2024**



This handbook is divided into two sections; the first section, **General** pertains to all employees. Section two, **Teaching and Learning** contains information for all members of the instructional staff including administrators, teachers, counselors, tutors, etc. All employees must review those sections of this handbook that are pertinent to the role they serve. Sign-off will be completed electronically.

|     | <b><u>SECTIONS</u></b>       | <b><u>PAGES</u></b> |
|-----|------------------------------|---------------------|
| I.  | <b>GENERAL INFORMATION</b>   | <b>2 - 9</b>        |
| II. | <b>TEACHING and LEARNING</b> | <b>10 - 11</b>      |

|    | <b><u>APPENDICES</u></b>                              |
|----|---|
| A. | <b>SCHOOL CALENDAR</b>                                |
| B. | <b>PAYROLL CALENDAR</b>                               |
| C. | <b>PAYROLL SCHEDULE MEMO</b>                          |
| D. | <b>CIVIL RIGHTS/COORDINATOR INFORMATION</b>           |
| E. | <b>SECTION 51A - LAW</b>                              |
| F. | <b>MANDATED REPORTERS GUIDE</b>                       |
| G. | <b>DIGITAL TECHNOLOGY ACCEPTABLE USE POLICY</b>       |
| H. | <b>BULLYING PREVENTION AND INTERVENTION PLAN</b>      |
| I. | <b>CONFLICT OF INTEREST – ETHICS LAW</b>              |
| J. | <b>HAZING POLICY</b>                                  |
| K. | <b>STAFF CONDUCT</b>                                  |
| L. | <b>SEXUAL HARASSMENT POLICY TOWNWIDE</b>              |
| M. | <b>FINGERPRINTING MEMO</b>                            |
| N. | <b>DRUG-FREE WORKPLACE POLICY</b>                     |
| O. | <b>HANOVER DISTRICT CURRICULUM ACCOMMODATION PLAN</b> |
| P. | <b>EAP INFORMATION</b>                                |
| Q. | <b>SCHOOL EMERGENCY OPERATIONS PLAN</b>               |
| R. | <b>FUNDRAISING POLICY</b>                             |

## **GENERAL INFORMATION**

### **ABSENCES – STAFF**

All teachers, administrators, nurses, office staff, tutors, and paraprofessional staff must report any absences from work using our **PROXY** system. Please go to the link below and indicate the type of absence (sick, personal, etc.) as well as the building and work assignment. [Staff Absence Request Online Form](#).

Superintendent approval is required for consecutive absences, or time off **prior to or following** a holiday or vacation period. All time off requests must be submitted through your **Aspen** account.

### **ABSENCE OF PUPILS**

Questionable absences should be referred to the principal's office. The principal or his/her designee has the responsibility of verifying student absences.

Students who are absent from school because of a communicable disease (including chicken pox, measles, mumps, scarlet fever, streptococcal sore throat, poliomyelitis, whooping cough, and others) must secure a certificate from a school physician or a family doctor before returning to school.

### **BLOODBORNE PATHOGENS**

All staff members will be given a Universal Precautions Kit to be kept readily available containing gloves, gauze pads, etc. to be used in case of emergency. Employees must wear gloves when handling blood or any bodily fluids.

### **BULLYING** (See APPENDIX H for full Bullying Prevention and Intervention Plan)

The Hanover Public Schools is committed to maintaining a school environment where students are free from bullying and cyberbullying and the effects (retaliation) thereof. Acts of bullying and cyber-bullying are prohibited:

- i. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and
- ii. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target(s), infringes on the rights of the target(s) at school or materially and substantially disrupts the education process or the orderly operation of a school. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

#### **A. Definitions:**

**Aggressor(s)** is a student who engages in bullying, cyber-bullying, or retaliation

**Bullying** is defined in **M.G.L. c.71, s. 37O**, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target(s) that:

- i. causes physical or emotional harm to the target(s) or damage to the target's property
- ii. places the target(s) in reasonable fear of harm to himself or of damage to his property
- iii. creates a hostile environment at school for the target(s)
- iv. infringes on the rights of the target(s) at school
- v. materially and substantially disrupts the education process or the orderly operation of a school

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

**Cyber-Bullying** is defined in **M.G.L. c.71, s. 37O** is bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:

- i. the creation of a web page or blog in which the creator assumes the identity of another person
- ii. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying
- iii. 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-Bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

**Hostile Environment** is defined in **M.G.L. c. 71, s. 37O**, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

**Retaliation** is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**Target(s)** is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

**CALENDAR** Please see **APPENDIX A** for the 2023-2024 School Calendar.

### **CHANGE OF NAME OR ADDRESS**

If you change your name, address or telephone number, please, **please update your *EmployeeForward* payroll account. This will update your address wherever necessary (ie. retirement, insurance, etc.)**

### **CHILD ABUSE: MANDATED REPORTERS**

All staff are required to report suspected cases of child abuse. **Chapter 119: Section 51A is reprinted in APPENDIX E** and a detailed definition of an abused child is given in The Guide for Mandated Reporters (see **APPENDIX F**). Teachers and other staff should report suspicion of child abuse orally to the building principal. The principal will report the incident to the Superintendent and to the Department of Children and Families. A written report, on the appropriate form (51A), shall be filed with the Department of Children and Families within 48 hours of the initial call.

### **CIVIL RIGHTS – SYNOPSIS OF FEDERAL LAWS** – See **APPENDIX D**

### **CONSIDERATION FOR THE OBSERVANCE OF RELIGIOUS HOLIDAYS**

Out of respect for diversity and the need to be sensitive to the religious practices of our students, every effort should be made to avoid scheduling important school activities on major religious holidays. In the event this is not possible, a student must be given a reasonable method to compensate for missed opportunities and reasonable time to complete missed assignments.

### **C.O.R.I., SORI and FINGERPRINTING REQUIREMENTS**

Effective July 1, 2013, all school employees are now required to submit fingerprints for a state and national criminal records check. Under the law, all newly hired school employees are required to submit their fingerprints for state and national criminal history background checks prior to beginning active employment. (See **APPENDIX M for Details on fingerprinting centers and Hanover Code Numbers**)

### **DIGITAL TECHNOLOGY ACCEPTABLE USE POLICY**

All personnel of the Hanover Public Schools have access to local and district computer networks. All school personnel who access district technology resources must comply with the Hanover Public Schools Digital Technology Acceptable Use Policy. All personnel should read and have an understanding of the Digital Technology Acceptable Use Policy for Computers, Networks, Communications, Mobile Devices and the Internet. The policy, in its entirety, is found in **APPENDIX G** of this document. All **passwords** must be kept confidential and changed frequently. Never leave your password in an unsecured location (a desk drawer or under your keyboard).

### **DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)**

Mass. General Law Ch. 71, Section 37Q1/2 requires a District Curriculum Accommodation Plan (DCAP) to ensure that all efforts have been made to meet students' diverse learning needs in the general education environment. The purpose of the DCAP is to provide students with a continuum of support services and programs, enabling them to make effective progress in the general education classroom. See **APPENDIX O** for the full plan document.

### **DRUG-FREE WORKPLACE**

In accordance with the Drug Free WorkPlace Act of 1988, the Town of Hanover has established a Drug-Free Workplace Policy, which affects all employees. (See **APPENDIX N** for complete policy)

1. Any employee engaging in the unlawful manufacture, distribution, possession or use of a controlled substance in the workplace is barred from the work site. Furthermore, any unlawful manufacture, distribution, possession or use of a controlled substance in the workplace will



subject the employee to disciplinary measures up to and including the termination of employment.

2. The town has established a Drug-Free awareness program for the benefit of its employees. All employees should be aware of this program and should feel free to discuss it with their supervisors.
3. Every employee is required to, as a condition of the employment: (a) abide by the terms of this statement; (b) notify the town of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such a conviction; (c) make a good faith effort to maintain a drug-free workplace.

### **EMPLOYEE ASSISTANCE PROGRAM (EAP)**

The Town of Hanover provides a confidential and free of charge Employee Assistance Program (EAP) for all employees and their immediate family members. To access this service, employees need only to call the MIIA Employee Assistance Program at 1-800-451-1834. All communications are confidential. Additional information about the EAP is available through the Human Resources Office at Salmond School. **APPENDIX P** provides an outline of EAP services.

### **EMPLOYEE BENEFITS**

For questions regarding benefits, please make an appointment with Rachael O'Callaghan at [rocallaghan@hanoverschools.org](mailto:rocallaghan@hanoverschools.org).

### **ETHICS REFORM LAW**

The ethics reform law imposes mandatory education and training requirements on public employees including specific training regarding conflict of interest. Please see **APPENDIX I**.

#### **All public employees must do the following:**

- ◆ Review the summary of the Conflict of Interest Law – [Click here for the Summary](#). Every public employee must be provided with a summary of the law within 30 days of becoming such an employee, and annually thereafter.
- ◆ Complete and return the Acknowledgement of Receipt form found at the end of the summary document. The form will be sent electronically to employees and should be signed within ten (10) days of receiving the summary. At the beginning of each school year all current employees will be required to review the summary as part of the review of this Employee Handbook. By signing the acknowledgement form included with the Employee Handbook, you are acknowledging review of the Conflict of Interest Law summary.
- ◆ At the time of hiring and then every two years thereafter, each public employee must participate in online training. [Click here for Training](#). When training is completed, the employee must print the certificate of completion and present it to their immediate supervisor for inclusion in their personnel file. Each employee must complete the online training program, and provide a certificate of completion to their immediate supervisor, within 30 days of the date on which they commence employment.

## **EQUIPMENT**

No equipment may be taken from a building without written permission from the school principal. No chairs, stands, or other property may be loaned to individuals or groups without permission of the Superintendent.

## **FUNDRAISING POLICY**

The Hanover School Committee is committed to providing all students with a high quality education in a nurturing environment. The annual appropriation of local funds that are needed to realize this vision will continue to be a Committee priority. The Hanover School Committee recognizes that fundraising/solicitations enable student organizations, community/booster organizations, and adoptive partners to fulfill important, worthwhile goals that support our students and school community. The School Committee also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, families, and the community in general. The entire policy and approval form are attached as **APPENDIX R**.

## **HAZING POLICY**

The Hanover School Committee prohibits the practice of “hazing” in the public schools. Hazing may result in suspension/expulsion. School Administrators are expected to report occurrences to proper authorities. (Please see **APPENDIX J** for complete policy)

## **LICENSURE**

It is the responsibility of all professional staff to hold a current license in the field they teach. For help with licensure information please visit the following link:<http://www.mass.gov/ese/licensure>. It is the staff member's responsibility to update this information annually. Reminders will be sent at the beginning of each school year to initiate a license/degree workflow through Aspen in order to update and/or confirm your information accordingly.

## **NON-DISCRIMINATION**

All students and staff are to be treated equally without regard to sex, race, religion, national origin, disability, gender identity or sexual orientation, as required by Title IX, Section 504, and Chapter 622 regulations. Teachers should avoid using instructional materials which depict stereotypically sexist or racially biased situations. Teachers are expected to compensate for any bias which they may encounter in their classrooms.

The following grievance procedures have been established for employees who wish to register complaints concerning their civil rights:

**Level One:** An employee who has a complaint shall meet with his/her immediate supervisor or building principal within fifteen (15) school days of the event giving rise to the complaint or within fifteen (15) school days of the time when the employee should have reasonably known of its occurrence. The employee shall state the nature of the grievance and the remedies sought. The supervisor/principal shall investigate and submit a resolution of the issue to the grievant within fifteen (15) school days.

**Level Two:** If the grievant is not satisfied with the disposition of the grievance at Level One, or if no decision has been rendered within fifteen (15) school days, said grievant may file, within fifteen (15) school days, a formal complaint, in writing, to the **District Civil Rights Coordinator, Kaitlin Morelli**, [kmorelli@hanoverschools.org](mailto:kmorelli@hanoverschools.org), 781-878-0786. The written complaint shall include the nature of the grievance, the names of involved parties or witnesses and remedies sought. The Coordinator will fully

investigate the complaint and submit a report of the findings, within fifteen (15) days of the filing of the grievance. The report shall include a decision relative to resolution and be disseminated to the claimant, other parties named in the grievance, the Superintendent of Schools and the School Committee.

**Level Three:** If the grievant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within fifteen (15) school days, said grievant may file, within fifteen (15) school days, an appeal, in writing, to the Superintendent of Schools. The appeal to the Superintendent shall contain the details of the grievance, the decision rendered at Level Two and remedies sought. Within fifteen (15) school days of receipt of the appeal, the Superintendent will render a decision, in writing, as to the disposition of the appeal.

**Level Four:** If the grievant is not satisfied with the disposition of the grievance at Level Three, or if no decision has been rendered within fifteen (15) school days, said grievant may file, within fifteen (15) school days, an appeal, in writing, to the Hanover School Committee. The written appeal shall set forth the details of the grievance, the decision rendered at Level Three and remedies sought. Within thirty (30) days of submission of the written appeal, the School Committee will meet with the grievant in an effort to settle the grievance.

### **PHYSICAL RESTRAINT**

The Hanover Public Schools comply with the provisions of 603 CMR Sec 46.00 dealing with restraint of students in the public schools.

- Do not use physical restraint when non-physical interventions can be used.
- Do not use physical restraint as a means of punishment.
- Do not use physical restraint as a response to property destruction, school disruption, refusal to comply, or verbal threats.

Physical restraint should only be used as a last resort! Some staff members have received in-depth specialized training including: Prevention Techniques, De-escalation Strategies, and Proper Restraint Techniques. Know who they are and they can help. All applications of physical restraint must be reported verbally to the school administration immediately. A completed Physical Restraint Report Form (available in the school office) must be submitted to the principal no later than the next school working day. The principal will verbally inform the student's parent/guardian of such restraint as soon as possible, and by written report postmarked no later than three school working days following the use of such restraint.

### **RETIREMENT/MTRS**

Teachers and other professional staff enrolled in the Massachusetts Teachers Retirement System should contact Lisa Keefe, 781-878-0786 ext. 5007 or lkeefe@hanoverschools.org, when they have inquiries regarding:

- Retirement timelines and processing
- Buy-back of substitute time

### **SALARY PAYMENTS**

Teachers' salary payments shall be made throughout the school year in 21 or 26 substantially equal payments. Teachers who work only a part of the year and also choose the 26-payment plan will receive the proportionate amount of the summer pay earned. The salary pay date schedule is included in

**APPENDIX B.**

Personnel wishing to change from a 21 to a 26-pay schedule or vice versa must notify the Payroll Department in writing by May 1st of the preceding school year.

Personnel on hourly or weekly schedules will be paid weekly on Thursdays.

### **SCHOOL EMERGENCY OPERATIONS PLAN (SEOP)**

The purpose of the School Emergency Operations Plan (SEOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of the district, school, its employees, and students. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found at any of our schools. The entire plan is printed in **APPENDIX Q**.

### **SCHOOL SAFETY DRILLS**

Every student in all schools shall be advised of the school safety drill procedure and shall take part in an evacuation drill within three days after entering school. The head of the fire department, or person designated by him, shall visit each school at least four times each year for the purpose of conducting evacuation drills and questioning the teachers and supervisors. These drills shall be conducted without advance warning to the school personnel other than the person in charge of the school at the time. A dated log of all evacuation drills and lockdown drills will be kept in the school office. After regular exit routes are well known, it is essential to block one of the regular exits now and then so that alternate routes may be found and used calmly.

### **SEXUAL HARASSMENT**

All persons associated with the Hanover Schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. See Townwide Policy in **APPENDIX L**.

### **SMOKE-FREE SCHOOL POLICY**

The Educational Reform Law and School Committee Policy prohibit the use of any tobacco products within the school buildings, school facilities, or on the school grounds or school buses by any individual including school personnel. The School Committee Policy GBED reads, "Smoking or the use of tobacco within school buildings, the school facilities or on school property or buses by any individual, including school personnel, is prohibited. Staff members who violate this policy will be referred to their immediate supervisor." Any violation of this policy by staff shall be referred to the appropriate supervisor.

### **STAFF CONDUCT**

All staff members of the Hanover Schools are expected to perform their duties with integrity and high standards. All staff are expected to treat students and colleagues with respect and dignity and carry out their assigned duties with the physical, emotional, and intellectual well-being of the students in mind. (Please see entire policy regarding staff conduct in **APPENDIX K**)

## **STUDENT HANDBOOKS**

Each year, parents/guardians and/or students shall sign a form contained within the Student Handbook stating they have read the Student Handbook.

## **STUDENT SAFETY**

Teachers and other staff members are reminded that a primary concern is the continuous well-being and safety of children in our charge. In today's litigious times, caution must be applied to guard against potential personal liability. All staff members should observe, but not be limited to the following:

1. Be on time for your assignments and duties. This is a fundamental expectation.
2. **Never leave pupils unattended.** Teachers must be in the classroom or greeting students at the door upon entrance.
3. Provide alert supervision at all times.
4. Report immediately to the building principal any dangerous or potentially dangerous conditions. Follow up verbal reports in writing.

## **SERVICE AND REPAIR REQUESTS**

All requests for repair or service on equipment or facilities must be made to the school principal's office. The employee or the principal may initiate a SchoolDude Request.

<https://www.hanover-ma.gov/facilities>.

## **TAX-SHELTERED ANNUITIES/403(b)**

The 403b Plan is a valuable retirement savings option available through Hanover Public Schools. 403(b) Plan Information link below provides a brief explanation of the provisions, policies, and rules that govern the 403(b) Plan.

<https://www.hanover-ma.gov/payroll-and-benefits-office/pages/investment-and-insurance-options>

## **WORKERS COMPENSATION INSURANCE**

The town provides coverage to all employees who are injured during the course of employment.

Injured parties must report each accident to the building principal and school nurse. An accident report must be sent to Hanover Town Hall attention, Janet Tierney, [janet.tierney@hanover-ma.gov](mailto:janet.tierney@hanover-ma.gov), immediately. The Director of Finance and Operations should also be called in order to anticipate the report and expedite prompt filing with our insurance company. In the case of debilitating injury, the school principal must send the report to the Director of Finance and Operations immediately.

## **TEACHING and LEARNING**

### **504 ACCOMMODATION PLANS**

Each school has one or more building administrators who are designated as 504 Compliance Officers. At the beginning of the school year, the Compliance Officer will provide each classroom teacher with a copy of the 504 Accommodation Plan for any student in their class for whom there is a current plan. During the school year, if a teacher or other member of the professional staff identifies a student who may be eligible for accommodations, a referral form (available in the main office) should be completed and submitted to the building principal or a 504 compliance officer in the building. Questions that cannot be answered at the building level should be addressed to the **District 504 Coordinator, Jane DeGrenier**, [jdegrenier@hanoverschools.org](mailto:jdegrenier@hanoverschools.org), 781-826-2631.

### **EXEMPTION FROM ACTIVITIES DUE TO RELIGIOUS OR OTHER BELIEFS**

Upon parental request, a principal may exempt a child from participation in certain school activities due to conflict with religious or personal beliefs. The principal will notify teachers when an exemption request has been approved.

### **HOMELESSNESS**

Students living in a shelter, motel, vehicle, campground, on the street, in an abandoned building or trailer or doubled-up with friends or relatives are deemed homeless by the Department of Education. These students have the right to immediately enroll in school, choose to stay in their old school even if they are living in a different district, get transportation to and from school, automatically qualify for free lunch and receive the same services as all other students. If you believe one of your students is homeless or is a ward of the state, contact the **District Homeless Student Liaison, Kaitlin Morelli** [kmorelli@hanoverschools.org](mailto:kmorelli@hanoverschools.org), 781-878-0786.

### **OPENING EXERCISE**

The daily salute to the flag shall be part of the opening exercises in all schools. Public Law 829: "...that the pledge of allegiance to the flag, 'I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible with liberty and justice for all,' be rendered by standing with the right hand over the heart."

Opening exercises may also include patriotic poems and songs. They shall include a moment of silence:

General Laws of Massachusetts, Chapter 71

"At the commencement of the first class of each day in all grades in all public schools, the teacher in charge of the room in which each such class is held shall announce that a period of silence not to exceed one minute in duration, shall be observed for personal thoughts and during any such period silence shall be maintained and no activities engaged in."

## **SPECIAL EDUCATION SERVICES**

Students are identified as having disabilities by the Special Education Evaluation TEAM. Eligible students receive special education and/or support services in the least restrictive environment to ensure access to the general education curriculum. These services are delineated on each student's Individualized Education Plan. A copy of the most recent IEP shall be kept in the student's cumulative record. Staff are responsible for knowing its content. Staff are responsible for referring students for an evaluation when they have reason to believe that a student may have a disability which would prevent access to the curriculum. Parents/Guardians also have the right to request an evaluation. All referrals must be made through the building Student Intervention Team (SIT). All students have the civil right to access the curriculum regardless of their age, race, gender, religion or sexual orientation or disability or national origin under Title IX section 504 and Chapter 622 regulations.

## **TESTS AND OTHER MATERIALS PLACED IN THE STUDENT'S RECORD**

All tests and test records and other materials placed in the students' folders should be filed carefully, and should not be discarded except with the principal's approval. During the time a student is enrolled in a school, the principal and his/her designee will periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and their parent/guardian are notified in writing and are given an opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record (cumulative folder).

## **TRANSLATION OF WRITTEN MATERIALS**

To assure equal access to information disseminated in the school district, all written materials including forms, notices, handbooks, and applications, will be made available in the native language of families for whom the first language is not English. If you have a short notice or memo that needs to be translated, you should use one of the [online translators](#) or the built-in translators in Microsoft Word. If more extensive translation is required, please contact the **Office of the Director of Student Services at 781-878-0786**.

## **PROFESSIONAL DEVELOPMENT PROCEDURE**

Any staff member wishing to attend a professional conference will submit a Hanover Public Schools [Professional Development Request Form](#) to the principal for approval. Upon approval, the school will generate a purchase order and send both to the Director of Finance and Operations.

Staff requesting reimbursement for professional development expenses must submit original receipts, a previously approved purchase order, and a completed [Reimbursement Request Form](#) to the Director of Finance and Operations.

## **TUITION REIMBURSEMENT**

All members of Unit A of the Hanover Teachers Association are entitled to apply for tuition reimbursement for courses awarding graduate credits as per the terms of the Collective Bargaining Agreement. Courses must be taken at an accredited college or university. Course reimbursement requests will be evaluated on a first-come, first served basis upon the order of receipt by the HPS Business Office. Requests for Session 1 will be accepted beginning August 1. Requests for Session 2 will be accepted beginning on December 1. A completed [Reimbursement Request Form](#) along with proof of payment must be submitted to the Director of Finance and Operations.



# APPENDIX A

(School Calendar)



# 2023-2024 Hanover Public Schools Calendar

| SEPTEMBER '23 |    |    |    |    |    |    | 19 days |
|---------------|----|----|----|----|----|----|---------|
| S             | M  | T  | W  | T  | F  | S  |         |
|               |    |    | 30 | 31 | 1  | 2  |         |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |         |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |         |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |         |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 |         |

8/30 - First Day for Staff  
 8/31 - Staff PD Day  
 1 - No School  
 4 - Labor Day  
 5 - First Day for Students Gr. 1-12  
 6 - First Day for Students Gr. K  
 7 - First Day for Students Pre-K

| OCTOBER '23 |    |    |    |    |    |    | 21 days |
|-------------|----|----|----|----|----|----|---------|
| S           | M  | T  | W  | T  | F  | S  |         |
| 1           | 2  | 3  | 4  | 5  | 6  | 7  |         |
| 8           | 9  | 10 | 11 | 12 | 13 | 14 |         |
| 15          | 16 | 17 | 18 | 19 | 20 | 21 |         |
| 22          | 23 | 24 | 25 | 26 | 27 | 28 |         |
| 29          | 30 | 31 |    |    |    |    |         |

9 - Indigenous Peoples'/Columbus Day

Early Release Days  
 3 - All Schools

| NOVEMBER '23 |    |    |    |    |    |    | 18 days |
|--------------|----|----|----|----|----|----|---------|
| S            | M  | T  | W  | T  | F  | S  |         |
|              |    |    | 1  | 2  | 3  | 4  |         |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |         |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |         |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |         |
| 26           | 27 | 28 | 29 | 30 |    |    |         |

3 - HHS Term 1 Ends  
 7 - Election Day/ Staff PD Day  
 10 - Veterans Day Observed  
 23 - 24 Thanksgiving Break  
Early Release Days  
 9 - HMS (Conferences)  
 14 - Cedar & Center (Conferences)  
 16 - Cedar, Center & HHS (Conferences)  
 22 - All Schools (No lunch served)

| DECEMBER '23 |    |    |    |    |    |    | 16 days |
|--------------|----|----|----|----|----|----|---------|
| S            | M  | T  | W  | T  | F  | S  |         |
|              |    |    |    |    | 1  | 2  |         |
| 3            | 4  | 5  | 6  | 7  | 8  | 9  |         |
| 10           | 11 | 12 | 13 | 14 | 15 | 16 |         |
| 17           | 18 | 19 | 20 | 21 | 22 | 23 |         |
| 24<br>31     | 25 | 26 | 27 | 28 | 29 | 30 |         |

4 - K - 8 Term 1 Ends  
 4 - 8 Inclusive Schools Week  
 25 - 29 Holiday Break  
Early Release Days  
 5 - All Schools  
 22 - All Schools (No lunch served)

| JANUARY '24 |    |    |    |    |    |    | 21 days |
|-------------|----|----|----|----|----|----|---------|
| S           | M  | T  | W  | T  | F  | S  |         |
|             | 1  | 2  | 3  | 4  | 5  | 6  |         |
| 7           | 8  | 9  | 10 | 11 | 12 | 13 |         |
| 14          | 15 | 16 | 17 | 18 | 19 | 20 |         |
| 21          | 22 | 23 | 24 | 25 | 26 | 27 |         |
| 28          | 29 | 30 | 31 |    |    |    |         |

1 - New Year's Day Observed  
 15 - Martin Luther King, Jr. Day  
 19 - Pre-K Semester & HHS Term 2 Ends  
Early Release Days  
 9 - All Schools

| FEBRUARY '24 |    |    |    |    |    |    | 16 days |
|--------------|----|----|----|----|----|----|---------|
| S            | M  | T  | W  | T  | F  | S  |         |
|              |    |    |    | 1  | 2  | 3  |         |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 |         |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 |         |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |         |
| 25           | 26 | 27 | 28 | 29 |    |    |         |

19 - 23 Winter Break  
Early Release Days  
 6 - All Schools

| MARCH '24 |    |    |    |    |    |    | 20 days |
|-----------|----|----|----|----|----|----|---------|
| S         | M  | T  | W  | T  | F  | S  |         |
|           |    |    |    |    | 1  | 2  |         |
| 3         | 4  | 5  | 6  | 7  | 8  | 9  |         |
| 10        | 11 | 12 | 13 | 14 | 15 | 16 |         |
| 17        | 18 | 19 | 20 | 21 | 22 | 23 |         |
| 24<br>31  | 25 | 26 | 27 | 28 | 29 | 30 |         |

13 - K - 8 Term 2 Ends  
 28 - HHS Term 3 Ends  
 29 - Good Friday  
Early Release Days  
 1 - HMS (Conferences)  
 5 - All Schools  
 7 - HHS (Conferences)

| APRIL '24 |    |    |    |    |    |    | 17 days |
|-----------|----|----|----|----|----|----|---------|
| S         | M  | T  | W  | T  | F  | S  |         |
|           | 1  | 2  | 3  | 4  | 5  | 6  |         |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |         |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |         |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |         |
| 28        | 29 | 30 |    |    |    |    |         |


15 - 19 Spring Break  
Early Release Days  
 2 - All Schools  
 4 - Cedar & Center (Conferences)


| MAY '24 |    |    |    |    |    |    | 22 days |
|---------|----|----|----|----|----|----|---------|
| S       | M  | T  | W  | T  | F  | S  |         |
|         |    |    | 1  | 2  | 3  | 4  |         |
| 5       | 6  | 7  | 8  | 9  | 10 | 11 |         |
| 12      | 13 | 14 | 15 | 16 | 17 | 18 |         |
| 19      | 20 | 21 | 22 | 23 | 24 | 25 |         |
| 26      | 27 | 28 | 29 | 30 | 31 |    |         |

27 - Memorial Day  
 31 - Graduation of the Class of 2024  
Early Release Days  
 7 - All Schools

| JUNE '24 |    |    |    |    |    |    | 10 days |
|----------|----|----|----|----|----|----|---------|
| S        | M  | T  | W  | T  | F  | S  |         |
|          |    |    |    |    |    | 1  |         |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |         |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |         |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |         |
| 23<br>30 | 24 | 25 | 26 | 27 | 28 | 29 |         |


13 - Pre-K Semester Ends  
 14 - K - 12 Term Ends  
 19 - Juneteenth Independence Day  
 24 - Tentative Last Day of School  
**\*(Includes 5 Snow Days)**  
Early Release Days  
 4 - Cedar & Center (Conferences)  
 4 - HMS  
 24 - All Schools (No lunch served)

 No School

 Staff PD – No school for students

 Early Release All Schools

 School Committee Meeting Dates

 Graduation Day & Tentative Last Day

**Important Dates****Curriculum Night**

|               |  |         |
|---------------|--|---------|
| High School   | September 14   | Evening |
| Middle School | September 18 (Gr. 5 & 6) Evening<br>September 19 (Gr. 7 & 8) Evening |         |
| Cedar School  | September 28   | Evening |
| Center School | September 21   | Evening |

**8th Grade Open House (HHS)**

December 7 Evening

**Teacher Conferences**

Please check with each school for available conference times.  
Conferences will be available in person or via Zoom.

|               |   |  |
|---------------|---|--|
| High School   | November 16 Afternoon/Evening<br>March 7 Afternoon/Evening  |  |
| Middle School | November 7 Afternoon<br>November 8 Evening<br>November 9 Afternoon<br>February 29 Evening<br>March 1 Afternoon<br>March 5 Afternoon |  |
| Center School | November 14 Afternoon<br>November 16 Afternoon<br>Evening<br>April 2 Afternoon<br>April 4 Afternoon<br>Evening<br>June 4 Afternoon  |  |
| Cedar School  | November 14 Afternoon<br>November 16 Afternoon<br>Evening<br>April 2 Afternoon<br>April 4 Afternoon<br>Evening<br>June 4 Afternoon  |  |

**Academic Term Ending Dates**

High School  
November 3 January 19 March 28 June 14

Middle School  
December 4 March 13 June 14

Grades K -5  
December 4 March 13 June 14

Pre-K  
January 19 June 13

**Professional Development – No School/Early Release Days**

|                                       |  |
|---------------------------------------|--|
| District-wide full days (all schools) | August 30, August 31, November 7   |
| District-wide half days (all schools) | October 3, November 22, December 5, December 22, January 9, February 6, March 5, April 2, May 7, June 4 (Excluding HHS), June 24 (Including Snow Days) |

**MCAS 2023 Testing Dates\***

| Subject Areas                   | Grades | Dates        |
|---------------------------------|--------|--------------|
| ELA                             | 10     | TBD by State |
| Mathematics                     | 10     | TBD by State |
| High School STE                 | 9-12   | TBD by State |
| ELA                             | 3-8    | TBD by State |
| Mathematics                     | 3-8    | TBD by State |
| Science, Technology/Engineering | 5 & 8  | TBD by State |

**School Information****District Administration**

|   |   |
|---|---|
| Matthew Ferron<br>Deborah St. Ives<br>Michael Oates<br>Kaitlin Morelli<br>Lucy Charette<br>Kelly Lawrence | 781-878-0786<br>Superintendent of Schools<br>Assistant Superintendent<br>Director of Finance & Operations<br>Director of Student Services<br>Assistant Director of Student Services<br>Director of Family and Community Engagement (FACE)<br>Director of Food Services<br>Assistant Director of Food Services<br>Curriculum Director K - 6<br>Curriculum Director 7 - 12<br>Director of Health Services |
|---|---|

**Hanover High School**

|  |  |
|--|--|
| Matthew Mattos<br>Jaclyn Rooney<br>Joseph Pumphrey<br>Nick Hannigan<br>Scott Hutchison<br>Heather Nee<br>Full Day<br>Early Release Day | 781-878-5450<br>Principal<br>Assistant Principal of Academics<br>Special Education Administrator<br>Dean of Students<br>Athletic Director<br>Nurse (781-982-3064)<br>Hours: 7:55 AM - 2:30 PM<br>Hours: 7:55 AM - 12:30 PM |
|--|--|

**Hanover Middle School**

|   |  |
|---|--|
| Daniel Birolini<br>Joel Barrett<br>Stephanie Murphy<br>Kristen Crowley/Beth MacDougall<br>Full Day<br>Early Release | 781-871-1122<br>Principal<br>Assistant Principal<br>Special Education Administrator<br>Nurse (781-982-6076)<br>Hours: 7:30 AM - 2:15 PM<br>Hours: 7:30 AM - 12:15 PM |
|---|--|

**Center School (Grades 2-4)**

|   |   |
|---|---|
| Jane DeGrenier<br>Russ Wilson<br>Stacy Linnehan<br>Carol Krall<br>Full Day<br>Early Release | 781-826-2631<br>Principal<br>Assistant Principal<br>Special Education Administrator<br>Nurse (781-829-2234)<br>Hours: 8:30 AM - 3:00 PM<br>Hours: 8:30 AM - 1:00 PM |
|---|---|

**Cedar School (Grades PreK-1)**

|   |  |
|---|--|
| Jesse Craddock<br>Kim Stoloski<br>Maura Dowling | 781-878-7228<br>Principal<br>Assistant Principal/Special Education Administrator<br>Nurse (781-982-4037) |
|---|--|

Pre-Kindergarten Community Peer Class  
• Afternoon Session 12:00 PM - 3:00 PM

Pre-Kindergarten  
• AM 8:45 AM - 11:15 AM (M, T, TH, F)  
• PM 12:00 PM - 2:30 PM (M, T, TH, F)

Half-Day Kindergarten  
• 8:30 AM - 11:30 AM  
• Tuesdays 8:30 AM - 1:00 PM

Kindergarten & Grade 1  
• Full Day 8:30 AM - 3:00 PM  
• Early Release 8:30 AM - 1:00 PM

**School Committee****Members**

|  |                                   |
|--|-----------------------------------|
| Kristen Cervantes, Chairperson<br>Ryan Hall, Vice Chairperson<br>Libby Corbo | Pete Miraglia<br>Jaclyn Jorgenson |
|--|-----------------------------------|

**Meeting Dates - Unless otherwise posted**

|              |             |             |        |
|--------------|-------------|-------------|--------|
| August 30    | November 15 | February 28 | May 8  |
| September 13 | December 6  | March 13    | May 22 |
| September 27 | January 3   | March 27    | June 5 |
| October 11   | January 17  | April 10    |        |
| October 25   | February 7  | April 24    |        |

\*Please see school websites for specific testing dates.



# APPENDIX B

(Payroll Calendar)

| /7/23        |  |  |               |  |            |                        |                 |
|--------------|--|--|---------------|--|------------|------------------------|-----------------|
| 52 Pay Cycle | 42 Pay Cycle -<br>Paras-Tutors -<br>Food Service | 21/26 School<br>Year Pay Cycle -<br>Teachers | 26 Pay Fiscal | 39 Pay<br>deduction<br>schedule- Food<br>Service | Pay Period |                        | Pay Date        |
|              |  |  |               |  | start      | end                    | Notes           |
| 1            |  |  |               |  | 7/1/2023   | 7/7/2023               | 7/13/2023       |
| 2            |  |  | 1             |  | 7/8/2023   | 7/14/2023              | 7/20/2023       |
| 3            |  |  |               |  | 7/15/2023  | 7/21/2023              | 7/27/2023       |
| 4            |  |  | 2             |  | 7/22/2023  | 7/28/2023              | 8/3/2023        |
| 5            |  |  |               |  | 7/29/2023  | 8/4/2023               | 8/10/2023       |
| 6            |  |  | 3             |  | 8/5/2023   | 8/11/2023              | 8/17/2023       |
| 7            |  |  |               |  | 8/12/2023  | 8/18/2023              | 8/24/2023       |
| 8            |  | 1  | 4             | 1  | 8/19/2023  | 8/25/2023              | 8/31/2023       |
| 9            | 1  |  |               | 2  | 8/26/2023  | 9/1/2023               | 9/7/2023        |
| 10           | 2  | 2  | 5             | 3  | 9/2/2023   | 9/8/2023               | 9/14/2023       |
| 11           | 3  |  |               | 4  | 9/9/2023   | 9/15/2023              | 9/21/2023       |
| 12           | 4  | 3  | 6             | 5  | 9/16/2023  | 9/22/2023              | 9/28/2023       |
| 13           | 5  |  |               | 6  | 9/23/2023  | 9/29/2023              | 10/5/2023       |
| 14           | 6  | 4  | 7             | 7  | 9/30/2023  | 10/6/2023              | 10/12/2023      |
| 15           | 7  |  |               | 8  | 10/7/2023  | 10/13/2023             | 10/19/2023      |
| 16           | 8  | 5  | 8             | 9  | 10/14/2023 | 10/20/2023             | 10/26/2023      |
| 17           | 9  |  |               | 10   | 10/21/2023 | 10/27/2023             | 11/2/2023       |
| 18           | 10   | 6  | 9             | 11   | 10/28/2023 | 11/3/2023              | 11/9/2023       |
| 19           | 11   |  |               | 12   | 11/4/2023  | 11/10/2023             | 11/16/2023      |
| 20           | 12   | 7  | 10            | 13   | 11/11/2023 | 11/17/2023             | 11/22/2023      |
| 21           | 13   |  |               | 14   | 11/18/2023 | 11/24/2023             | 11/30/2023      |
| 22           | 14   | 8  | 11            | 15   | 11/25/2023 | 12/1/2023              | 12/7/2023       |
| 23           | 15   |  |               | 16   | 12/2/2023  | 12/8/2023              | 12/14/2023      |
| 24           | 16   | 9  | 12            | 17   | 12/9/2023  | 12/15/2023             | 12/21/2023      |
| 25           | 17   |  |               | 18   | 12/16/2023 | 12/22/2023             | 12/28/2023      |
| 26           | 18   | 10   | 13            | 19   | 12/23/2023 | 12/29/2023             | 1/4/2024        |
| 27           | 19   |  |               |  | 12/30/2023 | 1/5/2024               | 1/11/2024       |
| 28           | 20   | 11   | 14            | 19   | 1/6/2024   | 1/12/2024              | 1/18/2024       |
| 29           | 21   |  |               | 20   | 1/13/2024  | 1/19/2024              | 1/25/2024       |
| 30           | 22   | 12   | 15            | 21   | 1/20/2024  | 1/26/2024              | 2/1/2024        |
| 31           | 23   |  |               | 22   | 1/27/2024  | 2/2/2024               | 2/8/2024        |
| 32           | 24   | 13   | 16            | 23   | 2/3/2024   | 2/9/2024               | 2/15/2024       |
| 33           | 25   |  |               | 24   | 2/10/2024  | 2/16/2024              | 2/22/2024       |
| 34           | 26   | 14   | 17            | 25   | 2/17/2024  | 2/23/2024              | 2/29/2024       |
| 35           | 27   |  |               |  | 2/24/2024  | 3/1/2024               | 3/7/2024        |
| 36           | 28   | 15   | 18            | 26   | 3/2/2024   | 3/8/2024               | 3/14/2024       |
| 37           | 29   |  |               | 27   | 3/9/2024   | 3/15/2024              | 3/21/2024       |
| 38           | 30   | 16   | 19            | 28   | 3/16/2024  | 3/22/2024              | 3/28/2024       |
| 39           | 31   |  |               | 29   | 3/23/2024  | 3/29/2024              | 4/4/2024        |
| 40           | 32   | 17   | 20            | 30   | 3/30/2024  | 4/5/2024               | 4/11/2024       |
| 41           | 33   |  |               | 31   | 4/6/2024   | 4/12/2024              | 4/18/2024       |
| 42           | 34   | 18   | 21            | 32   | 4/13/2024  | 4/19/2024              | 4/25/2024       |
| 43           | 35   |  |               |  | 4/20/2024  | 4/26/2024              | 5/2/2024        |
| 44           | 36   | 19   | 22            | 33   | 4/27/2024  | 5/3/2024               | 5/9/2024        |
| 45           | 37   |  |               | 34   | 5/4/2024   | 5/10/2024              | 5/16/2024       |
| 46           | 38   | 20   | 23            | 35   | 5/11/2024  | 5/17/2024              | 5/23/2024       |
| 47           | 39   |  |               | 36   | 5/18/2024  | 5/24/2024              | 5/30/2024       |
| 48           | 40   | 21   | 24            | 37   | 5/25/2024  | 5/31/2024              | 6/6/2024        |
| LUMP SUM     |  |  |               |  |            |                        | 6/7/2024        |
| 49           | 41   |  |               | 38   | 6/1/2024   | 6/7/2024               | 6/13/2024       |
| 50           | 42   |  | 25            | 39   | 6/8/2024   | 6/14/2024              | 6/20/2024       |
| 51           |  |  |               |  | 6/15/2024  | 6/21/2024              | 6/27/2024       |
| 52           |  |  | 26            |  | 6/22/2024  | 6/30/2024              | 7/3/2024        |
|              |  |  |               |  |            | *pay date is Wednesday | revised 7/31/23 |



# APPENDIX C

(Payroll Memo)

**The Payroll & Benefits Office  
Salmond School Building  
188 Broadway  
Hanover  
Tel: 781-878-0786  
Fax: 781-681-3519**

### **Quick Reference Guide for Common Questions**

#### **Insurance and Benefits:**

Please visit the [Payroll & Benefits Office](#) for all of your benefits information.

*Questions regarding insurance or benefits, please contact Rachael O'Callaghan ext. 5009 or email [Payrollbenefits@hanoverschools.org](mailto:Payrollbenefits@hanoverschools.org)*

#### **Employee Assistance Program:**

Be sure to view the [Employee Assistance Program](#) for valuable and confidential information available to employees through the Employee Assistance Program.

#### **Course Reimbursement:**

##### **[Course Reimbursement Form](#)**

*Please contact Mike Oates with any questions ext. 5005*

#### **Employee Forward:**

This portal allows you to access your own payroll-related information, including pay stubs, W-4 information, W-2 forms, deductions, 1095C forms, direct deposit, taxes, dependents and demographics. Please visit [Employee Forward](#) for more information.

*All changes submitted will be sent to the Payroll and Benefits Office for approval. Once approved you will receive a confirmation*

#### **Attendance Information:**

- All absences must be submitted in [Proxy](#). Please check with your building Principal regarding building specific requirements regarding absences.
- FMLA paperwork must be completed for all absences which meet or exceed five or more days.
- Paternal leave requests must be submitted to the Superintendent at least 8 weeks prior to the leave.

[Maternal/Paternal Leave Request](#)

*Please contact Lisa Keefe at ext. 5007 for information.*

#### **Personal time off:**

*Personal days are intended to be used for business that cannot be conducted other than during normal school hours. Should you find it necessary to request time off, the following absences REQUIRE prior approval, preferably two weeks in advance:*

- **Consecutive absences using personal days**
- **Absences prior to or following a holiday, long weekend, or school vacation**
- **Unpaid personal time off is approved only in very limited circumstances and must be submitted for approval prior to any absence.**

Time off requests must be submitted through the *Time off Workflow* in your Aspen portal and must be approved by the principal and Superintendent prior to entering the absence in Proxy. Requests not received in a timely

manner are subject to not being approved.


*Please contact Lisa Feeney ext. 5008 or Lisa Keefe ext. 5007 with any questions*

#### **Teacher Licenses and Degree Information:**

All staff must update their license and degree information in the *License/Degree workflow* in your Aspen portal annually. Workflows must be completed by September 30, 2023.

*Please contact Lisa Keefe ext. 5007 with any questions*

#### **ClockIt:**

Employees who are approved for additional hours must enter your time in ClockIt. ClockIt hours are paid on a separate pay schedule  **FY24 Payroll Calendar**

*Questions? Email PayrollBenefits for help*

#### **Student Teachers/ Intern Information:**

- In order for any student teacher/volunteer or intern to participate in a designated program, please be sure to complete the [Intern/Student Teacher Form](#).
- CORI/SORI and fingerprinting **MUST** be completed prior to all student teachers, interns or student observation entering any school building.
- Principals must meet with student teachers prior to their start date.

*Please contact Lisa Feeney with any questions ext. 5008*

#### **Volunteers/Contractors:**

[CORI and SORI Background check application forms](#)

*Please contact Lisa Feeney with any questions ext. 5008*

#### **Parent Volunteers:**

All parent volunteers are required to complete a CORI no later than September 15th of each year in order to be able to participate in events during the school year.

**\*Please note all communication from the *Payroll and Benefits Office* is sent via email. It is important that you monitor your emails on a regular basis to ensure you receive time sensitive information.**

**General Questions? Please email: [payrollbenefits@hanoverschools.org](mailto:payrollbenefits@hanoverschools.org)**

**Lisa Feeney**      *Payroll Coordinator*  
781-878-0786 x5008  
[lfeeney@hanoverschools.org](mailto:lfeeney@hanoverschools.org)

**Rachael O'Callaghan**      *Personnel Coordinator*  
781-878-0786 x5009  
[rocallaghan@hanoverschools.org](mailto:rocallaghan@hanoverschools.org)

**Lisa Keefe**      *Director of Payroll/HR Services*  
781-878-0786 x5007  
[lkeefe@hanoverschools.org](mailto:lkeefe@hanoverschools.org)



# APPENDIX D

(SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT  
COORDINATOR INFORMATION)



# **SYNOPSIS OF FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFORMATION PUBLIC SCHOOLS**

## **SYNOPSIS OF LAWS**

### **Title VI of the Civil Rights Act of 1964**

**Coordinator: Kaitlin Morelli 781-878-0786 Salmond School 188 Broadway Hanover**

Statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

### **Title IX of the Education Amendments of 1972**

**Coordinator: Kaitlin Morelli 781-878-0786 Salmond School 188 Broadway Hanover**

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment. (M.G.L. Ch. 151B, S3A)

### **Section 504 of the Rehabilitation Act of 1973**

**Coordinator: Jane DeGrenier 781-826-2631 Center School 65 Silver Street Hanover**

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature of severity of the person's handicap. (34 CF104.33)

### **Americans with Disabilities Act of 1990**

**Coordinator: Kaitlin Morelli 781-878-0786 Salmond School 188 Broadway Hanover**

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph." (34 CFR 35.107(a))

## **EQUAL EDUCATIONAL OPPORTUNITIES LAWS**

### **Equal Educational Opportunities Act of 1974**

**Coordinator: Daniel Birolini 781-871-1122 Hanover Middle School 45 Whiting Street Hanover**

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203(f))

### **Mass. General Laws CH.76, S5 (also known as Chapter 622)**

**Coordinator: Michael Oates 781-878-0786 Salmond School 188 Broadway Hanover**

This state law provides that "no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, or sexual orientation."

### **McKinney-Vento Homeless Assistance Program**

**Homeless Liaison: Kaitlin Morelli 781-878-0786 Salmond School 188 Broadway Hanover**

McKinney-Vento is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the No Child Left Behind Act in January 2002.

## **SPECIAL EDUCATION**

### **Chapter 688 (transition planning)**

**Coordinator: Kaitlin Morelli 781-878-0786 Salmond School 188 Broadway Hanover**

School districts file a Chapter 688 referral for students with severe disabilities who will need continued services and supports after their eligibility for special education ceases. School districts must make Chapter 688 referrals at least 2 years before the student is expected to graduate from school or turn 22 years of age. This allows time to determine the student's eligibility for adult services and for agencies to include the anticipated cost of services for the student in its budget request that it submits to the state legislature each year.



# APPENDIX E

(Section 51A Mandated Reporter Law)

## PART I. ADMINISTRATION OF THE GOVERNMENT

### TITLE XVII. PUBLIC WELFARE

#### CHAPTER 119. PROTECTION AND CARE OF CHILDREN, AND PROCEEDINGS AGAINST THEM

##### PROTECTION OF CHILDREN

##### **Chapter 119: Section 51A. Injured children; reports**

*[Text of section effective until July 8, 2008. For text effective July 8, 2008, see below.]*

Section 51A. Any physician, medical intern, hospital personnel engaged in the examination, care or treatment of persons, medical examiner, psychologist, emergency medical technician, dentist, nurse, chiropractor, podiatrist, optometrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker or any person paid to care for or work with a child in any public or private facility, or home or program funded by the commonwealth or licensed pursuant to the provisions of chapter twenty-eight A, which provides day care or residential services to children or which provides the services of child care resource and referral agencies, voucher management agencies, family day care systems and child care food programs, probation officer, clerk/magistrate of the district courts, parole officer, social worker, foster parent, firefighter or policeman, licenser of the office of child care services or any successor agency, school attendance officer, allied mental health and human services professional as licensed pursuant to the provisions of section one hundred and sixty-five of chapter one hundred and twelve, drug and alcoholism counselor, psychiatrist, and clinical social worker, priest, rabbi, clergy member, ordained or licensed minister, leader of any church or religious body, accredited Christian Science practitioner, person performing official duties on behalf of a church or religious body that are recognized as the duties of a priest, rabbi, clergy, ordained or licensed minister, leader of any church or religious body, or accredited Christian Science practitioner, or person employed by a church or religious body to supervise, educate, coach, train or counsel a child on a regular basis, who, in his professional capacity shall have reasonable cause to believe that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the department by oral communication and by making a written report within forty-eight hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the department or notify the person in charge of such institution, school or facility, or that person's designated agent, whereupon such person in charge or his said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report may take or cause to be taken,



photographs of the areas of trauma visible on a child who is the subject of such report without the consent of the child's parents or guardians. All such photographs or copies thereof shall be sent to the department together with such report. Any such person so required to make such oral and written reports who fails to do so shall be punished by a fine of not more than one thousand dollars. Any person who knowingly files a report of child abuse that is frivolous shall be punished by a fine of not more than one thousand dollars.

Said reports shall contain the names and addresses of the child and his parents or other person responsible for his care, if known; the child's age; the child's sex; the nature and extent of the child's injuries, abuse, maltreatment, or neglect, including any evidence of prior injuries, abuse, maltreatment, or neglect; the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; whatever action, if any, was taken to treat, shelter, or otherwise assist the child; the name of the person or persons making such report; and any other information which the person reporting believes might be helpful in establishing the cause of the injuries; the identity of the person or persons responsible therefore; and such other information as shall be required by the department.

Any person required to report under this section who has reasonable cause to believe that a child has died as a result of any of the conditions listed in said paragraph shall report said death to the department and to the district attorney for the county in which such death occurred and to the medical examiners as required by section six of chapter thirty-eight. Any such person who fails to make such a report shall be punished by a fine of not more than one thousand dollars.

In addition to those persons required to report pursuant to this section, any other person may make such a report if any such person has reasonable cause to believe that a child is suffering from or has died as a result of such abuse or neglect. No person so required to report shall be liable in any civil or criminal action by reason of such report. No other person making such report shall be liable in any civil or criminal action by reason of such report if it was made in good faith; provided, however, that such person did not perpetrate or inflict said abuse or cause said neglect. Any person making such report who, in the determination of the department or the district attorney may have perpetrated or inflicted said abuse or cause said neglect, may be liable in a civil or criminal action.

No employer of those persons required to report pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any person who in good faith makes such a report, testifies or is about to testify in any proceeding involving child abuse or neglect. Any such employer who discharges, discriminates or retaliates against such a person shall be liable to such person for treble damages, costs and attorney's fees.

Within sixty days of the receipt of a report by the department from any person required to report, the department shall notify such person, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child, and the social services that the department intends to provide to the child or his family.

Any privilege established by sections one hundred and thirty-five A and one hundred and thirty-five B of chapter one hundred and twelve or by sections 20A and 20B of chapter two hundred and thirty-three, relating to confidential communications shall not prohibit the filing of a report pursuant to the provisions of this section or the provisions of section twenty-four.

Notwithstanding section 20A of chapter 233, a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner shall report all cases of abuse under this section, but need not report information solely gained in a confession or similarly confidential communication in other religious faiths. Nothing in the general laws shall modify or limit the duty of a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner to report a reasonable cause that a child is being injured as set forth in this section when the priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner is acting in some other capacity that would otherwise make him a reporter.

**Chapter 119: Section 51A. Reporting of suspected abuse or neglect; mandated reporters; collection of physical evidence; penalties; content of reports; liability; privileged communication**

*[Text of section as amended by 2008, 176, Sec. 95 effective July 8, 2008. For text effective until July 8, 2008, see above.]*

Section 51A. (a) A mandated reporter who, in his professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; or (iii) physical dependence upon an addictive drug at birth, shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect.

If a mandated reporter is a member of the staff of a medical or other public or private institution, school or facility, the mandated reporter may instead notify the person or designated agent in charge of such institution, school or facility who shall become responsible for notifying the department in the manner required by this section.

A mandated reporter may, in addition to filing a report under this section, contact local law enforcement authorities or the child advocate about the suspected abuse or neglect.

(b) For the purpose of reporting under this section, hospital personnel may have photographs taken of the areas of trauma visible on the child without the consent of the child's parents or guardians. These photographs or copies thereof shall be sent to the department with the report.



If hospital personnel collect physical evidence of abuse or neglect of the child, the local district attorney, local law enforcement authorities, and the department shall be immediately notified. The physical evidence shall be processed immediately so that the department may make an informed determination within the time limits in section 51B. If there is a delay in processing, the department shall seek a waiver under subsection (d) of section 51B.

*[Subsection (c) effective until July 1, 2010, 2008. For text effective July 8, 2008, see below.]*

(c) Notwithstanding subsection (g), whoever violates this section shall be punished by a fine of not more than \$1,000. Whoever knowingly and willfully files a frivolous report of abuse or neglect under this section shall be punished by a fine of not more than \$1000.

*[Subsection (c) as amended by 2008, 176, Sec. 96 effective July 1, 2010. See 2008, 176, Sec. 139. For text effective until July 1, 2010, see above.]*

(c) Notwithstanding subsection (g), whoever violates this section shall be punished by a fine of not more than \$1,000. Whoever knowingly and willfully files a frivolous report of child abuse or neglect under this section shall be punished by: (i) a fine of not more than \$2,000 for the first offense; (ii) imprisonment in a house of correction for not more than 6 months and a fine of not more than \$2,000 for the second offense; and (iii) imprisonment in a house of correction for not more than 2 1/2 years and a fine of not more than \$2,000 for the third and subsequent offenses.

Any mandated reporter who has knowledge of child abuse or neglect that resulted in serious bodily injury to or death of a child and willfully fails to report such abuse or neglect shall be punished by a fine of up to \$5,000 or imprisonment in the house of correction for not more than 2 1/2 years or by both such fine and imprisonment; and, upon a guilty finding or a continuance without a finding, the court shall notify any appropriate professional licensing authority of the mandated reporter's violation of this paragraph.

(d) A report filed under this section shall contain: (i) the names and addresses of the child and the child's parents or other person responsible for the child's care, if known; (ii) the child's age; (iii) the child's sex; (iv) the nature and extent of the child's injuries, abuse, maltreatment or neglect, including any evidence of prior injuries, abuse, maltreatment or neglect; (v) the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; (vi) whatever action, if any, was taken to treat, shelter or otherwise assist the child; (vii) the name of the person or persons making the report; (viii) any other information that the person reporting believes might be helpful in establishing the cause of the injuries; (ix) the identity of the person or persons responsible for the neglect or injuries; and (x) other information required by the department.

(e) A mandated reporter who has reasonable cause to believe that a child has died as a result of any of the conditions listed in subsection (a) shall report the death to the district

attorney for the county in which the death occurred and the office of the chief medical examiner as required by clause (16) of section 3 of chapter 38. Any person who fails to file a report under this subsection shall be punished by a fine of not more than \$1,000.

(f) Any person may file a report under this section if that person has reasonable cause to believe that a child is suffering from or has died as a result of abuse or neglect.

(g) No mandated reporter shall be liable in any civil or criminal action for filing a report under this section or for 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. No other person filing a report under this section shall be liable in any civil or criminal action by reason of the report if it was made in good faith and if that person did not perpetrate or inflict the reported abuse or cause the reported neglect. Any person filing a report under this section may be liable in a civil or criminal action if the department or a district attorney determines that the person filing the report may have perpetrated or inflicted the abuse or caused the neglect.

(h) No employer shall discharge, discriminate or retaliate against a mandated reporter who, in good faith, files a report under this section, testifies or is about to testify in any proceeding involving child abuse or neglect. Any employer who discharges, discriminates or retaliates against that mandated reporter shall be liable to the mandated reporter for treble damages, costs and attorney's fees.

(i) Within 30 days of receiving a report from a mandated reporter, the department shall notify the mandated reporter, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child and the services that the department intends to provide to the child or the child's family.

(j) Any privilege relating to confidential communications, established by sections 135 to 135B, inclusive, of chapter 112 or by sections 20A and 20B of chapter 233, shall not prohibit the filing of a report under this section or a care and protection petition under section 24, except that a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner need not report information solely gained in a confession or similarly confidential communication in other religious faiths. Nothing in the general laws shall modify or limit the duty of a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner to report suspected child abuse or neglect under this section when the priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner is acting in some other capacity that would otherwise make him a mandated reporter.

*[Subsection (k) added by 2008, 176, Sec. 97 effective January 1, 2010. See 2008, 176, Sec. 138.]*

(k) A mandated reporter who is professionally licensed by the commonwealth shall complete training to recognize and report suspected child abuse or neglect.





# APPENDIX F

(Mandated Reporters Guide)



# Child Abuse and Neglect Reporting

## a mandated reporter's guide

### INTRODUCTION

Under Massachusetts law, the Department of Children and Families (DCF) is the state agency that receives all reports of suspected abuse and/or neglect of children under the age of 18. State law requires professionals whose work brings them in contact with children to notify DCF if they suspect that a child is being abused and/or neglected. DCF depends on reports from professionals and other concerned individuals to learn about children who may need protection, more than 75,000 reports are received on behalf of children each year. The Department is responsible for protecting children from abuse and/or neglect. DCF seeks to ensure that each child has a safe, nurturing, permanent home. The Department also provides a range of services to support and strengthen families with children at risk of abuse and/or neglect.

### Who is a mandated reporter?

- Massachusetts law defines the following professionals as mandated reporters: Physicians, medical interns, hospital personnel engaged in the examination, care or treatment of persons, medical examiners;
- Emergency medical technicians, dentists, nurses, chiropractors, podiatrists, optometrists, osteopaths;
- Public or private school teachers, educational administrators, guidance or family counselors;
- Early education, preschool, child care or after school program staff, including any person paid to care for, or work with, a child in any public or private facility, home or program funded or licensed by the Commonwealth, which provides child care or residential services. This includes child care resource and referral agencies, as well as voucher management agencies, family child care and child care food programs;
- Child care licensors, such as staff from the Department of Early Education and Care;
- Social workers, foster parents, probation officers, clerks magistrate of the district courts, and parole officers;
- Firefighters and police officers;
- School attendance officers, allied mental health and licensed human services professionals;
- Psychiatrists, psychologists and clinical social workers, drug and alcoholism counselors;
- Clergy members, including ordained or licensed leaders of any church or religious body, persons performing official duties on behalf of a church or religious body, or persons employed by a religious body to supervise, educate, coach, train or counsel a child on a regular basis; and
- The Child Advocate.

## As a mandated reporter, what are my responsibilities?

Massachusetts law requires mandated reporters to immediately make an oral or written report to DCF when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse and/or neglect.

In addition to filing with the Department a mandated reporter may notify local law enforcement or the Office of the Child Advocate of any suspected abuse and/or neglect. You should report any physical or emotional injury resulting from abuse; any indication of neglect, including malnutrition; any instance in which a child is determined to be physically dependent upon an addictive drug at birth; any suspicion of child sexual exploitation or human trafficking; or death as a result of abuse and/or neglect. In addition, you must report a death as a result of abuse and/or neglect to the local District Attorney and to the Office of the Chief Medical Examiner. Mandated Reporters who are staff members of medical or other public or private institutions, schools or facilities, must either notify the Department directly or notify the person in charge of the institution, school or facility, or his/her designee, who then becomes responsible for filing the report. Should the person in charge/ designee advise against filing, the staff member retains the right to contact DCF directly and to notify the local police or the Office of the Child Advocate. (Ch. 119, § 51A) Under the law, mandated reporters are protected from liability in any civil or criminal action and from any discriminatory or retaliatory actions by an employer. The written report must be submitted to DCF within 48 hours after the oral report has been made.

Any profession defined by law as a mandated reporter, is required to assist in a 51B investigation or initial assessment, even if they are not the filer of the 51A report. Mandated reporters who are licensed by the Commonwealth are required to complete training to recognize and report suspected child abuse and/or neglect.

## What if I fail to report?

Any mandated reporter who fails to make required oral and written reports can be punished by a fine of up to \$1,000. Any mandated reporter who willfully fails to report child abuse and/or neglect that resulted in serious bodily injury or death can be punished by a fine of up to \$5,000 and up to 2½ years in jail, and be reported to the person's professional licensing authority.

All mandated reporters who knowingly and willfully file a frivolous report of child abuse and/or neglect can be punished by a fine of up to \$2,000 for the first offense, up to 6 months in jail for a second offense, and up to 2½ years in jail for a third offense.

## How do I make a report of suspected child abuse and/or neglect? When must I file?

When you suspect that a child is being abused and/or neglected, you should immediately telephone the DCF Area Office serving the child's residence and ask for the Screening Unit. You will find a directory of the DCF Area Offices at the end of this Guide and on the DCF web site. Offices are staffed between 9 am and 5 pm weekdays. To make a report at any other time, including after 5 pm and on weekends and holidays, please call the **Child-At-Risk Hotline at 800-792-5200**.

As a mandated reporter you are also required by law to mail or fax a written report to the Department within 48 hours after making the oral report. The form for filing this report can be obtained from your local DCF Area Office or from the DCF website: [www.mass.gov/dcf](http://www.mass.gov/dcf)



Your report should include:

- Your name, address and telephone number;
- All identifying information you have about the child and parent or other caretaker, if known;
- The nature and extent of the suspected abuse and/or neglect, including any evidence or knowledge of prior injury, abuse, maltreatment, or neglect;
- The identity of the person you believe is responsible for the abuse and/or neglect;
- The circumstances under which you first became aware of the child's injuries, abuse, maltreatment or neglect;
- What action, if any, has been taken thus far to treat, shelter, or otherwise assist the child;
- Any other information you believe might be helpful in establishing the cause of the injury and/or person responsible;
- Any information that could be helpful to DCF staff in making safe contact with an adult victim in situations of domestic violence (e.g., work schedules, place of employment, daily routines); and
- Any other information you believe would be helpful in ensuring the child's safety and/or supporting the family to address the abuse and/or neglect concerns.

Hospital personnel should take photographs of any trauma that is visible on the child and mail or deliver the photographs to DCF with the written report.

If you work in a hospital and collect physical evidence of abuse and/or neglect of a child, you must immediately notify the local District Attorney, local law enforcement authorities and the Department. We recommend that you inform the family that you have referred them to DCF for help, but do not do so if you think it would increase the risk to the child.

## How does DCF define abuse and neglect?

Under the Department of Children and Families regulations (110 CMR, section 2.00):

**Abuse means:** The non-accidental commission of any act by a caretaker upon a child under age 18 which causes, or creates a substantial risk of, physical or emotional injury; or an act by a caretaker involving a child that constitutes a sexual offense under the laws of the Commonwealth; or any sexual contact between a caretaker and a child under the care of that individual. This definition is not dependent upon location (i.e., abuse can occur while the child is in an out-of-home or in-home setting).

**Neglect means:** Failure by a caretaker, either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided, however, that such inability is not due solely to inadequate economic resources or solely to the existence of a handicapping condition. This definition is not dependent upon location (i.e., neglect can occur while the child is in an out-of-home or in-home setting).

**Physical Injury means:** Death; or fracture of a bone, a subdural hematoma, burns, impairment of any organ, and any other such nontrivial injury; or soft tissue swelling or skin bruising, depending upon such factors as the child's age, circumstances under which the injury occurred and the number and location of bruises; or addiction to a drug or drugs at birth; or failure to thrive.

**Emotional Injury means:** An impairment to or disorder of the intellectual or psychological capacity of a child as evidenced by observable and substantial reduction in the child's ability to function within a normal range of performance and behavior.

## Who is a caretaker?

A “caretaker” can be a child’s parent, step-parent, guardian, or any household member entrusted with the responsibility for a child’s health or welfare. In addition, any other person entrusted with the responsibility for a child’s health or welfare, both in and out of the child’s home, regardless of age, is considered a caretaker. Examples may include: relatives from outside the home, teachers or staff in a school setting, workers at an early education, child care or afterschool program, a babysitter, foster parents, staff at a group care facility, or persons charged with caring for children in any other comparable setting.

## When should a report involving domestic violence be filed?

Domestic violence is defined as a pattern of coercive controlling behaviors that one person exercises over another in an intimate relationship. Not every situation involving domestic violence merits intervention by DCF. Mandated reporters are encouraged to carefully review each family’s situation and to identify any specific impact on the child(ren) when considering whether or not to file a 51A report with DCF. In some cases a report may actually create additional risks for the caretaker and the children. If possible, discuss the filing of a report with the caretaker first and address the potential need for safety planning. A report is more likely necessary if the following higher risk circumstances are current concerns:

- The alleged perpetrator threatened to kill the caretaker, children or self and the caretaker fears for their safety;
- The alleged perpetrator physically injured the child in an incident where the caretaker was the target;
- The alleged perpetrator coerced the child to participate in or witness the abuse of a caretaker;
- The alleged perpetrator used or threatened to use a weapon, and the caretaker believes that the perpetrator intended or has the ability to cause harm.

For more information on this topic please refer to the DCF Brochure, Promising Approaches: Working with Families, Child Welfare and Domestic Violence. This brochure is available on the DCF website and from your local DCF Area Office.

## What happens when DCF receives a report of child abuse and/or neglect?

When DCF receives a report of abuse and/or neglect, called a “51A report,” from either a mandated reporter or another concerned citizen, DCF is required to evaluate the allegations and determine the safety of the children. During DCF’s response process, all mandated reporters are required to answer the Department’s questions and provide information to assist in determining whether a child is being abused and/or neglected and in assessing the child’s safety in the household.

Here are the steps in the Child Protective Services (CPS) process:

1. The report is screened. The purpose of the screening process is to gather sufficient information to determine whether the allegation meets the Department’s criteria for suspected abuse and/or neglect, whether there is immediate danger to the safety of a child, whether DCF involvement is warranted and how best to target the Department’s initial response. The Department begins its screening process immediately upon receipt of a report. During the screening process DCF obtains information from the person filing the report and also contacts professionals involved with the family, such as doctors or teachers who may be able to provide information about the child’s condition. DCF may also contact the family if appropriate.



2. If the report is "Screened-In", it is assigned either for a Child Protective Services (CPS) Investigation or Assessment Response:
  - **CPS Investigation Response:** Generally, cases of sexual or serious physical abuse, or severe neglect will be assigned to the CPS Investigation Response. The severity of the situation will dictate whether it requires an emergency or non-emergency investigation. The primary purpose of the Investigation Response is to determine the current safety and the potential risk to the reported child, the validity of an allegation, identification of person(s) responsible and whether DCF intervention is necessary.
  - **CPS Assessment Response (Initial Assessment):** Generally, moderate or lower risk allegations, are assigned to the CPS Assessment Response. The primary purpose of the Assessment Response is to determine if DCF involvement is necessary and to engage and support families. This response involves a review of the reported allegations, assessing safety and risk of the child, identifying family strengths and determining what, if any, supports and services are needed.
3. A determination is made as to whether there is a basis to the allegation, whether the child can safely remain at home and whether the family would benefit from continued DCF involvement. If DCF involvement continues, a Comprehensive Assessment and Service Plan are developed with the family.

Some families come to the attention of the Department outside the 51A process: Children Requiring Assistance (CRA) cases referred by the Juvenile Court, cases referred by the Probate and Family Court, babies surrendered under the Safe Haven Act, and voluntary requests for services by a parent/family. These cases are generally referred directly for a Comprehensive Assessment.

### What are the timeframes for completing a Screening, and/or an Investigation or Assessment?

- **Screening:** Begins immediately for all reports. For an emergency response it is completed within two hours. For a non-emergency response, screening may take up to three business days as appropriate.
- **Emergency Investigation:** Must begin within two hours and be completed within five business days of the report.
- **Non-Emergency Investigation:** Must begin within two business days and be completed within 15 business days of the report.
- **Assessment (Initial):** Must begin within two business days and be completed within 15 business days of the report.
- **Comprehensive Assessment:** May take up to 45 business days.

## Will I be informed about the DCF determination?

If you are the mandated reporter who filed the report, you will receive a copy of the decision letter that is sent to the parents or caretaker. In that letter you will be informed of the Department's response, the determination and whether DCF is opening a case for continued DCF involvement.

## Does DCF tell the family who made the 51A report?

DCF regulations do not allow the Department to disclose the name of a reporter unless ordered by a court or required by statute such as when the Department is required to provide the 51A report to the District Attorney or other law enforcement (CMR 12.00 etseq).

## Referrals to the District Attorney

If the Department determines that a child has been sexually abused or sexually exploited, has been a victim of human trafficking, has suffered serious physical abuse and/or injury, or has died as a result of abuse and/or neglect, DCF must notify local law enforcement as well as the District Attorney, who have the authority to file criminal charges.

## DCF Area Office Directory

### Western region

|   |              |
|---|--------------|
| • Greenfield                                  | 413-775-5000 |
| • Holyoke                                     | 413-493-2600 |
| • Springfield                                 | 413-452-3200 |
| • Robert Van Wart Center/<br>East Springfield | 413-205-0500 |
| • Worcester, East & West                      | 508-929-2000 |
| • Whitinsville                                | 508-929-1000 |
| • Leominster                                  | 978-353-3600 |
| • Pittsfield                                  | 413-236-1800 |

### Northern Region

|                        |              |
|------------------------|--------------|
| • Lowell               | 978-275-6800 |
| • Framingham           | 508-424-0100 |
| • Haverhill            | 978-469-8800 |
| • Lawrence             | 978-557-2500 |
| • Cambridge/Somerville | 617-520-8700 |
| • Malden               | 781-388-7100 |
| • Cape Ann, Salem      | 978-825-3800 |
| • Lynn                 | 781-477-1600 |

### Southern Region

|                           |              |
|---------------------------|--------------|
| • Brockton                | 508-894-3700 |
| • Arlington               | 781-641-8500 |
| • Coastal, South Weymouth | 781-682-0800 |
| • Cape Cod & Islands      | 508-760-0200 |
| • Plymouth                | 508-732-6200 |
| • Fall River              | 508-235-9800 |
| • New Bedford             | 508-910-1000 |
| • Brockton                | 508-894-3700 |
| • Taunton/Attleboro       | 508-821-7000 |

### Boston Region

|                           |              |
|---------------------------|--------------|
| • Dimock Street, Roxbury  | 617-989-2800 |
| • Hyde Park               | 617-363-5000 |
| • Harbor, Chelsea         | 617-660-3400 |
| • Park Street, Dorchester | 617-822-4700 |

- **Child Protection Information:** For more information about reporting child abuse and/or neglect: [www.mass.gov/dcf](http://www.mass.gov/dcf) for general information or to find a DCF Area Office

- **Child-At-Risk-Hotline: 800-792-5200**

- **DCF Ombudsman: 617-748-2444** (9 a.m. – 5 pm, weekdays) for inquiries about DCF programs, policies or service delivery.



# APPENDIX G

(Digital Technology Acceptable Use Policy)



## **DIGITAL TECHNOLOGY ACCEPTABLE USE POLICY**

The Hanover Public Schools encourages the use of digital technology for completing educational assignments and professional responsibilities. The primary purpose of providing digital technology within the district is to support the educational goals and objectives of Hanover Public Schools. It is expected that all digital technology users will respect the rights of others, and will act in a way that reflects proper ethical and legal standards at all times.

The following Digital Technology Acceptable Use Policy (DTAUP) applies to all faculty, staff, students, community members and guests who use the district's digital technology or who access our network. Any violation of the terms spelled out below may result in loss of access to district digital technology and/or disciplinary/legal action.

### **1. Definition and Purpose**

- 1.1. Hanover Public Schools provides access to its data network and Internet portal (the "network") for employees, students and authorized guests. This network includes all hardware used to deliver and receive data, as well as all software instrumental in viewing and working with data over the network. Any computer—whether purchased by the district or owned by an individual—that is connected to our network at any time is considered to be part of the network and, thus, is subject to the terms of this DTAUP.
  - 1.1.1. The network has been developed for educational purposes. It is intended to assist students and teachers by providing access to a wide range of information resources. The network also allows for efficient communication within the district, with parents/guardians, social service agencies, government agencies, businesses, et cetera.
  - 1.1.2. Incidental personal use of digital technology and the network may be permitted as long as it does not interfere with the educational mission of the Hanover Public Schools.
- 1.2. "User" refers to any staff member, administrator, student, community member or authorized guest who connects to the Hanover Public Schools' network, who uses digital technology belonging to the Hanover Public Schools or who accesses our network.
- 1.3. "Digital technology" is any device that creates, transmits, or accesses digital information, whether connected to the network or used in a stand-alone situation. "Digital information" or "digital media" is any data that is created, transmitted, or accessed by digital technology.
- 1.4. "Educational" refers to the process of teaching and learning that is tied to the curricula of the Hanover Public Schools and the Department of Elementary and Secondary Education's Curriculum Frameworks.

### **2. Staff and User Responsibilities**

- 2.1. The Director of Technology will oversee access to the network and will establish processes for authorizing software installation, for the archiving of e-mail and databases, for maintaining virus and spam protection, and for complying with the Children's Internet Protection Act (C.I.P.A.).
- 2.2. The building Principal will maintain signed user agreements for students and staff; he or she is responsible for enforcing the DTAUP on-site.
- 2.3. When using the Internet for class activities, teachers will preview and select materials appropriate to the students and relevant to the course objectives. Teachers will help students develop critical thinking skills (i.e. assessing the reliability of information found on the Internet) and provide guidelines and resources to assist their students in focused research activities. While their students are on-line and under their supervision, staff must be actively vigilant of websites visited by students.
- 2.4. Any user who finds objectionable material on any digital device should inform an administrator immediately. This includes material that any user might locate by connecting to a website—whether intentionally or accidentally—or might find residing on a computer or the network.
- 2.5. No staff member may access the on-line grades or personal information of any student except for those students with whom he or she has a direct professional relationship at that time.
- 2.6. No staff member may access the on-line personal or professional information of another staff member except when the employee's direct supervisor accesses the information, or directs another member to access the information, in the process of fulfilling his or her professional responsibilities.
- 2.7. Accessing or attempting to access another user's account without permission is strictly prohibited. Users may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users on the network.
- 2.8. All passwords or other means of accessing computers, servers, software, or the network within the Hanover Public Schools is the property of the school district. Any misuse, dissemination, or destruction of these passwords is vandalism, and may be punished through internal disciplinary means and/or through the courts.

- 2.9. Any person who accesses the district from outside the network does so with the same restrictions and responsibilities as outlined in this document.
  - 2.10. Any person who illegally accesses the Hanover Public Schools' network with intent to damage the network may be subject to criminal and/or civil prosecution as well as internal disciplinary action.
  - 2.11. Any Hanover student, faculty member, administrator, or staff member who libels or slanders any other Hanover student, faculty member, administrator, or staff member using digital technology may be subject to internal discipline and/or punishment within the courts.
3. **District Limitation of Liability**
  - 3.1. Hanover Public Schools makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its network will be error-free or without defect.
  - 3.2. The district will not be responsible for any damages users may suffer, including but not limited to, loss of data or interruptions of service, or personal physical, psychological, or monetary damages.
  - 3.3. The district is not responsible for the accuracy or quality of the information obtained through or stored on the network.
  - 3.4. The district will not be responsible for unauthorized financial obligations arising through the use of the network.
4. **Due Process**
  - 4.1. While on the network, the user agrees to take full responsibility for his or her actions. The Hanover Public Schools will not be held liable for the actions of anyone connecting to the Internet through this network. Therefore, all users shall assume full liability—legal, financial, or otherwise—for their use of the network.
  - 4.2. Violations of the DTAUP can carry serious consequences and could result in the immediate suspension of the user's privileges. Further disciplinary action may be taken by the administration and/or town, county, state, or federal authorities. Disciplinary actions will be tailored to meet specific concerns related to the violation. These disciplinary actions may include termination of employment or student suspension.
  - 4.3. Any questions, suspicions, or allegations concerning adherence to the Digital Technology Acceptable Use Policy should be brought to the attention of the Director of Technology, building Principal, or the Superintendent of Schools.
5. **Search and Seizure**
  - 5.1. The network and all devices (except those purchased personally by the user) attached to it are the property of the Hanover Public Schools; the storage systems of these devices are therefore subject to inspection by the administration at any time. District-owned computers, whether attached to the network or not, are subject to inspection by the administration at any time. System users should expect limited privacy regarding the contents of their files stored on the network.
  - 5.2. An individual search will be conducted if there is suspicion that a user has violated the DTAUP or the law. The nature of the investigation will be in relation to the context of the nature of the alleged violation.
6. **Acceptable Use of Hanover's Digital Technology**
  - 6.1. All students, faculty, and staff are encouraged to explore any and all digital technology offered by the Hanover Public Schools, whether through installed hardware and software or through approved network connections.
  - 6.2. All students, faculty, and staff are encouraged to share the digital media that they create (along with production techniques) with all other members of the Hanover community. Please contact the Director of Technology for methods of dissemination.
  - 6.3. In the "Web 2.0" world, social networking—the sharing of ideas, opinions, and media across networks (especially the Internet)—brings us all closer. Anyone who discovers interesting websites of educational value is encouraged to contact his or her teacher, school Principal or the Director of Technology for posting these sites in the appropriate places.
7. **Unacceptable Use of Digital Technology**
  - 7.1. No member of the faculty, the staff, or the student body will use Hanover Public Schools' digital technology to defame, slander, or libel any person.
  - 7.2. Cyberbullying, which is the repeated use by one or more students or by a school staff member of an electronic expression including the 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, creation of web pages or blogs in which the creator assumes the identity of

another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons), alone or in combination with any written or verbal expressions or physical acts or gestures, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of the school. See Massachusetts General Laws, Chapter 71. Section 370.

7.3. He or she will not engage in any illegal activities or use the technology for purposes other than as intended in an educational setting.

7.4. When faculty, staff, students or guests of the Hanover Public Schools use the network they become an extension of the Hanover Public Schools and are expected to follow the guidelines of this policy. Inappropriate use will not be allowed.

7.5. The user will not:

- use obscene, mean-spirited, pornographic, profane, inflammatory, racist, threatening, or disrespectful language;
- engage in prejudicial or discriminatory attacks, sexual harassment, or other forms of on-line bullying;
- post false or defamatory information about a person or organization, or post information that could cause damage, panic, or disruption. This includes, but is not limited to, the posting of broadcast messages or any other actions that cause congestion of the network or interfere with the work of others;
- install unauthorized software or download unauthorized software from a remote location or copy software that belongs to the Hanover Public Schools without expressed permission of the Director of Technology;
- attempt to go beyond his or her authorized access (hack), make deliberate attempts to disrupt system performance, destroy data (by spreading computer viruses or by any other means), or engage in other illegal activities;
- access blocked or prohibited websites through proxy servers that remove identifying information about the user for the purpose of anonymity;
- access non-educational gaming sites;
- disseminate passwords, codes, access telephone numbers, or account numbers to unauthorized persons;
- change the configuration of a computer or network without administrative permission;
- use the network to access material that is profane or pornographic or that advocates illegal acts, violence, or discrimination towards other people (e.g., hate literature);
- use the network for lobbying or advertising or for passing on information of a purely personal interest;
- damage or vandalize computers, computer systems, or networks either through physical alteration or through the introduction of malicious digital agents, such as viruses;
- trespass in other's folders, work or files, or use another's password.

## 8. **E-mail**

8.1. All e-mail created or received by an employee of a governmental unit is a public record. According to Massachusetts General Laws:

"public records" shall mean all...documentary materials or data, regardless of physical form or characteristics, made or received by any officer or employee of any agency...to serve a public purpose (G.L. c. 4, § 7, cl. 26).

- 8.1.1. E-mail is, therefore, a public record and it is subject to the requirements of the Public Records Law, G.L. c. 66. Any member of the public may request copies of e-mail. Please note that even deleted messages are subject to disclosure because they are required to be backed up in our archives.
    - 8.1.2. Users should consider e-mail messages to be equivalent to letters sent on official letterhead and therefore should be written in a professional and courteous tone. As the AUP of the Springside School in Pennsylvania states, "tone is difficult to discern in electronic communication. Electronic communication is best used as a medium for disseminating factual information and should not be regarded as a replacement for face-to-face communication."
  - 8.2. Faculty, staff, or students must not subscribe to mass electronic mailings (e.g., chain letters, "jokes of the day," "horoscopes," "trivia," et cetera). Mass mailings take up valuable network space that should be used for educational purposes. If a faculty member joins a professional (educational) listserv, it is requested that he or she subscribe in digest format. Please, contact the listserv administrator or the Director of Technology for instructions on how to accomplish this.
  - 8.3. The Director of Technology or the Systems Engineer monitors the network to ensure proper network operations. Principals, department heads, or supervisors may request detailed reports indicating e-mail and Internet usage.
  - 8.4. Students are not allowed to access non-school e-mail accounts, including chat and instant messaging. In the event that students are given e-mail accounts through the Hanover Public Schools, all e-mail rules stated in this DTAUP apply.
  - 8.5. Email accounts issued by Hanover Public Schools may not be used to bully, harass, or threaten any individual or organization; accounts will not be used to send chain letters, viruses, or hoaxes to other students, faculty, or individuals;
  - 8.6. Student email accounts are filtered for language and content; any email that contains inappropriate language or content will not be delivered and appropriate disciplinary action will be taken. Disciplinary actions will be tailored to meet specific concerns related to the violation.
9. **Web Publishing**
- 9.1. The Hanover Public Schools websites are designed to provide a portal to enable communication among teachers, students, staff, administration, and the community. Material posted on the district's websites or web portal must reflect the high educational standards of the Hanover Public Schools.
  - 9.2. To help to protect the safety of our students and the accuracy and security of district information, the guidelines and procedures listed below must be followed:
    - 9.2.1. No student's personal information such as home address or telephone number may be posted on the Hanover Public Schools' websites. Students must have signed permission from their parent/guardian granting permission to post the student's work and or picture. The use of a student's name, picture, or demographic information on the website of an employee of Hanover Public Schools is prohibited, except with the permission of the Superintendent of Schools and the parent/guardian of the student.
    - 9.2.2. Material posted on district websites must have prior approval of the Principal. All links from a school's website to sites outside of the Hanover Public Schools network must be approved by the Principal or his/her designee. At all times, there must be a good faith effort to verify the authenticity of material posted on the district's websites.
    - 9.2.3. Photographs and images must be used in accordance with district policy.
    - 9.2.4. Logos or trademarks used must have written permission from the person or organization that owns the logo or trademark. The Hanover Public Schools' name or copyrighted logos must not be used on a personal web page without permission of the Superintendent.
    - 9.2.5. The creator of any district web page is responsible for ensuring that the information contained therein is of the highest editorial standards (spelling, punctuation, grammar, style, et cetera). The information should be factually accurate and current. If errors are observed, the Director of Technology, Principal, or designated school webmaster should be contacted to make the necessary corrections.
  - 9.3. All teacher and staff professional websites must reflect the high educational standards of the Hanover Public Schools. There may be no links from a teacher's or staff member's professional website to his or her personal website or to other websites of a non-educational nature except with permission from the building Principal, the Director of Technology, or the Superintendent of Schools.
10. **Personal Computers**

- 10.1. Faculty, staff, and student personal computers may be configured for Hanover Public Schools' network with approval from the Director of Technology.
- 10.2. Personal computers are not the property of Hanover Public Schools and will not be serviced by the Technology Department.
- 10.3. Personal computers must have up-to-date virus protection software in order to be placed on the district's network.

11. **Copyright Infringement**

- 11.1. Existing copyright law will govern the use of material accessed through the network. The user—any student, faculty member, administrator, staff member, or guest—will not infringe upon the copyright of works found on the Internet or within the network.
- 11.2. As has been stated earlier, all copyrighted material used on any of the district's web pages must have the expressed written permission of the person or organization that owns the copyright.



# APPENDIX H

(Hanover Bullying Prevention and Intervention Plan)

**HANOVER PUBLIC SCHOOLS**



**BULLYING PREVENTION**

**&**

**INTERVENTION PLAN**

**Approved by the Hanover School Committee on December 20, 2010**

## **TABLE OF CONTENTS**

|   |           |
|---|-----------|
| <b>INTRODUCTION</b>   | <b>3</b>  |
| <b>SECTION 1 - HANOVER PUBLIC SCHOOLS - STATEMENT PROHIBITING BULLYING, CYBER-BULLYING, &amp; RETALIATION</b> | <b>4</b>  |
| <b>SECTION 2 – HANOVER PUBLIC SCHOOLS- POLICY PROHIBITING BULLYING</b>  | <b>4</b>  |
| <b>SECTION 3 - PROCEDURES FOR REPORTING</b>   | <b>11</b> |
| <b>SECTION 4 - PROCEDURES TO RESTORE SAFETY FOR A TARGET(S) OF BULLYING AND/OR RETALIATION</b>                | <b>15</b> |
| <b>SECTION 5 - RESOURCES AND PROFESSIONAL DEVELOPMENT</b>   | <b>17</b> |
| <b>SECTION 6 - COLLABORATION WITH FAMILIES</b>  | <b>22</b> |
| <b>SECTION 7 – RELATIONSHIP TO OTHER LAWS - SUCH AS HARASSMENT</b>  | <b>25</b> |



## INTRODUCTION

As required by **M.G.L. c. 71 § 370**, the district's bullying prevention and intervention plan was written by a large group of stakeholders (The Safe Schools Planning Team) (SSPT) who were charged with developing the Hanover Public Schools' *Bullying Intervention and Prevention Plan*. A team of twenty-six (26) administrators, professional staff, support staff, middle and high school students, school council members, school committee members, police representative, and special interest groups (i.e., Parent Advisory Council, Hanover Safe, and Respectful Schools) met on the following dates: September 20, 2010; October 4, & 25, 2010; November 15, 2010; and December 6, 2010; from 4:00 P.M. – 6:30 P.M.

The SSPT members were subdivided into seven smaller subgroups comprised of four to five members. Each group was led by a principal and/or central office administrator who acted as the group facilitator. Utilizing the Massachusetts Department of Elementary and Secondary Education's model *Bullying Prevention and Intervention Plan* as a guide, sub groups were charged with writing various plan components. The timeline for the development of the plan was the following:

- September 20<sup>th</sup> – Vision Statement developed and group assignments discussed
- October 4, 25, & November 15<sup>th</sup> – Teams complete their component of the plan
- November 16<sup>th</sup> – Plan components reviewed and put into a draft document
- November 17<sup>th</sup> – Draft document for the district's Bullying Intervention and Prevention Plan completed and presented to School Committee
- November 22 – December 5<sup>th</sup> - Draft document posted on website for public comment period
- December 6, 2010 – Final meeting of the SSPT to edit draft based on feedback
- December 20, 2010 – Plan submitted to the School Committee for final approval
- Prior to December 31, 2010, plan submitted to Department of Elementary & Secondary Education

## **SECTION 1 - HANOVER PUBLIC SCHOOLS - STATEMENT PROHIBITING BULLYING, CYBER-BULLYING, & RETALIATION**

Hanover Public Schools is committed to maintaining a school environment where all students are free from bullying, cyber-bullying, and retaliation. To that end, Hanover Public Schools has developed the following district belief statement:

*Hanover Public Schools is committed to providing a community where all members are valued and respected. Bullying, cyber-bullying, harassment, and retaliation are not tolerated. We work proactively with our students, staff, families, law enforcement agencies, and the community to provide a safe and supportive learning environment.*

## **SECTION 2 – HANOVER PUBLIC SCHOOLS- POLICY PROHIBITING BULLYING**

The Hanover Public Schools is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects (retaliation) thereof. Acts of bullying and cyber-bullying are prohibited:

- i. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and
- ii. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target(s), infringes on the rights of the target(s) at school or materially and substantially disrupts the education process or the orderly operation of a school. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

**A. Definitions:**

**Aggressor(s)** is a student who engages in bullying, cyber-bullying, or retaliation

**Bullying** is defined in **M.G.L. c.71, s. 37O**, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target(s) that:

- i. causes physical or emotional harm to the target(s) or damage to the target's property
- ii. places the target(s) in reasonable fear of harm to himself or of damage to his property
- iii. creates a hostile environment at school for the target(s)
- iv. infringes on the rights of the target(s) at school
- v. materially and substantially disrupts the education process or the orderly operation of a school

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

**Cyber-Bullying** is defined in **M.G.L. c.71, s. 37O** is bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:

- i. the creation of a web page or blog in which the creator assumes the identity of another person
- ii. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying

- iii. 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-Bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

**Hostile Environment** is defined in **M.G.L. c. 71, s. 37O**, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

**Retaliation** is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**Target(s)** is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

## **B. Bullying And Retaliation are Prohibited & Will Lead to Discipline:**

Hanover Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment.

## **C. Reporting Obligations:**

### **1. Reporting by Staff**

A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the principal, assistant principal, or designee.

### **2. Reporting by Students, Parents/Guardians, and Others**

The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal, assistant principal, or designee. An individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

### **3. Reporting to Parents/Guardians**

Upon determining that bullying or retaliation has occurred, the principal, assistant principal, or designee will promptly notify the parents/guardians of the target(s) and the aggressor(s) of this. If the alleged target(s) and alleged aggressor(s) attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents/guardians of the report and procedures.

### **4. Reporting to Local Law Enforcement**

At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the principal, assistant principal, or designee has a reasonable basis to believe that the incident may involve criminal conduct, the principal, assistant principal, or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

#### 5. Reporting to Administrator of Another School District or School

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Hanover Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

#### **D. Investigation:**

The principal, assistant principal, or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

##### 1. Pre-Investigation

Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target(s) and/or protect the alleged target(s) from further potential incidents of concern. A reasonable effort will be made to contact the target(s) parents/guardians. In taking any such action, however, the rights of both the alleged target(s) and alleged aggressor(s) must be considered.

##### 2. Written Statement of the Complaint

The principal, assistant principal, or designee will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: (1) what specifically happened, (2) who committed the alleged acts, (3) who was present or may have information about the events, (4) when the events occurred (date, time of day), and (5) where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

### 3. Interviews

Once the allegations of the complainant are established, the principal, assistant principal, or designee will gather other evidence, which often involves interviews of the alleged aggressor(s) and/or other witnesses. If appropriate, the principal, assistant principal, or designee should remind the alleged aggressor(s) and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

### 4. Confidentiality

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

### 5. Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "*reasonable person*" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." **See Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).**

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target(s) is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation:

- i. hold parent/guardian conferences;
- ii. transfer student's classroom or school;
- iii. limit or deny student access to a part, or area, of a school;
- iv. enhance adult supervision on school premises;
- v. exclude from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;

- vi. provide relevant educational activities for individual and groups of students with guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may helpful in providing such programs
- vii. personalized action plan and directives for future conduct, to include; providing the target(s) with a process for reporting any concerns about future conduct immediately because it is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student
- viii. arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power)
- ix. provide counseling (or other appropriate services) or referral to such services for the target(s) and/or the aggressor(s) and/or for appropriate family members of said students

**E. Closing the Complaint and Possible Follow-up:**

The principal, assistant principal, or designee will promptly provide notice to the parent/guardian of a target(s) and an aggressor(s) about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents/guardians—unless it involves a “stay away” or other directive that the target(s) must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the principal, assistant principal, or designee will contact the target(s) to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.



## SECTION 3 - PROCEDURES FOR REPORTING

### A. *Staff*

A staff member, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, will immediately report any instance of bullying or retaliation he/she has witnessed or become aware of to the principal, assistant principal, or designee.

As part of its staff reporting procedures, Hanover Public Schools has developed a district-wide *"Staff Behavior Incident Report"* form (Addendum A) which is provided electronically to staff. Staff members are encouraged to make electronic written reports of bullying using this incident report form. However, if a verbal referral is made by a staff member, a form will be completed by the building administrator. All K-12 bullying and retaliation incidents will be tracked through this electronic reporting procedure.

### B. *Students, Parents/Guardians and Others*

The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal, assistant principal, or designee. Students, parents/guardians, and others may report a suspected incident of bullying and/or retaliation in the following ways:

- i. verbally to an administrator or his/her designee
- ii. in writing on the district's *"Bullying /Retaliation Incident Report"* form
- iii. electronically using the *"Bullying /Retaliation Incident Report"* form

### C. *Anonymous Reporting*

An individual may make an anonymous report of bullying or retaliation; however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Anonymous reporting can occur in the following manner: (1) students, parents /guardians or others may leave a voice or telephone message after school hours in the general mailbox or on the principal's extension, (2) students, parents/guardians or others can leave a written unsigned note in an unmarked box designated in an identified location in each school in the school office, or (3) students, parents/guardians or community can complete an anonymous reporting form (on district website) or write a letter and send it in anonymously to the attention of the principal.

#### ***D. District Collaboration with the Police Department***

The Hanover Police Department has provided support to Hanover Public School by assisting the administrators, staff, students and parents/guardians with any questions that may arise in the area of the new bullying law. Before the first day of each school year, the Superintendent of Schools or designee will communicate with the chief of police or designee about relevant aspects of the Hanover Public Schools' Bullying Prevention and Intervention Plan, such as methods for the principals to notify the Police Department of conduct relating to bullying/retaliation as described in this plan and for any procedures available for informal communication.

**HANOVER PUBLIC SCHOOLS  
STAFF BEHAVIOR INCIDENT REPORT**

☐ Cedar School      ☐ Center School      ☐ Middle School      ☐ High School

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|                     |                       |
|---------------------|-----------------------|
| Student Name: _____ | Staff Reporter: _____ |
| Grade: _____        | Incident Date: _____  |
| Time: _____         | Location: _____       |

Incident Description: [Including names of people involved (target(s), aggressor(s)), witnesses, what occurred, and what each person did and said, including specific words used.]

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Interventions prior to Referral:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Warning               | <input type="checkbox"/> Missed Recess          | <input type="checkbox"/> Gr. Level Team Meeting     |
| <input type="checkbox"/> Conference w/ Student | <input type="checkbox"/> Guidance Consult       | <input type="checkbox"/> Phone Call/Email Home      |
| <input type="checkbox"/> Change class seating  | <input type="checkbox"/> Special Ed Consult     | <input type="checkbox"/> Parent/Guardian Conference |
| <input type="checkbox"/> Change work group     | <input type="checkbox"/> Administrative Consult | <input type="checkbox"/> Teacher Detention          |

Other: \_\_\_\_\_  
\_\_\_\_\_

|                    |             |
|--------------------|-------------|
| Received by: _____ | Date: _____ |
| X2 Input by: _____ | Date: _____ |

**HANOVER PUBLIC SCHOOLS  
BULLYING /RETALIATION INCIDENT REPORT**

☐ Cedar School      ☐ Center School      ☐ Middle School      ☐ High School

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1. Name of Reporter/Person Filing the Report: \_\_\_\_\_

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor(s) solely on the basis of an anonymous report.)

2. Check whether you are the: ☐ Target(s) of the behavior      ☐ Reporter (not the target(s))

3. Check whether you are a: ☐ Student      ☐ Parent/Guardian      ☐ Other (specify)\_\_\_\_\_

4. Your contact information/telephone number:\_\_\_\_\_

---

5. Information about the Incident:

Name of Target(s) (of behavior):\_\_\_\_\_

Name of Aggressor(s) (Person who engaged in the behavior):\_\_\_\_\_

Date(s) of Incident(s):\_\_\_\_\_

Time When Incident(s) Occurred:\_\_\_\_\_

Location of Incident(s) (Be as specific as possible):\_\_\_\_\_

---

6. Witnesses (List people who saw the incident or have information about it):

Name: \_\_\_\_\_ ☐Student ☐Staff ☐Other

Name: \_\_\_\_\_ ☐Student ☐Staff ☐Other

---

7. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

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Office Use Only:

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

X2 Input by: \_\_\_\_\_

Date: \_\_\_\_\_

---

## **SECTION 4 - PROCEDURES TO RESTORE SAFETY FOR A TARGET(S) OF BULLYING AND/OR RETALIATION**

This list has been compiled by Hanover Public School administrators and educators as examples of steps that may be considered and used by administrators and staff to provide and restore a sense of safety for the target(s) of bullying and/or retaliation.

- i. provide for increased supervision from staff in common areas (halls, cafeteria before/after school)
- ii. provide target(s) with contact people in school (nurse, guidance, adjustment counselor, special education liaison, requested teacher, administrator, other safe adult) for immediate reporting
- iii. contact parents/guardians and inform them of plans so they can reinforce the plan at home
- iv. provide counseling or other services in house to target(s)/aggressor(s)
- v. change schedule of the aggressor(s) so classes/lunch do not overlap
- vi. impose social probation on the aggressor(s)
- vii. have aggressor(s) eat lunch in office or guidance
- viii. restricted pass list for aggressor(s)
- ix. restricted access to parts of building for aggressor(s)
- x. earlier dismissal from class for aggressor(s)
- xi. suspension of aggressor(s)
- xii. report to police
- xiii. provide aggressor(s) with contact people to report to if they are feeling anxious or if they believe they are about to, or have behaved inappropriately
- xiv. reconvene team if the target(s) or aggressor(s) is on an IEP
- xv. increase supervision and awareness in areas that the target(s) identified as problematic
- xvi. provide options to target(s) such as class changes, lunch schedule changes, etc.
- xvii. meet with the aggressor's teachers
- xviii. meet with target's teachers
- xix. periodic check-ins by guidance, nurse, etc. with target(s) and/or aggressor(s)

- xx.** implement plan to lift restrictions on the aggressor(s) and return to normal school activity when appropriate
- xxi.** provide referrals for outside counseling to target(s)/aggressor(s)
- xxii.** coordinate with established outside counseling of target(s)/aggressor(s)



## SECTION 5 - RESOURCES AND PROFESSIONAL DEVELOPMENT

### *A. Hanover Public Schools - District*

Each year all mandated reporters will receive training to increase their understanding of the complexities and issues related to bully, cyber-bullying, and retaliation. In addition, focused training may be provided to specific professional staff (i.e., special educators, speech/language therapists, school adjustment counselors, guidance counselors, nurses, and school psychologists) that may be called on to provide counseling and/or referral to other services for target(s), aggressor(s) and/or their families.

### *B. Current Elementary Resources*

At the elementary schools the following resources are currently available:

- i. resources for early interventions and intensive services include
- ii. a therapist working with outreach students (3 and 4 year olds) in the areas of speech, language occupational therapy, and physical therapy
- iii. school psychologist has libraries of books for students and parents/guardians to access
- iv. PK, K and 1 programs designed to improve pragmatics and social thinking include, but are not limited to the following:
  - a. Let's Be Social - Language-Based Social Skills for Preschool At-Risk Children
  - b. Second Step Violence Prevention Curriculum PK-K (Ages 4-6)
  - c. Social Skills Lessons and Activities for Grades PK-K

### *C. Current Middle School Resources*

At the Middle School the following resources are currently available:

- i. school adjustment counselors implement Second Step curriculum in Grades 5-8
- ii. 1:1 and small group counseling are available
- iii. small group counseling is available as needed
- iv. referrals to appropriate clinicians/services in the community are made to families as needed
- v. consultation with the school adjustment counselors and the grade level teaching teams is regularly scheduled

#### *D. Current High School Resources*

At the high school the following resources are being used:

- i. guidance counselors and/or the school adjustment counselor run social skills groups as needed or as dictated by the student's IEP
- ii. peer facilitators have been trained to address various social skills needs

#### *E. Hanover Public Schools Counseling Services*

The High School is currently staffed with guidance counselors, an adjustment counselor, and one school psychologist. The Hanover Middle School staff includes adjustment counselors and a school psychologist. One adjustment counselor oversees students with social, emotional, and/or executive functioning concerns. The other adjustment counselors concentrate on the general population. Each elementary school has a school psychologist who also provides counseling services to students.

#### *F. Hanover Public Schools - Intervention Strategies*

The High School provides several early intervention strategies, the first being a peer facilitator group, consisting of approximately thirty-five to forty upper classmen and trained mentors to help special needs' students develop appropriate social skills. In addition, there are periodic proactive meetings on issues such as Internet safety. High School also has a Staff Intervention Team (SIT) that is comprised of guidance counselors, the nurse and the assistant principal. This team meets weekly to proactively review referrals from staff. The Hanover Middle School counselors provide instruction using "Second Step," a violence prevention curriculum, to all sixth, seventh, and eighth grade students. Fifth grade teachers provide instruction using "Second Step" during academic support. All homeroom teachers use one or more periods per month to provide anti-bullying strategies. In addition, counselors conduct lunch and social groups and if necessary, individual counseling. The Hanover Middle School also provides an "Assistant Principal's Breakfast," in which students are rewarded for appropriate and positive contributions to the school climate. Additionally, a new program has been instituted as a positive reward for students who demonstrate the following: responsibility, respect, citizenship, empathy, and honesty. Students are recognized for their positive efforts/behavior with a ticket that entitles them to participate in a monthly special activity. There are numerous activities throughout the school year to increase school spirit that include, but are not limited to, sports days, Harvest Fest, Harvest Jam, Turkey Trot, Spirit Day, Math Fair, Performance Troupe, and the School Council sponsored events.

Both elementary schools provide direct instruction in the classroom using "Responsive Classroom." In addition, the elementary schools utilize Responsive

Classroom proactive strategies for positive behavior and school meetings to embed positive social values. In addition, all schools in the district develop student plans that include, if necessary, a functional behavioral analysis. Typically these behavioral health are developed through the collaboration with the administrators, adjustment counselors and teachers on an as needed basis. Finally, all schools provide counseling services for students who exhibit bullying behaviors. These services occur within the regular school day in small group settings or on an individual basis as needed. Professional staff (i.e. counselors) typically will lead these groups.

### ***G. District Training***

Hanover Public Schools has developed the following professional development plan for future consideration as part of the district's ongoing training for all staff. This plan is contingent on funding and time.

| <b>Focus Area</b>              | <b>Content</b>  | <b>Process</b>   | <b>Timeline</b>               | <b>Cost</b> |
|--------------------------------|---|--|-------------------------------|-------------|
| Strategies to prevent bullying | School-wide Behavior Plan K-4 through RTI model   | Training in RTI<br>All Teaching Staff  | Annually beginning Sept. 2011 | TBD         |
|                                | Administrator meets with students to explain expectations   | Varies with each building  | Annually in September         | No cost     |
|                                | Steps to Respect (K-4)<br>Second Step (5-8)   | Teachers/Counselors present curriculum to grades K-8                           | 2011-2012 Implementation      | TBD         |
| Strategies to prevent bullying | Olweus Bullying Prevention Program 9-12   | Principal/Counselors to research in 2010-2011                                  | Implement in 2011-2012        | TBD         |
|                                | Massachusetts Aggression Reduction Center (MARC) Bullying and Cyber-bullying Prevention Plan for Professional Development | Train-the-trainer (two options)<br><br>Professional Staff<br><br>Support Staff | Fall 2011                     | Free        |

| Focus Area   | Content  | Process  | Timeline               | Cost    |
|--|--|--|------------------------|---------|
|  | PATHS<br>Providing Alternative Thinking Strategies (K-6)   | Research possibility of PATHS and Principals decide whether or not to adopt the program. | Spring 2012            | \$799   |
|  |  |  |                        |         |
| Strategies for interventions to stop bullying                    | Massachusetts Aggression Reduction Center (MARC)<br>Bullying and Cyber-bullying Prevention Plan for Professional Development               | Train-the-trainer (two options)<br><br>Professional Staff<br><br>Support Staff           | Fall 2011              | Free    |
|  | Olweus Bullying Prevention Program 9-12  | Principal/Counselors to research in 2010-2011  | Implement in 2011-2012 | TBD     |
| Information on aggressor(s), target(s) and witness relationships | Massachusetts Aggression Reduction Center (MARC)<br>Bullying and Cyber-bullying Prevention Plan for Professional Development               | Train-the-trainer (two options)<br><br>Professional Staff<br><br>Support Staff           | Fall 2011              | Free    |
| Research findings on bullying                                    | MARC   | Train-the-trainer (two options)  |                        |         |
|  | North River Collaborative (NRC)<br><br>“How the Bullying Legislation Impacts Students with Special Needs and Other Vulnerable Populations” | Coordinator of Pupil Personnel and Principals to train school-wide staff.                | Fall 2011              | No cost |

| Focus Area                                       | Content   | Process   | Timeline | Cost   |
|--|---|---|----------|--------|
| Information on nature of cyber-bullying          | dynamic, interactive, up-to-date e-Safety curriculum  | Process: Make staff aware that these resources are available on the internet. | Ongoing  | Varies |
|  | Plymouth County District Attorney's Office  |   |          |        |
|  | National Crime Prevention Council<br><a href="http://www.ncpc.org">www.ncpc.org</a>   |   |          |        |
|  | Cyber-bullying Research Center<br><a href="http://www.cyberbullying.us">www.cyberbullying.us</a>  |   |          |        |
| Information on nature of cyber-bullying (cont.)  | <a href="http://www.pewinternet.org">www.pewinternet.org</a><br>Nonprofit research center that examines the social impact of the internet | Process: Make staff aware that these resources are available on the internet. | Ongoing  | Varies |
|  | Massachusetts Aggression Reduction Center (MARC)  | Train-the-trainer (two options)   |          |        |
|  |   |   |          |        |
| Internet safety issues related to cyber-bullying | Plymouth County District Attorney's Office<br><a href="http://www.ncpc.org">www.ncpc.org</a><br>National Crime Prevention Council         | Process: Make staff aware that these resources are available on the internet. |          |        |

## SECTION 6 - COLLABORATION WITH FAMILIES

### *A. Parent/Guardian Notification*

Hanover Public Schools has developed a plan for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development may include, but is not limited to the following areas:

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

In the fall of each year, annual notification will be sent to parents/guardians and students on the bullying policy and reporting procedures. At this time, parents/guardians will also receive notice of district curriculum, programs and/or other parent/guardians resources on the topics of bullying, cyber-bullying or retaliation. Schools will also distribute either electronically, via the website, or in hard copy bullying brochures and other related information at curriculum nights, open houses and other parent/guardian attended events.

### *B. Parent/Guardian Resources*

The following is a list of examples of typical resources that may be provided to parents/guardians by the district:

- i. bullying brochure
- ii. electronic monthly brochures with tips on bullying (cyber, text, social networking, student to student, bystander role, bullying and special education)
- iii. parent/guardian presentations on bullying and cyber-bullying
- iv. district website as a vehicle for communicating with parents/guardians and as a resource for parents/guardians to get educational information, forms, reporting procedures, etc.

### **SAMPLE BROCHURE**

## Bullying: What It Is and What To Do

### Bullying (M.G.L. C. 71, s. 370)

...the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

### CyberBullying

... bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or; (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

### Retaliation

Retaliation is any form of intimidation, reprisal or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

### Reporting

In a gentle manner, ask your child for details. Ask when the bullying happened, where it happened, if he or she remembers exactly what was said and done, and in exactly what order, and if anyone else (adult or child) was present.

It's important not to interrogate your child as if you don't believe him/her; rather, ask your child gently for these details. If your child wants to know why you are asking ("Don't you believe me?"), explain that you can help him or her best by knowing exactly what happened.

*Where did this happen?*

*Has it happened before?*

*Is it always the same?*

*When did this happen?*

*What happened first, then next, then after that?*

*Was anyone else there?*

*Did any kids or adults see this?*

*How did they react?*

Take the specific data you get to your child's teacher and the assistant principal or principal of your school. It's very important that you have, and give, specific details. The more specific you can be about exactly what happened, where, when, any witnesses, any previous occurrences, the better the school will be able to keep the incident from recurring.

(Excerpt from When Your Child Is Being Bullied – A Guide For Parents by Massachusetts Aggression Reduction Center/MARC, Bridgewater State College, [www.bridgew.edu/MARC](http://www.bridgew.edu/MARC))

### Where to go

<http://www.hanoverschools.org/bullying/>

### Incident Form

[http://www.hanoverschools.org/bullying/pdf/HPS\\_Bullying\\_and\\_Retaliation\\_Incident\\_Report.pdf](http://www.hanoverschools.org/bullying/pdf/HPS_Bullying_and_Retaliation_Incident_Report.pdf)

### Helping your child cope

- Support your child by telling him or her that this is not his fault, and that he or she did nothing wrong.

- Gently emphasize that above all, your child should not retaliate or attempt to fight or hit the bully.

- Role-play ignoring the bully or walking away.

- With your child, make a list of the adults in school that he or she can go to for help, such as counselors or administrators.

- Give your child some relief. Arrange for him or her to see friends on the weekends, and plan fun activities with the family.

The more your child knows about bullying, the less he or she will be blindsided by this event.

Go online, and explore sites with your child. Discuss them and become experts yourselves.

(Excerpt from When Your Child Is Being Bullied – A Guide For Parents by Massachusetts Aggression Reduction Center/MARC Bridgewater State College, [www.bridgew.edu/MARC](http://www.bridgew.edu/MARC))



[www.hanoverschools.org](http://www.hanoverschools.org)



## **SECTION 7 – RELATIONSHIP TO OTHER LAWS - SUCH AS HARASSMENT**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex religion, national origin, or sexual orientation. Nothing in the Hanover Public Schools Bullying and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in any legally protected category under local, state, federal law, or school district policies. In addition, nothing in the Hanover Public Schools Bullying and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under **M.G.L. c. 71, §§ 37H or 37H ½**

Bullying may occur in tandem with behavior that is criminal in nature. Any action discovered and determined to be criminal harassment, threats, stalking, assault, assault and battery, hazing, annoying telephone calls, identified fraud, disturbance of school assembly, or other violation of criminal law is subject to prosecution under applicable Massachusetts General Laws.

The protections provided under this Plan are afforded to all students regardless of their legal status.



# APPENDIX I

(Conflict of Interest - Ethics Law)



TOWN OF HANOVER  
PAYROLL & BENEFITS OFFICE  
188 BROADWAY  
HANOVER, MASSACHUSETTS 02339  
781-878-0786

## **Conflict of Interest Law and Ethics Program Mandatory Education and Training Guidelines**

Chapter 268A and Chapter 28 of the Acts of 2009, the **Conflict of Interest Law**, imposes mandatory education and training requirements on public employers and employees.

The law mandates that all employees must do the following:

1. Every year - employees must acknowledge the summary of the Conflict of Interest Law.
2. Every two years - employees must complete an online training program prepared by the Commission.

### **Complete the Conflict of Interest Law Online Training**

The Massachusetts State Ethics Commission rolled out a *Conflict of Interest Law online training program* and learning portal for all volunteer members of boards and committees and town employees in January 2023.

Newly hired employees and newly appointed board members must take the training and acknowledge receipt of the Summary of the Conflict of Interest Law within 30 days of beginning public service.

Existing employees who have already completed the requirements will need to take the training every two years and the acknowledgment of receipt of the conflict of interest law will remain an annual sign-off.

### **If you have NOT completed the new training program with another municipality**

You must create an account to access the Commission's learning management system to complete the conflict of interest law online training program and acknowledge receipt of the summary of the conflict of interest law. These requirements can be completed on any computer or mobile device. Completion of these mandatory training and education requirements will be automatically recorded. To fulfill these requirements, please go to the **State Ethics Commission Conflict of Interest Law Training** to set up your user account and complete the training. You do not need to email your certificate to the Town of Hanover; the town will have access to your records. The training will take approximately one hour to complete.

**If you have completed the new training program with another municipality**

You will need to create an account using a different email address than you used for your account with the other municipality. After you create your account and link it to Hanover, you must email the certificate of completion from the other municipality to your administrative liaison. The administrator for the Hanover ethics training program will update your completion date in the system according to your existing certificate. This will allow Hanover to track your compliance with the State Ethics Commission's requirements. Please go to the [State Ethics Commission Conflict of Interest Law Training Portal](#) to fulfill these requirements.

The training will need to be taken every two years and the acknowledgment of receipt of the conflict of interest law will remain an annual sign-off. Employees and volunteer members of boards and committees will receive an automatic email from the [State Ethics Commission Conflict of Interest Law Training Portal](#) before your current certificates expire.

Questions should be directed to the Town of Hanover Payroll and Benefits Office at [payrollbenefits@hanoverschools.org](mailto:payrollbenefits@hanoverschools.org) if you are an employee. If you are a board or committee administrative liaison or municipal volunteer, please contact the Town Clerk's Office.

## Summary of the Conflict of Interest Law for Municipal Employees

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This summary of the conflict of interest law, General Laws chapter 268A, is intended to help municipal employees understand how that law applies to them. This summary is not a substitute for legal advice, nor does it mention every aspect of the law that may apply in a particular situation. Municipal employees can obtain free confidential advice about the conflict of interest law from the Commission's Legal Division at our website, phone number, and address above. Municipal counsel may also provide advice.

The conflict of interest law seeks to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust and confidence in that service by placing restrictions on what municipal employees may do on the job, after hours, and after leaving public service, as described below. The sections referenced below are sections of G.L. c. 268A.

When the Commission determines that the conflict of interest law has been violated, it can impose a civil penalty of up to \$10,000 (\$25,000 for bribery cases) for each violation. In addition, the Commission can order the violator to repay any economic advantage he gained by the violation, and to make restitution to injured third parties. Violations of the conflict of interest law can also be prosecuted criminally.

### ***I. Are you a municipal employee for conflict of interest law purposes?***

You do not have to be a full-time, paid municipal employee to be considered a municipal employee for conflict of interest purposes. Anyone performing services for a city or town or holding a municipal position, whether paid or unpaid, including full- and part-time municipal employees, elected officials, volunteers, and consultants, is a municipal employee under the conflict of interest law. An employee of a private firm can also be a municipal employee, if the private firm has a contract with the city or town and the employee is a "key employee" under the contract, meaning the town has specifically contracted for her services. The law also covers private parties who engage in impermissible dealings with municipal employees, such as offering bribes or illegal gifts. Town meeting members and charter commission members are not municipal employees under the conflict of interest law.

### ***II. On-the-job restrictions.***

#### **(a) Bribes. Asking for and taking bribes is prohibited. (See Section 2)**

A bribe is anything of value corruptly received by a municipal employee in exchange for the employee being influenced in his official actions. Giving, offering, receiving, or asking for a bribe is illegal.

Bribes are more serious than illegal gifts because they involve corrupt intent. In other words, the municipal employee intends to sell his office by agreeing to do or not do some official act, and the giver intends to influence him to do so. Bribes of any value are illegal.

**(b) Gifts and gratuities. Asking for or accepting a gift because of your official position, or because of something you can do or have done in your official position, is prohibited. (See Sections 3, 23(b)(2), and 26)**

Municipal employees may not accept gifts and gratuities valued at \$50 or more given to influence their official actions or because of their official position. Accepting a gift intended to reward past official action or to bring about future official action is illegal, as is giving such gifts. Accepting a gift given to you because of the municipal position you hold is also illegal. Meals, entertainment event tickets, golf, gift baskets, and payment of travel expenses can all be illegal gifts if given in connection with official action or position, as can anything worth \$50 or more. A number of smaller gifts together worth \$50 or more may also violate these sections.

***Example of violation:*** A town administrator accepts reduced rental payments from developers.

***Example of violation:*** A developer offers a ski trip to a school district employee who oversees the developer's work for the school district.

**Regulatory exemptions.** There are situations in which a municipal employee's receipt of a gift does not present a genuine risk of a conflict of interest, and may in fact advance the public interest. The Commission has created exemptions permitting giving and receiving gifts in these situations. One commonly used exemption permits municipal employees to accept payment of travel-related expenses when doing so advances a public purpose. Another commonly used exemption permits municipal employees to accept payment of costs involved in attendance at educational and training programs. Other exemptions are listed on the Commission's website.

***Example where there is no violation:*** A fire truck manufacturer offers to pay the travel expenses of a fire chief to a trade show where the chief can examine various kinds of fire-fighting equipment that the town may purchase. The chief fills out a disclosure form and obtains prior approval from his appointing authority.

***Example where there is no violation:*** A town treasurer attends a two-day annual school featuring multiple substantive seminars on issues relevant to treasurers. The annual school is paid for in part by banks that do business with town treasurers. The treasurer is only required to make a disclosure if one of the sponsoring banks has official business before her in the six months before or after the annual school.

**(c) Misuse of position. Using your official position to get something you are not entitled to, or to get someone else something they are not entitled to, is prohibited. Causing someone else to do these things is also prohibited. (See Sections 23(b)(2) and 26)**

A municipal employee may not use her official position to get something worth \$50 or more that would not be properly available to other similarly situated individuals. Similarly, a municipal employee may not use her official position to get something worth \$50 or more for someone

else that would not be properly available to other similarly situated individuals. Causing someone else to do these things is also prohibited.

**Example of violation:** A full-time town employee writes a novel on work time, using her office computer, and directing her secretary to proofread the draft.

**Example of violation:** A city councilor directs subordinates to drive the councilor's wife to and from the grocery store.

**Example of violation:** A mayor avoids a speeding ticket by asking the police officer who stops him, "Do you know who I am?" and showing his municipal I.D.\

**(d) Self-dealing and nepotism. Participating as a municipal employee in a matter in which you, your immediate family, your business organization, or your future employer has a financial interest is prohibited. (See Section 19)**

A municipal employee may not participate in any particular matter in which he or a member of his immediate family (parents, children, siblings, spouse, and spouse's parents, children, and siblings) has a financial interest. He also may not participate in any particular matter in which a prospective employer, or a business organization of which he is a director, officer, trustee, or employee has a financial interest. Participation includes discussing as well as voting on a matter, and delegating a matter to someone else.

A financial interest may create a conflict of interest whether it is large or small, and positive or negative. In other words, it does not matter if a lot of money is involved or only a little. It also does not matter if you are putting money into your pocket or taking it out. If you, your immediate family, your business, or your employer have or has a financial interest in a matter, you may not participate. The financial interest must be direct and immediate or reasonably foreseeable to create a conflict. Financial interests which are remote, speculative or not sufficiently identifiable do not create conflicts.

**Example of violation:** A school committee member's wife is a teacher in the town's public schools. The school committee member votes on the budget line item for teachers' salaries.

**Example of violation:** A member of a town affordable housing committee is also the director of a non-profit housing development corporation. The non-profit makes an application to the committee, and the member/director participates in the discussion.

**Example:** A planning board member lives next door to property where a developer plans to construct a new building. Because the planning board member owns abutting property, he is presumed to have a financial interest in the matter. He cannot participate unless he provides the State Ethics Commission with an opinion from a qualified independent appraiser that the new construction will not affect his financial interest.

In many cases, where not otherwise required to participate, a municipal employee may comply with the law by simply not participating in the particular matter in which she has a financial interest. She need not give a reason for not participating.

There are several exemptions to this section of the law. An appointed municipal employee may file a written disclosure about the financial interest with his appointing authority, and seek permission to participate notwithstanding the conflict. The appointing authority may grant



written permission if she determines that the financial interest in question is not so substantial that it is likely to affect the integrity of his services to the municipality. Participating without disclosing the financial interest is a violation. Elected employees cannot use the disclosure procedure because they have no appointing authority.

***Example where there is no violation:*** An appointed member of the town zoning advisory committee, which will review and recommend changes to the town's by-laws with regard to a commercial district, is a partner at a company that owns commercial property in the district. Prior to participating in any committee discussions, the member files a disclosure with the zoning board of appeals that appointed him to his position, and that board gives him a written determination authorizing his participation, despite his company's financial interest. There is no violation.

There is also an exemption for both appointed and elected employees where the employee's task is to address a matter of general policy and the employee's financial interest is shared with a substantial portion (generally 10% or more) of the town's population, such as, for instance, a financial interest in real estate tax rates or municipal utility rates.

**Regulatory exemptions.** In addition to the statutory exemptions just mentioned, the Commission has created several regulatory exemptions permitting municipal employees to participate in particular matters notwithstanding the presence of a financial interest in certain very specific situations when permitting them to do so advances a public purpose. There is an exemption permitting school committee members to participate in setting school fees that will affect their own children if they make a prior written disclosure. There is an exemption permitting town clerks to perform election-related functions even when they, or their immediate family members, are on the ballot, because clerks' election-related functions are extensively regulated by other laws. There is also an exemption permitting a person serving as a member of a municipal board pursuant to a legal requirement that the board have members with a specified affiliation to participate fully in determinations of general policy by the board, even if the entity with which he is affiliated has a financial interest in the matter. Other exemptions are listed in the Commission's regulations, available on the Commission's website.

***Example where there is no violation:*** A municipal Shellfish Advisory Board has been created to provide advice to the Board of Selectmen on policy issues related to shellfishing. The Advisory Board is required to have members who are currently commercial fishermen. A board member who is a commercial fisherman may participate in determinations of general policy in which he has a financial interest common to all commercial fishermen, but may not participate in determinations in which he alone has a financial interest, such as the extension of his own individual permits or leases.

**(e) False claims. Presenting a false claim to your employer for a payment or benefit is prohibited, and causing someone else to do so is also prohibited. (See Sections 23(b)(4) and 26)**

A municipal employee may not present a false or fraudulent claim to his employer for any payment or benefit worth \$50 or more, or cause another person to do so.

***Example of violation:*** A public works director directs his secretary to fill out time sheets to show him as present at work on days when he was skiing.

**(f) Appearance of conflict. Acting in a manner that would make a reasonable person think you can be improperly influenced is prohibited. (See Section 23(b)(3))**

A municipal employee may not act in a manner that would cause a reasonable person to think that she would show favor toward someone or that she can be improperly influenced. Section 23(b)(3) requires a municipal employee to consider whether her relationships and affiliations could prevent her from acting fairly and objectively when she performs her duties for a city or town. If she cannot be fair and objective because of a relationship or affiliation, she should not perform her duties. However, a municipal employee, whether elected or appointed, can avoid violating this provision by making a public disclosure of the facts. An appointed employee must make the disclosure in writing to his appointing official.

***Example where there is no violation:*** A developer who is the cousin of the chair of the conservation commission has filed an application with the commission. A reasonable person could conclude that the chair might favor her cousin. The chair files a written disclosure with her appointing authority explaining her relationship with her cousin prior to the meeting at which the application will be considered. There is no violation of Sec. 23(b)(3).

**(g) Confidential information. Improperly disclosing or personally using confidential information obtained through your job is prohibited. (See Section 23(c))**

Municipal employees may not improperly disclose confidential information, or make personal use of non-public information they acquired in the course of their official duties to further their personal interests.

### **III. After-hours restrictions.**

**(a) Taking a second paid job that conflicts with the duties of your municipal job is prohibited. (See Section 23(b)(1))**

A municipal employee may not accept other paid employment if the responsibilities of the second job are incompatible with his or her municipal job.

***Example:*** A police officer may not work as a paid private security guard in the town where he serves because the demands of his private employment would conflict with his duties as a police officer.

**(b) Divided loyalties. Receiving pay from anyone other than the city or town to work on a matter involving the city or town is prohibited. Acting as agent or attorney for anyone other than the city or town in a matter involving the city or town is also prohibited whether or not you are paid. (See Sec. 17)**

Because cities and towns are entitled to the undivided loyalty of their employees, a municipal employee may not be paid by other people and organizations in relation to a matter if the city or town has an interest in the matter. In addition, a municipal employee may not act on behalf of other people and organizations or act as an attorney for other people and organizations in which the town has an interest. Acting as agent includes contacting the municipality in person, by phone, or in writing; acting as a liaison; providing documents to the city or town; and serving as spokesman.

A municipal employee may always represent his own personal interests, even before his own municipal agency or board, on the same terms and conditions that other similarly situated members of the public would be allowed to do so. A municipal employee may also apply for building and related permits on behalf of someone else and be paid for doing so, unless he works for the permitting agency, or an agency which regulates the permitting agency.

**Example of violation:** A full-time health agent submits a septic system plan that she has prepared for a private client to the town's board of health.

**Example of violation:** A planning board member represents a private client before the board of selectmen on a request that town meeting consider rezoning the client's property.

While many municipal employees earn their livelihood in municipal jobs, some municipal employees volunteer their time to provide services to the town or receive small stipends. Others, such as a private attorney who provides legal services to a town as needed, may serve in a position in which they may have other personal or private employment during normal working hours. In recognition of the need not to unduly restrict the ability of town volunteers and part-time employees to earn a living, the law is less restrictive for "special" municipal employees than for other municipal employees.

The status of "special" municipal employee has to be assigned to a municipal position by vote of the board of selectmen, city council, or similar body. A position is eligible to be designated as "special" if it is unpaid, or if it is part-time and the employee is allowed to have another job during normal working hours, or if the employee was not paid for working more than 800 hours during the preceding 365 days. It is the position that is designated as "special" and not the person or persons holding the position. Selectmen in towns of 10,000 or fewer are automatically "special"; selectman in larger towns cannot be "specials."

If a municipal position has been designated as "special," an employee holding that position may be paid by others, act on behalf of others, and act as attorney for others with respect to matters before municipal boards other than his own, provided that he has not officially participated in the matter, and the matter is not now, and has not within the past year been, under his official responsibility.

**Example:** A school committee member who has been designated as a special municipal employee appears before the board of health on behalf of a client of his private law practice, on a matter that he has not participated in or had responsibility for as a school committee member. There is no conflict. However, he may not appear before the school committee, or the school department, on behalf of a client because he has official responsibility for any matter that comes before the school committee. This is still the case even if he has recused himself from participating in the matter in his official capacity.

**Example:** A member who sits as an alternate on the conservation commission is a special municipal employee. Under town by-laws, he only has official responsibility for matters assigned to him. He may represent a resident who wants to file an application with the conservation commission as long as the matter is not assigned to him and he will not participate in it.

**(c) Inside track. Being paid by your city or town, directly or indirectly, under some second arrangement in addition to your job is prohibited, unless an exemption applies. (See Section 20)**

A municipal employee generally may not have a financial interest in a municipal contract, including a second municipal job. A municipal employee is also generally prohibited from having an indirect financial interest in a contract that the city or town has with someone else. This provision is intended to prevent municipal employees from having an “inside track” to further financial opportunities.

***Example of violation:*** Legal counsel to the town housing authority becomes the acting executive director of the authority, and is paid in both positions.

***Example of violation:*** A selectman buys a surplus truck from the town DPW.

***Example of violation:*** A full-time secretary for the board of health wants to have a second paid job working part-time for the town library. She will violate Section 20 unless she can meet the requirements of an exemption.

***Example of violation:*** A city councilor wants to work for a non-profit that receives funding under a contract with her city. Unless she can satisfy the requirements of an exemption under Section 20, she cannot take the job.

There are numerous exemptions. A municipal employee may hold multiple unpaid or elected positions. Some exemptions apply only to special municipal employees. Specific exemptions may cover serving as an unpaid volunteer in a second town position, housing- related benefits, public safety positions, certain elected positions, small towns, and other specific situations. Please call the Ethics Commission’s Legal Division for advice about a specific situation.

#### **IV. After you leave municipal employment. (See Section 18)**

**(a) Forever ban. After you leave your municipal job, you may never work for anyone other than the municipality on a matter that you worked on as a municipal employee.**

If you participated in a matter as a municipal employee, you cannot ever be paid to work on that same matter for anyone other than the municipality, nor may you act for someone else, whether paid or not. The purpose of this restriction is to bar former employees from selling to private interests their familiarity with the facts of particular matters that are of continuing concern to their former municipal employer. The restriction does not prohibit former municipal employees from using the expertise acquired in government service in their subsequent private activities.

***Example of violation:*** A former school department employee works for a contractor under a contract that she helped to draft and oversee for the school department.

**(b) One year cooling-off period. For one year after you leave your municipal job you may not participate in any matter over which you had official responsibility during your last two years of public service.**

Former municipal employees are barred for one year after they leave municipal employment from personally appearing before any agency of the municipality in connection with matters

that were under their authority in their prior municipal positions during the two years before they left.

**Example:** An assistant town manager negotiates a three-year contract with a company. The town manager who supervised the assistant, and had official responsibility for the contract but did not participate in negotiating it, leaves her job to work for the company to which the contract was awarded. The former manager may not call or write the town in connection with the company's work on the contract for one year after leaving the town.

A former municipal employee who participated as such in general legislation on expanded gaming and related matters may not become an officer or employee of, or acquire a financial interest in, an applicant for a gaming license, or a gaming licensee, for one year after his public employment ceases.

**(c) Partners. Your partners will be subject to restrictions while you serve as a municipal employee and after your municipal service ends.**

Partners of municipal employees and former municipal employees are also subject to restrictions under the conflict of interest law. If a municipal employee participated in a matter, or if he has official responsibility for a matter, then his partner may not act on behalf of anyone other than the municipality or provide services as an attorney to anyone but the city or town in relation to the matter.

**Example:** While serving on a city's historic district commission, an architect reviewed an application to get landmark status for a building. His partners at his architecture firm may not prepare and sign plans for the owner of the building or otherwise act on the owner's behalf in relation to the application for landmark status. In addition, because the architect has official responsibility as a commissioner for every matter that comes before the commission, his partners may not communicate with the commission or otherwise act on behalf of any client on any matter that comes before the commission during the time that the architect serves on the commission.

**Example:** A former town counsel joins a law firm as a partner. Because she litigated a lawsuit for the town, her new partners cannot represent any private clients in the lawsuit for one year after her job with the town ended.

\* \* \* \* \*

This summary is not intended to be legal advice and, because it is a summary, it does not mention every provision of the conflict law that may apply in a particular situation. Our website, [www.mass.gov/ethics](http://www.mass.gov/ethics), contains further information about how the law applies in many situations. You can also contact the Commission's Legal Division via our website, by telephone, or by letter. Our contact information is at the top of this document.

Version 7: Revised November 14, 2016.

\* \* \* \* \*



# APPENDIX J

(Hazing Policy)

## HAZING POLICY

The Hanover School Committee prohibits the practice of "hazing" in the public schools. Hazing may result in suspension/expulsion. School Administrators are expected to report occurrences to proper authorities.

### CH. 269, s.17 HAZING, ORGANIZING OR PARTICIPATING; HAZING DEFINED

'Whoever is the principle organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars (\$3,000) or by imprisonment in a house of correction for not more than one (1) year, or both such fine and imprisonment. The term "hazing" as used in this section and in s.18 shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or person or simply intimidating another student to do something which they would not normally do. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

### CH. 269, S.18. DUTY TO REPORT HAZING

Whoever knows that another person is the victim of hazing as defined in s.17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars (\$1,000).

### CH. 269, S.19. ISSUANCE TO STUDENTS AND STUDENT GROUPS...

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify



each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.



# APPENDIX K

(Staff Conduct Policy)

## **STAFF CONDUCT AND DUTIES**

All staff members of the Hanover Schools are expected to perform their duties with integrity and high standards. All staff are expected to treat students and colleagues with respect and dignity and carry out their assigned duties with the physical, emotional, and intellectual well-being of the students in mind.

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

All staff shall refrain from associating with students at any time in a manner which is improper or gives the appearance of impropriety, including any situation which could be considered sexually suggestive or involve controlled substances such as tobacco, alcohol or drugs.

All staff are expected to honor regulations relating to confidentiality of student records and other information.

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.
5. All staff are expected to ensure that students are adequately supervised at all times, and that this responsibility not be delegated. All staff shall report to the Principal situations that may pose a threat to the health or safety of those in his/her charge.
6. Teachers shall be expected to perform such reasonable in and out of class or supervisory assignments as deemed necessary by the principal or superintendent.
7. Teachers are expected to attend faculty meetings, professional activities, orientations, and in-service programs as deemed appropriate by the principals or Superintendent.

LEGAL REFS.: M.G.L. 71:37H; 264:11; 264:14



# APPENDIX L

(Sexual Harassment Policy)



# TOWN OF HANOVER

550 HANOVER STREET, SUITE 29  
HANOVER, MASSACHUSETTS 02339  
781-826-5000 ext. 1084

*David Delaney,  
Chairman John  
Tuzik, Vice Chair  
Brian  
Barthelmes  
Emmanuel  
Docketer Jocelyn  
Keegan*

## POLICY 14 -04

(Revision of POLICY 96-1, 97-1, 11-02, 11-05, 11-07, 10-11, 08-14)

## SEXUAL HARASSMENT POLICY

### I. PURPOSE AND SCOPE

The purpose of this document is to outline the Town's policy on sexual harassment, and to ensure compliance with applicable federal laws, state statutes, and town by-laws. Please note that while this policy sets forth the Town of Hanover's goals of promoting a workplace that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace conduct which we deem unacceptable, regardless of whether or not that conduct satisfies the definition of sexual harassment.

### II. APPLICABILITY

This policy applies to all employees of the Town of Hanover including those employees under the supervision and control of the School Committee.

### III. DEFINITIONS AND EXAMPLES

Sexual Harassment: That conduct which includes unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature which may be considered sexual harassment when:

- submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment;
- submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive learning or working environment.

General examples of such behavior may include:

- Unwelcome sexual flirtations, advances, propositions, cornering or physical contact;
- Verbally abusive comments about a person's body;
- Graphic verbal comments about a person's body;
- Sexually degrading words used to describe a person;
- The display in the workplace of sexually suggestive objects, pictures, cartoons;
- Inquiries into one's sexual experiences;
- Discussions of one's sexual activities; and,
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or

insulting comments.

While it is not possible to list all circumstances that may constitute sexual harassment, the list above are examples of conduct which violates our policy and may also constitute sexual harassment under the law.

#### **IV. POLICY**

Sexual harassment is illegal, and therefore, the Town of Hanover will not tolerate sexual harassment in the workplace. The duty to prevent such harassment arises from MGL Chapter 151(B), and from Title VII of the U.S. Civil Right Act of 1964 which includes sexual harassment as a form of unlawful discrimination.

All employees should take special note that retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated.

#### **V. PROCEDURES**

**A. Department heads and appointing authorities are responsible for the following:**

- designating at least two employees to function as Sexual Harassment Officers;
- ensuring that all Sexual Harassment Officers receive training, and that they adopt and implement the Town of Hanover's procedures for receiving, investigating, and resolving allegations of sexual harassment;
- disseminating this policy to employees under their supervision;
- ensuring new employees receive a copy of the policy;
- informing employees that sexual harassment is prohibited conduct which will not be tolerated or condoned, and that disciplinary action will be taken against any person who engages in sexual harassment;
- advising employees of their right to complain to one of the Town's Sexual Harassment Complaint Hearing Officers, the Massachusetts Commission Against Discrimination (MCAD), and the U.S. Equal Employment Opportunity Commission (EEOC) (See Attachment A);
- informing employees that it is advisable to report conduct which the employee believes to be sexual harassment in a timely manner (The Massachusetts Commission Against Discrimination, under Employment Rights, defines timely manner to be within six (6) months of alleged discrimination.); and
- assisting all parties in the complaint resolution process.

**B. Each employee is personally responsible for:**

- ensuring that his/her conduct does not sexually harass any other employee, applicant for employment, or other individual in the workplace;
- cooperating in any investigation of a report or complaint of alleged sexual harassment; and
- cooperating with the Town's efforts to maintain learning or working environment free from such unlawful discrimination.



**C. Sanctions**

- Any employee found to have engaged in sexual harassment in violation of this policy will be subject to remedial and/or disciplinary action ranging from mandatory training and counseling, up to, and including termination from Town service.

**VI. COMPLAINT RESOLUTION PROCESS**

- Any employee who believes that he/she has been discriminated against in violation of this policy should file a complaint in writing or orally to one of the Town's Sexual Harassment Complaint Hearing Officers. The addresses and telephone numbers of these people are listed on Attachment A. An employee who does not feel comfortable with bringing a complaint to one of the Sexual Harassment Complaint Hearing Officers is always free to bring such a complaint to the attention of his/her supervisor or any other supervisory/managerial employee of the Town who in turn will ensure that the complaint is processed appropriately. Regardless of whether the complaint is brought to a Hearing Officer or to the employee's supervisor, or any other managerial position of the Town, all complaints will be reviewed by a second, or possibly a third Hearing Officer to ensure that the complaint is processed appropriately.
- All such complaints shall be kept as confidential as possible, subject to review by the Chief Executive Officers of the Town. At the discretion of the person(s) conducting the investigation, the Department Head(s) will be notified that an investigation is taking place. Documents pertaining to such complaint will not be included in the personnel file of the employee filing the complaint. It may not be possible to withhold the complainant's identity from the alleged harasser.
- The Sexual Harassment Complaint Hearing Officer(s) shall keep a complete record of all complaints, their supporting documentation and their resolution in files separate from official personnel files.
- Once a complaint is received, it shall be put in writing by either the complaining party, one of the Sexual Harassment Complaint Hearing Officers, or the supervisor to whom it was reported. That member, or other Sexual Harassment Complaint Hearing Officer, shall initiate a prompt investigation of the complaint of sexual harassment in a fair and expeditious manner. Such investigation may include interview(s) with the alleged harasser, further interviews with the complainant, interviews with the employees, former employees or other individuals identified by either the complainant or the alleged harasser as possessing information about the matter, review of documentation and/or any other actions necessary to thoroughly investigate the complaint.
- The investigation shall be completed as soon as possible given the circumstances. When the investigation is completed, the person(s) conducting the investigation shall draft a full report. The complainant's allegations of harassment, including a record of the date of the report and the date of occurrence(s) and outlining the following:
  - the response of the alleged harasser to the complaint
  - the details of the investigation, including all witness statements
  - supporting documentation
  - finding and recommended resolution

Possible findings include but are not limited to: a substantiated complaint, an unsubstantiated complaint, or a knowingly false claim.

- The Complaint Hearing Officer(s) shall inform the complainant and the alleged harasser of their conclusions.
- If the Sexual Harassment Complaint Hearing Officers determines that the allegations, or any part of the allegations, are credible, the Department Head shall be notified with any recommended disciplinary action (warning, reprimand, demotion, suspension, up to and including discharge). The Department Head and/or appointing authority shall take prompt disciplinary/remedial action designed to end the harassment and prevent future harassment. Imposition of discipline shall not preclude other courses of action in addition to the discipline; such other courses of action may include mandatory counseling, training and the like.
- If the Hearing Officer(s)' finding is that no sexual harassment has occurred, then the file will be closed and not be a consideration in any other employment decisions relative to any of the parties involved.
- An employee who is unwilling to make a complaint to the Town's Sexual Harassment Complaint Hearing Officers may file a complaint directly with the MCAD or EEOC. These agencies may investigate the situation and may or may not issue a complaint. The addresses and telephone numbers of these agencies are included on Attachment A.

## **VII. CONSIDERATIONS**

The Town's view of sexual harassment includes, but is not limited to, the following considerations:

- A man or a woman may be the victim of sexual harassment, and a man or a woman may be the harasser;
- The harasser does not have to be the victim's supervisor. She/He may be a supervisory employee who does not supervise the victim, a co-worker, or even a non-employee, such as a board member;
- The victim does not have to be of the opposite sex from the harasser;
- The victim does not have to be the person at whom the unwelcome sexual conduct is directed. She/He may also be someone who is affected by such conduct when it is directed toward another person. The sexual harassment of one employee may create an intimidating, hostile, or offensive learning or working environment for another employee, or may unreasonably interfere with the co-worker's performance.
- Sexual harassment does not depend on the victims having suffered a concrete economic injury as a result of the harasser's conduct. Improper sexual advances which do not result in the loss of a promotion by the victim, or the discharge of the victim, nonetheless constitute sexual harassment by unreasonably interfering with the victim's work or by creating a hostile or offensive work environment.

Please be advised if you refuse to acknowledge receipt of this policy by signing below, your refusal will be documented and you are still obligated to follow and comply with this policy.

I acknowledge that I have received and read the Town's Policy. I understand my responsibilities concerning the goal of the Town of Hanover in promoting a workplace that is free of any form of sexual harassment. With your signature below, you represent that you have read this acknowledgement, that you have received a copy of the Town's Policy, and that you have read and understand this policy.

\_\_\_\_\_  
Employee Name (please print)

-- *I* -- *I*

\_\_\_\_\_  
Employee Signature

Date

-----  
C Employee \_\_\_\_\_  
(print name of employee)

was unwilling to sign this document.

Department Head \_\_\_\_\_

--

*I*

-

*I*

Date

**EFFECTIVE DATE: January 2, 2018**

**BOARD OF SELECTMEN**

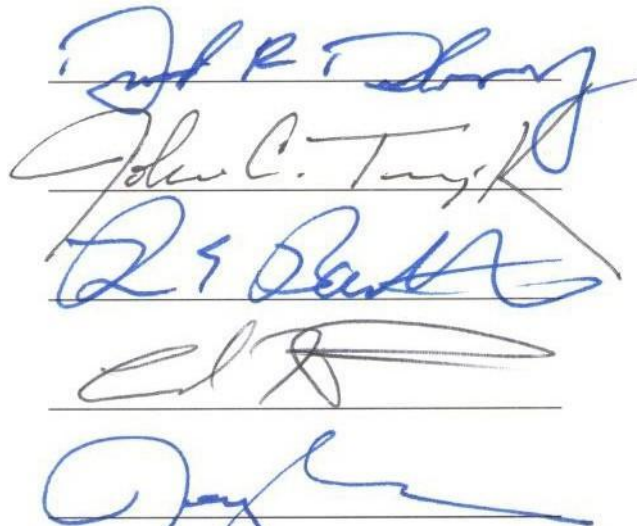
David R. Delaney, Chairman

John C. Tuzik, Vice Chairman

Brian E. Barthelmes

Emmanuel J. Dockter

Jocelyn R. Keegan



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## **ATTACHMENT A**

### **Hanover Public Schools Sexual Harassment Complaint Hearing Officer Appointed by the Town Manager**

Kaitlin Morelli  
Director of Student Services  
781-878-0786  
kmorelli@hanoverschools.org

#### **Massachusetts Commission Against Discrimination (MCAD)**

Boston Office: One Ashburton Place, Room 601  
Boston, MA. 02108  
(617) 994-6000

Springfield Office: 424 Dwight Street, Room 220  
Springfield, MA 01103  
(413) 739-2145

#### **United States Equal Employment Opportunity Commission (EEOC)**

Boston Office: One Congress Street, 10<sup>th</sup> Floor  
Boston, MA 02114  
(617) 565-3200

*harass.policy.971*

*revised 11/02, 11/05, 11/07, 10/11, 08/14, 01/18*



# APPENDIX M

(Fingerprinting Memo and Information)

## Hanover Public Schools - Mandated Fingerprinting Instruction

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### **Overview**

Effective July 1, 2013, all school employees are now required to submit fingerprints for a state and national criminal records check. Under this law, all newly hired school employees are required to submit their fingerprints for state and national criminal history background checks prior to beginning active employment. Fingerprinting is a one-time process, unlike CORI's, which we will continue to process every three years.

### **The Vendor**

The vendor selected to process school employee fingerprints in the state of Massachusetts is IDEMIA by Morpho Trust USA. They operate Identogo Centers throughout the state of Massachusetts. Please refer to their website <http://www.identogo.com/FP/Massachusetts.aspx> for center locations, directions and additional information.

### **Registration Process**

There are two ways to register. You can register on-line at the Identogo website <https://ma.ibtfingerprint.com/> or you can call 866-349-8130 to set up an appointment. You must make an actual appointment to be fingerprinted. Identogo does not allow walk-in appointments.

Prior to registering, please review the materials provided under the Massachusetts: Forms and Links section on the Identogo website. This is where you can find a list of acceptable forms of identification (everyone must bring one valid current form of ID to their fingerprinting session), the Registration Guide for the ESE fingerprinting process and other important information.

The registration process takes about 5 minutes and most of the information requested is of a personal nature, however, there is specific school district information that is required and that information is provided below:

Agency/Sector:     Pre-K-12<sup>th</sup> Grade Education (ESE)

**Provider ID:**

Location: Hanover Public Schools  
Code: 01220000

**Applicant Employer Information:**

Hanover Public Schools  
188 Broadway  
Hanover, MA 02339  
781-878-0786

**Employer Contact Name:**

Lisa Keefe - Director of Payroll Services

When you complete your registration, you will receive a confirmation number. You must bring your confirmation number and a verifiable and unexpired form of ID (as listed on the website) to your appointment.

**Fees**

Each individual is responsible for the cost of their fingerprinting. There is a fee of \$35.00 for non-licensed employees and a \$55.00 fee for DESE licensed professionals (including those with pending applications/licenses). Payments must be made onsite at the time of the fingerprinting session via credit card or personal check.

**Substitutes**

Under the new law, substitutes are school employees so they must adhere to the new fingerprinting guidelines. Substitutes may, however, provide up to 10 district Provided ID codes on their registration. In order to do this, you will need to contact each district and ask for their code so you can process all of them at the same time. This will help control the cost and time associated with the process for those substitutes working in more than one district.

Like all other employees, if a substitute teacher is licensed, the fee is \$55.00 and if they are not licensed, the fee is \$35.00.

**We must receive your fingerprinting results before you can begin work.**

If you have any questions, please contact Lisa Feeney at [lfeeney@hanoverschools.org](mailto:lfeeney@hanoverschools.org) or call 781-878-0786 x5008.





# APPENDIX N

(Drug-Free Workplace Policy)

## DRUG-FREE WORKPLACE POLICY

The 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 workplace; 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.

LEGAL REFS.: The Drug-Free Workplace

Act of 1988 CROSS REFS.: JICH, Drug and

Alcohol Use by Students



# APPENDIX 0

(District Curriculum Accommodation Plan)

# **HANOVER PUBLIC SCHOOLS**

## **Hanover, Massachusetts**



## **District Curriculum Accommodation Plan (DCAP)**

### ***Vision Statement:***

Hanover Hawks will soar and succeed without limits.

### ***Mission Statement:***

The Hanover Public Schools prepare students to soar and succeed by upholding the highest expectations for teaching and learning. We engage all learners within a welcoming, challenging, and supportive learning environment by promoting:

- Meaningful and relevant curricula
- Opportunities for character development, self-responsibility, and leadership
- A culture of curiosity, creativity, empathy, and inclusion
- A community where all feel welcomed
- Enrichment opportunities in the arts, athletics, and fundamental life skills
- Transparent and trusting relationships

## **District Curriculum Accommodation Plan (DCAP)**

### **What is a DCAP?**

The DCAP provides a framework for each school to establish a process to ensure all efforts have been made to meet students' needs in regular education by supporting the needs of all learners. It provides an accounting of resources and accommodations available to students and classroom teachers.

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan to assist school leaders and teachers in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education. The Massachusetts General Law related to DCAP is as follows:

***In 2001, Ch. 71 of the Massachusetts General Laws was amended to add Section 38Q½.***

*A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.*

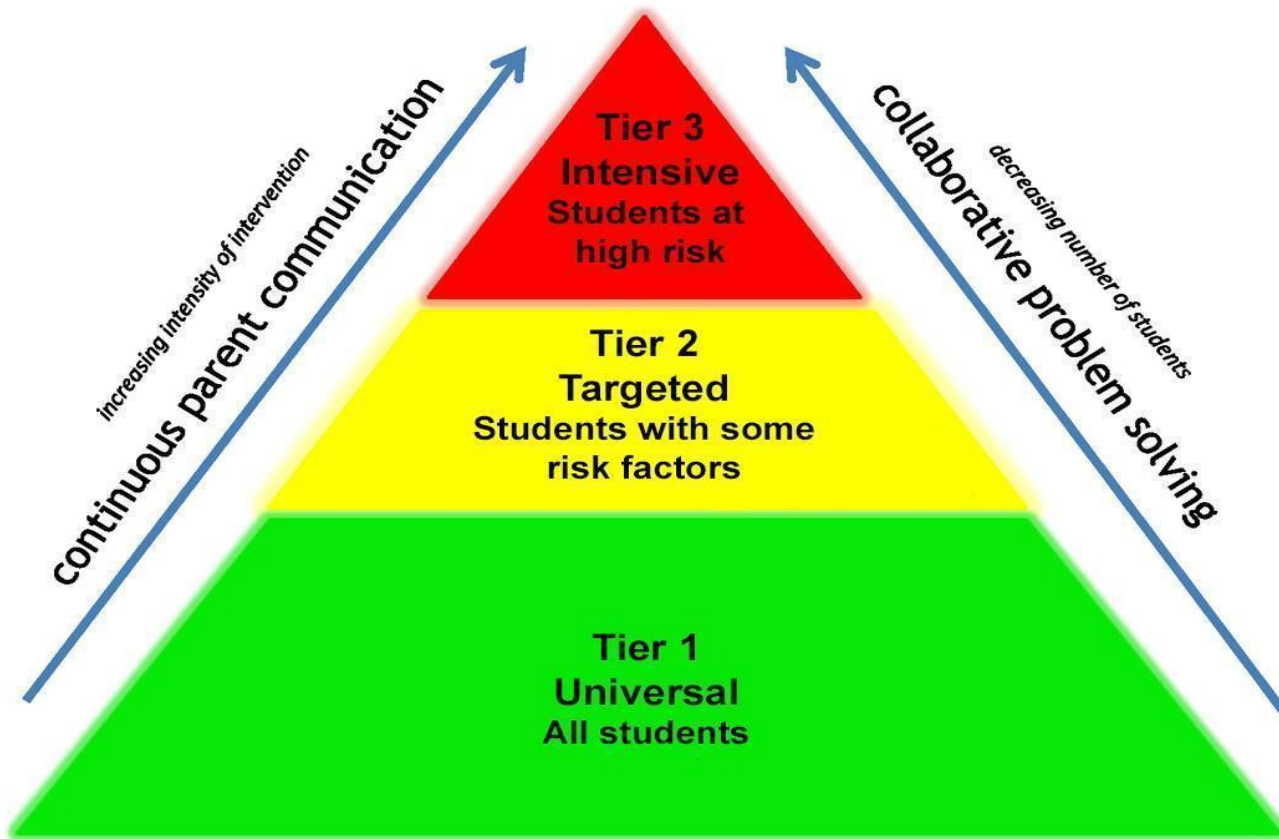
### ***Mass General Laws, Chapter 71, Section 59C***

*The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below.*

### **What is the purpose of the DCAP?**

- 1.) To assist general education teachers in analyzing, assessing, and accommodating diverse learners within the classroom
- 2.) To identify services, support, and instructional delivery options available within general education settings
- 3.) To document instructional interventions available for learners
- 4.) To outline resources available to teaching staff in the areas of student support, teacher mentoring, curriculum differentiation, professional development, and coaching
- 5.) To provide a list of accommodations as a resource to meet the needs of a variety of learners.

## Multi-Tiered System of Support (MTSS)



**MTSS** is a system designed to meet the needs of all students by ensuring that schools optimize data-driven decision-making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth academically, behaviorally, and social-emotionally. To realize this success, multi-tiered systems must be supported by leadership, implementation, and competency drivers to ensure that all district resources are focused on supporting our students, who can and will learn and succeed with our support.

### **Tier 1: Universal Support**

These are supports available to all students. Inclusive practice is a cornerstone of Tier 1. Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings.” (Educator Effectiveness Guidebook for Inclusive Practice, 2017)

### **Tier 2: Targeted Support**

Tier 2 supports occur in addition to the supports that happen in Tier 1 settings. These supports are generally done in small groups and include additional opportunities to practice skills necessary for core instruction. Tier 2 supports are provided for all students who need them. Tier 2 services may or may not supplement special education services for students with an IEP, depending on the individual student needs.

### **Tier 3: Intensive Support**

Tier 3 provides more intensive support. These are often explicit, skills-based, focused interventions that occur individually or in very small groups. Again, Tier 3 supports are provided for all students who need them. Tier 3 is not synonymous with special education.

## **Student Access to Supports, Interventions, and Accommodations**

### **How do students gain access to the supports, interventions, and accommodations noted within the DCAP?**

All staff may provide individual accommodations to students on an as-needed basis and specific to the content or situation. This document includes curriculum accommodations for elementary, middle, and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select for appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs.

Student Support Teams (SST), and Data Teams meet on a regular basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of students. Consultations with specialists who can provide important information and expertise to the general education teacher are a common part of the SST meeting. Our schools employ the services of many specialists for the purpose of assisting students who need extra support. Careful assessment and remediation is planned. Collaboration with the general education teacher is an important component of the success of this collaboration. Parent/Guardian communication is an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.

### **Overview of Accommodations**

Accommodations are ways to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom and may be available to any/all students. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what they know or can do. For many, the suggested list of accommodations found in each school's accommodation plan would simply be thought of as **best educational practices**. Accommodations typically fall under four key categories:

**Setting** (location) : Examples include small group, preferential seating, quiet location, etc.

**Presentation** (how the teacher shares information): Examples include visuals provided for verbal information, preview/repeat, provide models, etc.

**Timing** (any consideration of time within the learning): Examples include time of day, length of time, extended time for assignments, "chunking" into smaller parts, planning for time with students, etc.

**Response** (how the student responds back to show understanding): Examples include use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types, etc.

Accommodations do NOT change the instructional level or content, delivery of instruction, or performance criteria. These latter changes are called modifications or "specially designed instruction" and those are only appropriate for students on an Individualized Education Program (IEP.) Modifications are significantly different than provided to typical peers and overseen by someone with a special license.

- *The asterisks\* next to the strategies below indicate accommodations for English Language (EL) students.*

## **SETTING**

### **Location**

- Small group\*
- Preferential seating\*
- Quiet location
- Utilize transition cues\*
- Visual schedule posted
- Flexible seating
- Routines/locations for materials
- Alternate/quiet testing environment
- Daily routine in familiar setting\*
- Allow access to alternative work space

## **PRESENTATION**

### **How the teacher shares information**

- Preview/repeat directions\*
- Provide models\*
- Word/sound walls\*
- Visuals providing verbal information\*
- Strategy charts
- Anchor charts
- PBIS routines and structures
- Provide individual help in the classroom\*
- Utilize technology\*
- Provide agenda
- Provide established daily routine
- Clear and consistent expectations
- Teacher check-ins\*
- Chunk assignments in small steps\*
- Chunk assignments in small steps with due dates
- Number/order tasks for task completion
- Provide exemplars\*
- Accessibility to visual schedule
- Task completion checklist
- Reteach concepts\*
- Pre-teach/re-teach vocabulary\*
- Provide an overview of the lesson before beginning\*
- Provide wait-time\*
- Partner/individual reading opportunities
- Checklist of writing
- Multi-modal instruction (visual, oral, pictorial)\*
- Color coding\*
- Multimodal presentations
- Hands on learning activities\*
- Transition cues
- Technology to support instruction\*
- Record lectures, instructions
- Access to copies of notes\*
- Preview key concepts\*
- Review key concepts\*
- Vary methods using repetition, less language, more examples, models
- Frequent checks for understanding\*
- Building background knowledge within the lesson
- Preview new vocabulary\*
- Provide overview of lesson before beginning\*
- Use concrete examples of concepts before teaching the abstract\*
- Reduce the number of new concepts presented at one time
- Monitor comprehension of language used during instruction
- Vary instructional groupings throughout lesson
- Utilize peer helpers
- Provide study guides
- Preview test vocabulary concepts
- Clarify test directions\*
- Teach testing taking strategies and provide practice
- Use vocabulary word banks\*
- Color/highlight operational symbols
- Use manipulatives\*
- Provide sample math problems
- Offer graph paper or lined paper
- Reduce the number of math problems\*
- Use of rubrics for what's essential
- Use "I notice statements"
- Use of social stories
- Pre-teach social cues and expected social behaviors\*
- Deescalation check-out
- Approach student with "how can I help" ...
- Prep students prior to calling on them in class
- Explicitly teach expected behaviors, routines, and procedures of the classroom\*
- Use literature connections to teach/review behaviors
- Frequent communication with parents
- Avoid power struggles
- Prevention strategies



- Withhold attention or responses to minor attention seeking behaviors
- Speak privately with students about inappropriate behavior
- Ensure understanding of all parts of an assignment
- One page at a time vs a packet of papers
- Eliminate copying from the board
- Breaking assignments into smaller segments\*
- Paraphrase information
- Slow the rate of presentations\*
- Written directions to supplement verbal directions
- Provide one-step directions
- Keep sentence structures simple
- Ask students to repeat back directions
- Reduce the amount of background noise
- Gain student's attention before presenting key points
- Utilize visual aids\*
- Communicate changes in routine/schedule
- Intentional grouping of peers\*
- Checklist for writing mechanics\*
- Teacher think-alouds: explain your thinking as you write or read\*
- Direct instruction of editing skills
- Conference with students on editing writing\*
- Use of familiar formats-graphic organizers
- Highlight appropriate writing lines to assist with letter formation
- Provide guide letters, words, or sentences to trace or copy for practice
- Alphabet strips, number lines for reference
- Provide the student with choices\*
- Assign classroom job or leadership role

## **TIMING**

### **Any consideration for time within the learning environment**

- Time of day
- Length of time
- Extended time for assignments
- Chunking assignment into smaller parts\*
- Additional time for testing\*
- Well managed transitions
- Limit teacher talk time\*
- Advance warning of transitions
- Change activities frequently to accommodate short attention spans
- Provide time suggestions for task completion
- Individual cue to begin work for reluctant starters
- Check on progress in the first few minutes of work
- Identify a STOP time for students
- Use visual timers
- Alternate teacher talking time with student activity
- Additional snacks due to health needs
- Movement breaks

## **RESPONSE**

### **How the student responds back to show understanding**

- Graphic organizers\*
- Alternative writing tools
- Keyboarding
- Reduce number of problems\*
- Utilize "dipstick" strategies
- Progress monitoring\*
- Reduce homework assignments/workload\*
- Provide choices for student responses rather than open ended questioning\*
- Provide wait time for responses\*
- Cursive or printing option
- Set realistic and mutually agreed upon expectations for neatness
- Provide a scribe\*
- Green dot on paper to indicate where to begin
- Type or record answers orally\*
- Provide a variety of question types
- Allow use of calculator, number line, multiplication tables, or reference sheets\*
- Opportunity to review and resubmit work

- Resources and visuals to reinforce proper use of mechanics
- Fill in the blank options instead of writing a whole assignment\*
- Use rubrics for clear expectations
- Highlight items that are correct and avoid marking responses that are wrong\*
- Administer tests in short periods\*
- Allow for extended time for assessments or assignments
- Use of word bank\*
- Pencil grip
- Allow tests to be taken orally\*
- Individualized assessments\*
- Provide sample problems in math

### **Behavioral Intervention Strategies**

- Post classroom expectations in view of all students
- Utilize charts and graphs to monitor expectations in the environment
- Flexible seating
- Allow access to counselor office
- Allow access to cooling off space
- Calming spot in the classroom
- Reduce environmental distractions
- Token systems for preferred activities
- Check in/check out procedures
- Contact parent and facilitate parent support/strategies to establish home-school communication system
- Consult with school psychologist, school adjustment counselor or related service staff
- Include movement breaks and energizers during instructional periods
- Incorporate stress-release activities
- Provide a peer mentor
- Use consistent positive behavioral language and positive reinforcement
- Develop student contracts or individual student behavior plans

## **General Education Services and Support**

### **Student Support Structures**

*Support structures that are available to students through general education, including support to address the needs of students whose behavior may interfere with learning.*

- ❖ Second Step
- ❖ Individual behavior plans
- ❖ Counseling
- ❖ Morning meetings-classroom
- ❖ Tier II and III intervention
- ❖ Limited English proficient services (LEP)
- ❖ Lunch bunch groups
- ❖ Lexia, i-Ready
- ❖ Chromebooks
- ❖ Positive Behavior System (Early Childhood)

- ❖ Community meetings
- ❖ Assemblies
- ❖ Differentiated instruction
- ❖ Positive Behavior Intervention System
- ❖ Common assessments
- ❖ Reading Specialists
- ❖ Tutor support
- ❖ Kindergarten playdate
- ❖ Student Open Houses (before the first day of school)
- ❖ Student Intervention Team (SIT)
- ❖ Safety drills
- ❖ Free lunch
- ❖ Free breakfast

### **Academic Structures and District Resources**

*Systems, structures, and curriculum tools to support direct and systematic instruction in literacy and other curriculum areas for all students.*

- ❖ Wonders
- ❖ Lexia
- ❖ Handwriting Without Tears
- ❖ Foundations
- ❖ Orton Gillingham
- ❖ Wilson
- ❖ Framing Your Thoughts
- ❖ Read Naturally
- ❖ enVision Math
- ❖ Focus Math
- ❖ DIBELS 8 (Elementary, Middle)
- ❖ i-Ready (Elementary, Middle)
- ❖ Differentiated Instruction
- ❖ English as a Second Language Instruction
- ❖ Assessment instruments to monitor progress
- ❖ MCAS analysis progress monitoring
- ❖ Kindergarten screening
- ❖ Common assessments in reading and math
- ❖ EarlyBird Screener
- ❖ Growth Mindset
- ❖ Mindfulness

### **Teacher and Staff Support Structures**

*Support for teachers, such as professional development that will help them analyze and accommodate various student learning needs and support teacher collaboration.*

- ❖ New Teacher Induction
- ❖ New Teacher Mentoring
- ❖ School based professional development
- ❖ District based professional development
- ❖ Student Intervention Team (SIT)
- ❖ Grade level meetings
- ❖ Professional Learning Communities (PLCs)
- ❖ Faculty meetings
- ❖ School based data teams
- ❖ Department Heads
- ❖ Nurse and Health Office
- ❖ Principals/Assistant Principals
- ❖ School based Special Ed Administrators
- ❖ School Resource Officer
- ❖ Reading Specialists
- ❖ Math Coach
- ❖ Curriculum Director, K-6
- ❖ Curriculum Director, 7-12
- ❖ Common planning time
- ❖ SMART PD
- ❖ Limited English proficient teachers
- ❖ SEI Endorsement Workshops
- ❖ Guidance and Adjustment Counselors
- ❖ School Psychologists
- ❖ Diagnostic screenings
- ❖ DIBELS 8
- ❖ WIDA testing

- ❖ i-Ready Math and Reading Assessments
- ❖ Common Assessments
- ❖ Teacher evaluation and goal setting
- ❖ Board-Certified Behavior Analyst (BCBA)
- ❖ A.L.I.C.E Training

### **Family and Community Support Structures**

*Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

- ❖ School Messenger communication system
- ❖ HPTA/PTA meetings and sponsored events
- ❖ Curriculum Nights
- ❖ Parent/Guardian teacher Conferences
- ❖ Parent/Guardian transition Meetings
- ❖ Student Transition Meetings
- ❖ Kindergarten screening
- ❖ District and school websites
- ❖ Special Education Parent Advisory Council (SEPAC)
- ❖ SEPAC sponsored workshops
- ❖ School Committee
- ❖ Parent Information Nights
- ❖ Classroom newsletters
- ❖ Standards-based report cards (Elementary)
- ❖ Report cards/progress reports (MS,HS)
- ❖ Student performances
- ❖ F.A.C.E
- ❖ Room Parents/Guardians
- ❖ Volunteer opportunities (school and class)
- ❖ Forward facing documents (Middle/High)
- ❖ School Councils
- ❖ District Committees



# APPENDIX P

(Employee Assistance Program (EAP) Information)

## As an educator, you face unique challenges...

Today, educators face special challenges – budget cuts, students at risk, parental issues – and more recently, the challenges around teaching during a pandemic. In addition to these on-the-job stressors, you juggle the challenges of your own personal and family issues. Usually, we can handle problems on our own, but sometimes it makes sense to reach out for help.

That's why your employer provides you and your family with a confidential Employee Assistance Program or EAP, a benefit offering resources and solutions for the problems you encounter. Just as health insurance addresses your physical health, your EAP benefits help with your emotional and mental well-being. And your EAP benefits also include much more than just help for problems – we have a host of benefits and opportunities to help you grow professionally, save money, improve your health, and enhance your personal life!

Plus, Educators' EAP is the only EAP specifically designed to address the unique challenges faced by educators. And because your employer has covered the cost of services, there is no cost to you.



### GETTING THE HELP YOU NEED

Call anytime for confidential assistance. To reach a counselor for any of your EAP needs, call toll free:

**800-252-4555 OR VISIT**  
**[www.EducatorsEAP.com](http://www.EducatorsEAP.com)**

#### COUNSELING BENEFITS

Help with personal issues from relationships to stress and substance abuse.

#### WORK/LIFE BENEFITS

Assistance for other personal, financial and legal issues.

#### SELF-HELP RESOURCE BENEFITS

Access a vast collection of self-help tools and articles.

#### PEAK PERFORMANCE COACHING

One-to-one telephonic personal & professional coaching.

#### LIFESTYLE SAVINGS BENEFITS

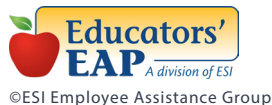
Get negotiated discounts and deals for wellness, shopping, travel & more.

#### PERSONAL DEVELOPMENT & TRAINING BENEFITS

An extensive library of eLearning opportunities to grow in your work, life, and career.

#### WELLNESS BENEFITS

Coaching, information, and resources to improve your overall wellness.



Scan to  
Explore  
Your EAP  
Benefits!



### GETTING HELP IS SIMPLE

Just call **800.252.4555** 24/7 to reach a professional counselor.



## Introducing your Educators' Employee Assistance Program

*Get help for problems, grow personally, develop professionally, save money & enhance your life!*



## HOW DOES THE EAP WORK?

Getting the help you need is simple. Call the EAP 24 hours a day, 7 days a week to reach a professional counselor via our toll-free number or log on to our website to access other benefits.

**800-252-4555**

**www.EducatorsEAP.com**

## MORE BENEFITS FOR YOU

Your EAP provides access to more problem-solving solutions and life enhancement benefits than any other EAP. And nearly 99% of those who use the EAP are satisfied with the experience.



## COUNSELING BENEFITS

Many complex issues are best resolved with counseling assistance from a behavioral health professional. You will want to consider calling for help if you encounter problems such as:

- Relationship and family issues
- Depression, stress, or anxiety
- Grief or loss of a loved one
- Eating disorders or substance abuse
- Workplace difficulties

When you call, you connect immediately with a counselor. Each of our experienced counselors has a Masters or Ph.D. level of training. Should you need to be referred to a local counselor for personal visits, we have an extensive network of providers available to ensure that you will have a counselor near your home or workplace.



## WORK/LIFE BENEFITS

Help for personal, family, financial, and legal issues is available for your everyday work/life problems, including:

- Debt counseling and restructuring
- Legal problems not related to employment or medical concerns
- Childcare and elder care assistance
- Financial information
- Caregiver help and resources
- Real estate and tenant/landlord concerns
- Interpersonal skills with family and co-workers
- Pet Help Center

## SELF-HELP RESOURCES

Access thousands of tools and informative articles covering virtually every problem you might face. You can call or log on to the website to access these benefits. Resources include:

- Behavioral Health - information on everything from alcohol abuse to personal stress
- Financial – articles and tools to help answer your questions and learn money management
- Legal Information - topics ranging from adoption to wills
- Tools for Tough Times - resources to help you do more with less in difficult financial times

## PEAK PERFORMANCE COACHING

Personal and professional coaching is available from senior-level ESI coaches. Get one-to-one telephonic coaching and support, as well as online self-help resources and trainings.

Coaching is available for:

- Certified Financial Coaching
- Balancing Life at Work and Home
- Resilience
- Effective Communication
- Home Purchasing
- Student Debt
- Relaxation Coaching for Beginners
- Workplace Conflict
- Retirement (Practical & Emotional Aspects)
- Succeeding as a Supervisor

## EDUCATOR RESOURCE CENTERS

Our online Resource Centers offer educators specific tools, links, and articles on hot-button issues, challenges and opportunities facing you and your students, such as:

- Managing the Classroom
- Budget Boosters for Educators
- Parental Challenges Resource Center
- Cyber Safety Resource Center for Educators
- Bullies and Bullying

## LIFESTYLE SAVINGS BENEFITS

Your Lifestyle Savings Benefits include thousands of specially negotiated ways to shop, travel, entertain, and improve your health and your quality of life. Explore deals, discounts, and perks from your favorite national brands.

## PERSONAL DEVELOPMENT AND TRAINING BENEFITS

Our online training includes an extensive library of **eLearning courses, trainings, and videos** to help you boost your personal and professional growth. Balance your work, life, and career objectives with the help of tutorials, exercises, and worksheets.

## WELLNESS BENEFITS

The EAP wellness benefit allows you to access information and resources to improve you and your family's overall wellness including stress reduction, fitness, diet and smoking cessation.

- Online Wellness Center
- One-to-One Wellness Coaching from certified coaches for nutrition, weight loss, fitness, reducing stress and quitting tobacco.





# APPENDIX Q

(School Emergency Operations Plan)



SAFE SECURE PLAN CAUTIOUS TRAIN READY  
UNHARMED PROTECTION PROMPT  
CODE PROTOCOL PRACTICE  
STRENGTHEN ESTABLISH QUICK  
CALM ACCESSIBLE REINFORCE ABLE  
PREPARED SOLUTION



# SEOP

## School Emergency Operations Plan





# **Hanover Public Schools Emergency Operations Plan**

**School District:** Hanover Public Schools

**School Name:** Cedar Elementary School, Center Elementary School, Hanover  
Middle School, Hanover High School

*This document was prepared under a grant from the U.S. Department of Homeland Security – Federal Emergency Management Agency (DHS-FEMA). Points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official positions or policies of DHS-FEMA.*

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# TABLE OF CONTENTS

|  |           |
|--|-----------|
| <b>APPROVAL AND IMPLEMENTATION</b>   | <b>1</b>  |
| <b>I. INTRODUCTION</b>   | <b>2</b>  |
| Purpose of the Plan  | 2         |
| Record of Distribution   | 3         |
| Scope of The Plan  | 3         |
| Plan Overview  | 3         |
| Plan Activation  | 3         |
| Order of Succession  | 4         |
| <b>II. SITUATION OVERVIEW</b>  | <b>5</b>  |
| Building Information   | 5         |
| School Population  | 5         |
| Planning Assumptions   | 6         |
| Planning Limitations   | 7         |
| Outside Dependencies   | 7         |
| <b>III. ORGANIZATIONAL ROLES AND RESPONSIBILITIES</b>  | <b>8</b>  |
| Expected Actions of First Responders   | 8         |
| Expected Actions of School Administration, Faculty, Staff,<br>Students and Parents/Guardians | 9         |
| Expected Actions of Facilities and Building<br>Operations Personnel                          | 12        |
| Expected Actions of Public Information Officer   | 12        |
| Expected Actions of Student Transportation Personnel   | 12        |
| <b>IV. FUNCTIONAL CONTENT</b>  | <b>14</b> |
| 911 Emergencies  | 14        |
| Bomb Threats   | 14        |
| Building Specific Situations   | 18        |
| Bullying/Harassment  | 18        |
| Chemical Accident – Outside or Inside the School   | 25        |
| Child Abuse/Neglect – Reporting Procedures   | 30        |
| Communications and Notification  | 31        |
| Crisis Command Center  | 33        |
| Custody Procedures   | 34        |
| Death of a Student or Staff Member   | 35        |
| Death on Campus  | 38        |
| Earthquake (Drop, Cover, Hold)   | 39        |
| Evacuation   | 41        |
| Evacuation (Office Staff)  | 43        |
| Evacuation (Reverse)   | 45        |
| Field Trip (Crisis During)   | 46        |
| Fights   | 47        |



|  |    |
|--|----|
| Fire/Explosion   | 48 |
| Flood  | 49 |
| Gangs/Group Violence                                   | 52 |
| General Security                                       | 53 |
| Hostage  | 54 |
| Important Telephone Numbers                            | 56 |
| Kidnapping   | 57 |
| Lightning  | 58 |
| Lockdown/Enhanced Lockdown                             |    |
| (Deny Entry/Active Shooter/Intruder)                   | 60 |
| Medical Emergency                                      | 65 |
| Mental Health First Aid and Recovery                   | 67 |
| Missing Student  | 68 |
| Out-Of-Control Student                                 | 70 |
| Political or Community Demonstration/Riot              | 71 |
| Rapid Assessment of a Threat                           | 72 |
| Reunification  | 73 |
| School Bus Accident                                    | 76 |
| Severe Weather/Tornado                                 | 78 |
| Sexual Assault   | 80 |
| Shelter-In-Place                                       | 82 |
| Suicide Intent, Attempt, or Postvention                | 84 |
| Suspected Drugs/Alcohol                                | 91 |
| Terrorism Threat                                       | 91 |
| Universal Precautions for School Settings              | 94 |
| Unplanned Early Release Procedures                     | 95 |
| Utilities Malfunction (Gas, Water, Steam, Electricity) | 96 |
| Verbal, Written and Electronic Threats                 | 97 |

## **V. RECOVERY AND MITIGATION 100**

### **Administration, Finance and Logistics 101**

|                          |     |
|--------------------------|-----|
| Agreements and Contracts | 101 |
| Recordkeeping            | 101 |
| Incident Costs           | 101 |
| Preservation of Records  | 102 |

### **Continuity of Operations Plan 102**

|   |     |
|---|-----|
| Purpose   | 101 |
| Responsibilities                                | 101 |
| Essential Functions Performed By CoOP Personnel | 103 |
| Specific Procedures                             | 104 |
| Activation and Relocation                       | 104 |
| Alert, Notification and Implementation Process  | 103 |
| Relocation Sites                                | 103 |



|   |            |
|---|------------|
| Alternate Facilities                      | 104        |
| Interoperable Communications/Backup Sites | 104        |
| Vital Records and Retention File          | 105        |
| Human Capital Management                  | 105        |
| Reconstitution                            | 105        |
| <b>VI. PLAN ADMINISTRATION</b>            | <b>106</b> |
| Approval and Dissemination of The Plan    | 106        |
| Review and Updates to the Plan            | 106        |
| Training and Exercising                   | 106        |
| Emergency Preparedness                    | 107        |
| <b>School Safety Planning Glossary</b>    | <b>108</b> |

## APPROVAL AND IMPLEMENTATION



In order to execute this plan effectively and mobilize available resources, all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use. Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may only be made under the direction of the principal or the Superintendent of Schools.

This SEOP is developed pursuant to Commonwealth of Massachusetts Section 363 of Chapter 159 of the Acts of 2000, as enacted by the State Legislature, and conforms to the National Incident Management System (NIMS) and all applicable Homeland Security Presidential Directives.

**This plan supersedes any previous versions.**

Matthew A. Ferron

Superintendent/Authority

August 30, 2023

Date



# I. INTRODUCTION



## PURPOSE OF THE PLAN

The purpose of the School Emergency Operations Plan (SEOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of the district, school, its employees, and students. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found at any of our schools.

Each year, the School Administration shall review and certify that the plan is current and accurate. This must be done with the School Level Crisis Response Team at the beginning of each school year.

The school superintendent must meet with the police and fire chief to formulate or review a school-specific Emergency Operations Plan at the beginning of each school year as required by Section 363 of Chapter 159 of the Acts of 2000 in Massachusetts General Laws.

This plan provides teachers, staff, students, parents/guardians, and other members of the community with assurances that the district and school has established guidelines and procedures to respond to incidents/hazards in an effective way.

The SEOP is one component of the Comprehensive Emergency Management Plan. The additional components to the Comprehensive Emergency Management Plan are:

- Floor Plan(s) that are unique to each floor of the building
- Site Plan that includes all building property and surrounding property
- Emergency Contact Information Sheet specific to the school
- Emergency Medical Plan
- Bullying Plan



## **RECORD OF DISTRIBUTION**

The district has filed a copy of the entire SEOP with each law enforcement agency and fire department with jurisdiction over the school building(s), the emergency medical services, and Emergency Management Agency that supports the school. A list of organizations that have been provided a copy of the plan follows:

A Record of Distribution may be kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. This record should include identifying the format (hard copy and/or electronic) and location.

The plan was distributed to:

- Hanover Police Department
- Hanover Fire Department and Emergency Medical Services
- Hanover Emergency Management Agency
- Hanover Public Schools

## **SCOPE OF THE PLAN**

The SEOP provides guidelines and procedures for dealing with existing and potential school incidents. The plan outlines the expectations of school staff and students, as well as providing authority for personnel to enact the plan, in whole or in part, in the event of an emergency affecting the school community. The plan discusses internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates and actions the school will use to prepare for, mitigate, respond to, and recover from school emergencies.

## **PLAN OVERVIEW**

The SEOP consists of 6 components:

- Introduction
- Situation Overview
- Organizational Roles and Responsibilities
- Functional Content
- Recovery and Mitigation
- Plan Administration

## **PLAN ACTIVATION**

In order to provide an effective response to an emergency or incident, this plan and its sections may be activated in part or in whole, as necessary, by the administration of the district and/or school, and with the consultation of police and fire department representatives.

## **ORDER OF SUCCESSION**

A pre-identified order of succession allows for continuity of leadership if the established senior leader is not available. This ensures that the decision-making authority and operational control is clear so that critical emergency functions can be performed in the absence of the authorized school administrator.

The general practice is three deep for succession planning, though adding more staff adequately trained to handle these duties is preferred. Major critical incidents often consume the top tier of administrators, and having adequately trained staff to cover key roles in an emergency, is paramount.

## II. SITUATION OVERVIEW



### BUILDING INFORMATION

All classes take place in and out of the building. In addition to traditional classes, our campus is also used for other events and gatherings such as: indoor sporting events, outdoor sporting events, community meetings, gatherings in common areas such as library, gym, cafeteria, and auditorium. This SEOP shall be applicable to all buildings and all events that occur on campus, regardless of the time or day of the week, if an incident or emergency occurs.

### SCHOOL POPULATION

#### A. General Population

**Hanover High School:** Current enrollment at Hanover High School is approximately 674 high school students. These students are supported by a staff and faculty consisting of:

- 68 Teachers and Specialists
- 4 Administrators
- 4 Administrative Assistants
- 16 Support Staff
- 9 Cafeteria Staff
- 2 Custodial Staff (during school day)

**Hanover Middle School:** Current enrollment at Hanover Middle School is approximately 802 middle school students. These students are supported by a staff and faculty consisting of:

- 70 Teachers and Specialists
- 3 Administrators
- 4 Administrative Assistants
- 18 Support Staff
- 8 Cafeteria Staff
- 1 Custodial Staff (during school day)

**Center School:** Current enrollment at Center School is approximately 642 elementary school students. These students are supported by a staff and faculty consisting of:

- 55 Teachers and Specialists
- 3 Administrators
- 2 Administrative Assistants
- 15 Support Staff
- 4 Cafeteria Staff
- 1 Custodial Staff (during school day)

**Cedar Elementary School:** Current enrollment at Cedar School is approximately 469 elementary school students. These students are supported by a staff and faculty consisting of:

- 45 Teachers and Specialists
- 2 Administrators
- 2 Administrative Assistants
- 27 Support Staff
- 4 Cafeteria Staff
- 1 Custodial Staff (during school day)

## **B. Functional Needs Population**

The district is committed to the safe evacuation and transport of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- Limited English Proficiency
- Blindness or Visual Disabilities
- Cognitive or Emotional Disabilities
- Deafness or Hearing Loss
- Mobility/Physical Disabilities (Permanent and Temporary)
- Medically Fragile Health (Including Asthma and Severe Allergies)

The school's current enrollment of students and staff with functional needs will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

The list of students and staff names with functional needs along with their schedules is available in the main office, and in the "Go-Kit" of each school.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises, and incidents is available in the principal's office of each school.

## **PLANNING ASSUMPTIONS**

The following list of standard planning assumptions should be considered when developing plans and during an ongoing incident.

- The school community could continue to be exposed and subjected to hazards and incidents described in the SEOP, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (i.e., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot wait for direction from local emergency response agencies. Action is required immediately to save lives and protect school property.

- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, will prevent or reduce incident-related losses.
- Maintaining the SEOP and providing frequent opportunities for stakeholders (staff, students, parents/guardians, emergency responders, etc.) to exercise the plan through live drills and tabletop exercises can improve the school's readiness to respond to incidents.

## **PLANNING LIMITATIONS**

It is the policy of the district that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the district will endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

## **OUTSIDE DEPENDENCIES**

During or after an incident, many of the products and services used to meet the daily needs of the district and/or individual school may not be available. Alternate sources for products and services will be utilized. The district will identify important outside dependencies and how their loss will be replaced or substituted.

### III. ORGANIZATIONAL ROLES AND RESPONSIBILITIES



This section provides an overview of organizational functions, as well as the roles and responsibilities of school faculty and staff, students, parents/guardians, first responders, and emergency management. It describes the expected actions of those impacted or responding to a school emergency.

In a major emergency or disaster, one or more schools may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School personnel are usually first on the scene of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone with unique training and skills qualified to handle such emergencies, usually an emergency responder agency with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. The district will use the following system to manage incidents; examples used include Incident Command System (ICS), MetroLEC, Hanover Emergency Management Team, District Safety and Security Team, School Level Crisis Response Team, and Crisis Recovery Team.

Until non-school emergency responders arrive on-scene, the Principal is responsible for activating the SEOP, including common and/or specialized procedures, as well as hazard-specific incident plans. The Principal may delegate the authority to direct all incident activities to a senior staff member. This position may be called the designated School Incident Commander and should be the person most qualified to manage the specific type of incident.

#### Contacting First Responders

The following methods will be used to contact first responders:

- Office Phone
- Classroom Phone
- Personal Cell Phone
- Computer

### EXPECTED ACTIONS OF FIRST RESPONDERS

When an incident occurs at a school; local police, fire, and EMS departments, as well as other requested agencies will respond to the emergency. With these various agencies operating together there are the following expectations:

- The appropriate responding agency will assume command of the incident.
- The local first responders will develop an effective response to mitigate the incident in a timely manner.
- The Incident Commander will activate Unified Command as appropriate.

- Take any other actions as identified by first responders as necessary to mitigate the incident.

Once an emergency responder agency with legal authority to assume responsibility arrives on scene, the School Incident Commander will transition command to that Incident Commander and move to serving within the incident command structure.

## **EXPECTED ACTIONS OF SCHOOL ADMINISTRATION, FACULTY, STAFF, STUDENTS AND PARENTS/GUARDIANS**

### **Senior Administration/Superintendent**

Senior administration/leadership are responsible for overseeing the entire incident and providing guidance on policy, helping resolve issues and finding necessary resources for the School Incident Commander.

#### **RESPONSIBILITIES INCLUDE:**

- Provide guidance on district policy to School Incident Commander.
- Help resolve any issues or conflicts identified by the School Incident Commander.
- Identify and find necessary resources within the school district that have been requested by the School Incident Commander.
- Participate in Unified Command if/when established.
- Facilitate communication to parents/guardians, community, and press when appropriate.
- Identify a Public Information Officer (PIO) to coordinate communications during an incident.
- Additional duties, as appropriate.

### **Principal or Designee**

While the principal retains the overall responsibility for the safety of students and staff, he or she may delegate certain duties to manage the incident. This allows the principal to focus on policy-level activities and interface with other agencies and parents/guardians. The principal shall coordinate between the Superintendent's office and the School Incident Commander.

### **Principal or Designee**

The Principal may retain incident command or delegate it to another staff member.

#### **EXPECTATIONS INCLUDE:**

- Assume overall direction of all incident management activities based on procedures outlined in the SEOP.
- Take steps deemed necessary to ensure the safety of students, staff and other individuals.
- Determine whether to implement incident management protocols established in the SEOP (i.e., Evacuation, Reverse Evacuation, Shelter-in-Place, Lockdown, Enhanced Lockdown (ALICE), Reunification, etc).

- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Ensure communication with emergency services personnel.
- Keep the senior administration, principal and other officials informed of the situation.
- Transfer command when first responders arrive on scene.
- Participate in Unified Command if established by the Incident Commander.
- Additional duties, as appropriate.

### **Teachers/Substitute Teachers/Teaching Assistants/Classroom Aides/ School Mental Health Providers**

#### **EXPECTATIONS INCLUDE:**

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols established in the SEOP.
- Determine whether to implement incident management protocols established in the SEOP (i.e., Evacuation, Reverse Evacuation, Shelter-in-Place, Lockdown, and Enhanced Lockdown (ALICE), etc. Direct students to inside or outside assembly areas, in accordance with signals, warning, written notification, electronic notification, or intercom orders according to procedures established in the SEOP.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing/extra students/staff to the Incident Commander.
- Obtain first-aid services for injured students from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved.
- Render first-aid if necessary.
- Provide mental health services as needed.

### **Administrative Assistants/Office Staff**

#### **EXPECTATIONS INCLUDE:**

- Answer phones and assist in receiving and providing consistent information to callers, as directed and when appropriate.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the principal.
- Assist with health incidents as needed, acting as messengers, etc.
- Account for visitors, contractors and non-teaching staff.
- Responsible for bringing “Go-Kit” including hard copies of class rosters, emergency contacts, reunification materials, and “do not release” dismissal documentation (i.e., non-custodial parent).
- Monitor radio emergency broadcasts, when necessary and available.



## **School Nurse/Health Care Provider**

### **EXPECTATIONS INCLUDE:**

- Responsible for bringing medical “Go-Kit”, including AED.
- Transport medications.
- Provide medical documentation.
- Provide for the safety of essential medical records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the principal.
- Monitor radio emergency broadcasts, when necessary and available.

## **Food Service/Cafeteria Workers**

### **EXPECTATIONS INCLUDE:**

- Use, prepare, and serve food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander.

## **Students**

### **EXPECTATIONS INCLUDE:**

- Cooperate during emergency drills/exercises and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

## **Parents/Guardians**

### **EXPECTATIONS INCLUDE:**

- Encourage and support school safety, violence prevention and incident preparedness programs within the school.
- Provide the school with requested information concerning any incident, early and late dismissals, and other related release information.
- Do not impede the response of school and public safety officials to any emergency by unnecessarily overloading phone banks, parking and/or gathering in and around school grounds and roadways leading to the campus that will impede emergency access in any way, posting unconfirmed or false information via social media, or otherwise contribute to the delay of care of students and faculty.
- Encourage parents/guardians to keep all contact information/dismissal information current.
- Read, understand and observe the school emergency guidance provided before, during and after an emergency.

- Understand their roles during a school emergency, as defined by the school administration (do not call or come to the school/evacuation site until directed to do so).

## **EXPECTED ACTIONS OF FACILITIES AND BUILDING OPERATIONS PERSONNEL**

### **EXPECTATIONS INCLUDE:**

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Keep the Incident Commander informed of school conditions.

## **EXPECTED ACTIONS OF PUBLIC INFORMATION OFFICER**

### **EXPECTATIONS INCLUDE:**

- Help create the policies and plans for communicating emergency information internally and to the public.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Develop materials for use in media briefings.
- Provide regular updates to media and school community.
- Coordinate media communications.
- Provide only information that has been approved for release by the Incident Commander in charge of the scene.
- Monitor release of information and correct misinformation.
- Coordinate messages with the principal/senior leadership.

## **EXPECTED ACTIONS OF STUDENT TRANSPORTATION PERSONNEL**

### **EXPECTATIONS INCLUDE:**

- Supervise the care of students if incident occurs while students are on a bus.
- Transfer students to new location when directed.
- Prior to any event have a pre-established plan for transportation services.
- Maintain awareness of conditions of school and school grounds when dropping off students, so as to not introduce them to harmful situations
- Execute assignments as directed by the Incident Commander.
- Transport individuals in need of medical attention, when directed by Incident Commander.
- Maintain communication with transportation director and school to report hazardous conditions as needed.

## IV. FUNCTIONAL CONTENT



The following functional content provides common protocols and procedures that are implemented and referenced within the individual hazards listed within this plan and are threat specific. Each functional content area has been customized to fit the district and/or school's needs, capabilities, and unique circumstances.

To become familiar with these functional situations, staff and students will participate in drills and, if necessary, additional training.

### 911 EMERGENCIES

All adults in the building are empowered to call 911 without anyone's permission. Call 911; stay on the line until released by Public Safety Personnel and it is safe to do so.

- You may also call 911 using your cell phone.
- Identify yourself, providing school and confirming address.
- Identify the nature of the incident and specific location.
- Indicate number of victims, if any, and specify staff, students or both.
- Provide any other relevant information.
- If the call is initiated from any area other than the main office, the main office should be notified immediately.
- Main office will designate a person to meet responding police/fire/EMS units: designate a specific door.
- Incident command procedures will be utilized.

If possible, use landline phone before cell phone if both are equally available. Keep local police, fire, and EMS emergency numbers in your cell phone. This will give you a direct line to local help. If you call 911 from your cell phone you may be connected to the state police and then they will connect you to the local emergency responders; this can delay response time by a few moments – remain on the line and wait until the state police dispatcher connects you to the appropriate agency.

### BOMB THREATS

#### PURPOSE:

Districts should be prepared for handling the most common form of threat to schools such as bomb threats. These threats have evolved from simple notes on bathroom walls to electronic threats through social media and so called “swatting” incidents. These threats are always challenging to determine both the level of threat and validity of the threat. They also contribute to the anxiety of school districts as to what level of response is needed in each situation.

## **RESPONSIBILITIES:**

### **PRINCIPAL OR DESIGNEE:**

- Notify local police and fire.
- Establish a note taker that documents: persons present, what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined, by the principal.
- Notify the Superintendent or designee.
- Follow the specific directions of the police, fire and bomb squad officials.
- Based on guidance from the threat assessment team, decide on appropriate action or combination of actions:
  - Search: The scope of the search is dependent on the threat assessment.
  - Shelter-in-place: partial or full.
  - Evacuation: partial or full.
- Communicate and update staff as soon as possible.
- Communicate and update parents/guardians as soon as possible.
- Convene School Level Crisis Response Team.
- Convene Crisis Recovery Team to establish counseling plan to assist student, parent/guardian, and staff as needed.
- Implement and develop an aftercare plan for the next day.
- Use of electronic devices should only be used when absolutely necessary and never in close proximity to the device in cases of a bomb scare; consult your local/regional bomb squads for further advice and instruction.
- Control building access.
- Inspect delivered and/or incoming parcels.
- Safeguard confidential material.
- Utilize electronic surveillance.
- Have building floor plans for first responders to help with searches.
- Debrief and plan staff and student recovery, keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate

### **Threat Assessment**

#### ***Low Risk Threats***

- The threat is vague and indirect.
- Information in the threat is inconsistent, implausible or lacks detail.
- The caller is definitely known and has called numerous times.
- The threat was discovered instead of delivered (i.e., a threat written on a wall).

#### ***Medium Risk Threats***

- The threat is direct and feasible.
- Wording in the threat suggests that the perpetrator has given some thought to how the act will be carried out.

- Threat may include indications of a possible place and time.
- No strong indication that the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility.
- Indication that the perpetrator has details regarding the availability of components needed to construct a bomb.
- Increased specificity to the threat (e.g., “I’m serious!” or “I really mean this!”).

### ***High Risk Threats***

- The threat is direct, specific, and realistic and may include names of possible victims, specific time or location of the device.
- The perpetrator provides his/her identity.
- Threat suggests concrete steps have been taken toward carrying out the threat.
- Perpetrator makes statements indicating they have practiced with a weapon or have had the intended victim(s) under surveillance.

### **Searching the Building**

#### ***All Risk Levels:***

- Always conduct a search.
- Search common areas first (hallways, cafeteria, gym, bathrooms, library).
- Search exterior areas second.
- Search team should include police/fire/school officials.

#### ***Medium Risk***

- Search more controlled areas, such as classrooms.

#### ***High Risk***

- Search additional locked and controlled areas, such as the roof and utility areas.

### ***Suspicious vs. Unattended Items***

- An unattended item is not automatically a suspicious one. Circumstances make an item suspicious, such as: out of context, making a noise, visible wires or placement witnessed.

### ***If a Suspicious Item Is Found***

- Do not touch, tamper with, or move the item.
- Immediately report item to the unified command.
- Public safety controls the scene if a suspicious item is found.
- Refrain from using radio communication in close proximity to the suspicious item.

### ***School Personnel***

- School personnel are in the unique position to know their classroom/workspace more familiarly than first responders; therefore, they will most likely recognize items out of place more readily than outsiders.
- When search is initiated by Site Decision-Maker(s), make a quick and complete visual scan of the workplace and any other common areas assigned.
- Conduct a 360-degree visual scan of your room for anything unusual.
- If anything, unusual is noticed, move people away from the potential hazard and immediately report the location of the object to the Site Decision-Maker(s).

### **Shelter-in-Place/Evacuation Decision Tree**

It is important not to reward threatening behavior, so unless a threat assessment warrants evacuation, consider search, shelter-in-place, or limited evacuation alternatives first.

- Consider shelter-in-place and conduct a search for a low-risk threat.
- Partial evacuation depends on the specificity of the threat (if the threat specifies an area, can evacuate just that area).
- Full evacuation – when a suspected item is located, or there is a high-risk threat.

### ***When Evacuation Is Initiated***

- Never pull the fire alarm unless there is a fire. Other means should be used to communicate the evacuation.
- Everyone should take his or her personal belongings when possible.
- Evacuate to a safe and controlled area.

### ***Continuing Actions After Evacuation***

- Debrief with emergency services and assist in coordinating further actions.
- Take accountability and report.
- Open media, medical and family areas and provide regular briefings.
- Police/fire/school officials coordinate what can be released publicly. Often the specifics of a threat may need to be kept quiet to aid the investigation and to prevent copycats.
- As appropriate, determine reoccupy, or dismiss action. Time of day and specificity of the threat may dictate this decision. Be cautious about dismissing school as this may reward the threatening behavior.
- School and public safety officials communicate with parents/guardians.

### **TEACHER/STAFF:**

- Conduct a 360-degree visual scan of your room for anything unusual.
- If anything, unusual is noticed, move people away from the potential hazard and immediately report the location of the object to the principal.
  - Do not touch, tamper with, or move the item.
  - Refrain from using radio communication in close proximity to the suspicious item.
- If a SHELTER-IN-PLACE, follow the Shelter-in-place protocols.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

- If an EVACUATION, follow evacuation protocols.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; follow reunification protocols.

#### **THE SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate town departments.
- Notify the town manager and school committee.
- Consult law enforcement officials, who will determine when the school can resume normal activities and communicate the information to parents/guardians and the public.
- Send information home as soon as possible (by mass communication and/or letter) with the Superintendent or his/her designee approval.

#### **ADDITIONAL INFORMATION:**

- Do not touch light switches, lockers, or close windows or doors.
- Restrict the use of telephones.
- Any decision concerning the dismissal of students is the prerogative of the Superintendent or his/her designee.

## **BULLYING/HARASSMENT**

### **POLICY PROHIBITING BULLYING**

The Hanover Public Schools is committed to maintaining a school environment where students are free from bullying, cyber-bullying, retaliation and the effects thereof. The school district recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, 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 one or more of these characteristics.

Acts of bullying and cyber-bullying are prohibited:

1. On school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and
2. At a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target(s), infringes on

the rights of the target(s) at school or materially and substantially disrupts the education process or the orderly operation of a school. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

**A. Definitions:**

**Aggressor(s)** is a student or a school staff member including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyber-bullying, or retaliation of a student.

**Bullying** is defined in **M.G.L. c.71, s. 370**, is the repeated use by one or more students or by a school staff member of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target(s) that:

1. causes physical or emotional harm to the target(s) or damage to the target's property
2. places the target(s) in reasonable fear of harm to himself or of damage to his property
3. creates a hostile environment at school for the target(s)
4. infringes on the rights of the target(s) at school
5. materially and substantially disrupts the education process or the orderly operation of a school

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

**Cyber-Bullying** is defined in **M.G.L. c.71, s. 370** as bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:

1. The creation of a web page or blog in which the creator assumes the identity of another person.
2. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.
3. 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyber-Bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.



**Hostile Environment** is defined in **M.G.L. c. 71, s. 37O**, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

**Retaliation** is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**Target(s)** is a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

**B. Bullying And Retaliation are Prohibited & Will Lead to Discipline:**

Hanover Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation will be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, and short-term or long-term suspensions as determined by the school administration, subject to applicable procedural requirements. Disciplinary action for staff who has committed an act of bullying or retaliation shall be in accordance with expectations and standards appropriate to their roles and responsibilities. All discipline is subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment.

**C. Reporting Obligations:**

**1. Reporting by Staff**

A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the Principal, Assistant Principal, or designee.

**2. Reporting by Students, Parents/Guardians, and Others**

The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal, Assistant Principal, or designee. An individual may make an anonymous report of bullying or retaliation; however, no disciplinary action may be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

**3. Reporting to Parents/Guardians**

Upon determining that bullying or retaliation has occurred, the Principal, Assistant Principal, or designee will promptly notify the parents/guardians of the target(s) and the student aggressor(s) of this. There may be circumstances in which the Principal or designee contacts parents/guardians prior to any investigation. If the alleged target(s) and alleged aggressor(s)

attend different schools, the Principal receiving the report shall inform the Principal of the other student's school, who shall notify the student's parents/guardians of the report and procedures. All notices to parents/guardians will be consistent with the state regulations at 603 CMR 49.00.

#### **4. Reporting to Local Law Enforcement**

Subject to state regulations, at any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the Principal, Assistant Principal, or designee has a reasonable basis to believe that the incident may involve criminal conduct, the Principal, Assistant Principal, or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of Schools or designee will notify local law enforcement if s/he believes that criminal charges may be pursued.

#### **5. Reporting to administrator of Another School District or School**

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Hanover Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

### **D. Investigation:**

The Principal, Assistant Principal, or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all the circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

#### **1. Pre-Investigation**

Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target(s) and/or protect the alleged target(s) from further potential incidents of concern. A reasonable effort will be made to contact the target(s) parents/guardians. In taking any such action, however, the rights of both the alleged target(s) and alleged aggressor(s) must be considered.

#### **2. Written Statement of the Complaint**

The Principal, Assistant Principal, or designee will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: (1) what specifically happened, (2) who committed the alleged acts, (3) who was present or may have information about the events, (4) when the events occurred (date, time of day), and (5) where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to

write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

### **3. Interviews**

Once the allegations of the complainant are established, the Principal, Assistant Principal, or designee will gather other evidence, which often involves interviews of the alleged aggressor(s) and/or other witnesses. If appropriate, the Principal, Assistant Principal, or designee should remind the alleged aggressor(s) and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

### **4. Confidentiality**

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

### **5. Determination**

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "*reasonable person*" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." **See Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).**

1. If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target(s) is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of bullying or retaliation: meet with parents/guardians to encourage support and to reinforce the anti-bullying curricula and social skills building activities at home;
2. transfer student's classroom or school;
3. limit or deny student access to a part, or area, of a school;
4. enhance adult supervision on school premises;
5. exclude from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
6. provide relevant educational activities for individual and groups of students with guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may helpful in providing such programs;
7. develop a Personalized Action Plan and directives for future conduct including providing the target(s) with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student;
8. arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used

cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power);

9. provide counseling (or other appropriate services) or referral to such services for the target(s) and/or the aggressor(s) and/or for appropriate family members of said students.

#### **E. Closing the Complaint and Possible Follow-up:**

The Principal, Assistant Principal, or designee will promptly provide notice to the parent/guardian of a target(s) and a student aggressor(s) about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents/guardians—unless it involves a “stay away” or other directive that the target(s) must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the Principal, Assistant Principal, or designee will contact the target(s) to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Any parent/guardian wishing to file a claim/concern or seeking assistance outside of the school district may do so with the MA Department of Elementary and Secondary Education Problem Resolution System (PRS). Information about the PRS can be found at <http://www.doe.mass.edu/pqa> or individuals may send emails to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or may call 781-338-3700. In addition, the Superintendent's office has hard copies of information about the PRS.

### **STUDENT LANGUAGE FOR BULLYING AND RETALIATION**

Hanover Public Middle and High School is committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct.

#### **A. Definitions.**

**Bullying** is conduct that is repeated by one or more students or by a school staff member and targets a student, causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her property;
- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- a hostile environment at school for the targeted student;
- infringement on the rights of the targeted student at school; or

- material and substantial disruption to the educational process or the orderly operation of the school.

Bullying generally involves “picking on” a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

**Cyber-bullying** is bullying through use of cell phones, computers or other technology and may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, text messages, or blogs; creating websites or blogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, blog, or posting by which the creator/author impersonates another person.

**Hostile Environment** is a circumstance in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education. The targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on academic and other school activities.

**Retaliation** is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. It involves a student “getting back at” another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

## **B. Acts of Bullying (including Cyberbullying) and Retaliation are Prohibited.**

The Hanover Public Schools prohibit bullying (including cyber bullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any property next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs (whether on or off school grounds);
- through use any school computers, internet connection or other school-based technology;
- at a location or during activities that are not school-related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

## **C. How to Report Bullying.**

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to the Principal, Assistant Principal or designee. Students may also report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Principal.

#### **D. Addressing Concerns Regarding Bullying.**

The Principal or his/her designee will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Students who engage in bullying will be subject to discipline by the Principal or Assistant Principal, subject to any procedural requirements. In making disciplinary decisions, the Principal/Assistant Principal will consider both the need for accountability and the importance of teaching appropriate behavior. The range of disciplinary action that may be taken includes, but is not limited to:

- verbal warning;
- written warning;
- reprimand;
- detention; or
- short-term or long-term suspension.

Disciplinary action for staff who has committed an act of bullying or retaliation shall be in accordance with expectations and standards appropriate to their roles and responsibilities. All discipline is subject to applicable procedural requirements.

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

Nothing in this policy is intended to prevent school staff and/or school committee (if applicable) from addressing and taking disciplinary action against a student for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

#### **E. Closing a Complaint Regarding Bullying**

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the Principal or designee will, in addition to taking disciplinary action:

1. Notify the parent/guardian of the student aggressor.
2. Inform parents/guardians of the targeted student of the steps that have been taken to prevent further acts of bullying or retaliation to the extent consistent with applicable legal restrictions.
3. Notify local law enforcement if s/he believes that criminal charges against the aggressor may be pursued.

## **CHEMICAL ACCIDENT - OUTSIDE OR INSIDE THE SCHOOL**

### **PURPOSE:**

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or outside the

building. Examples include: toxic leaks or spills caused by tank, truck or railroad accident; water treatment/waste treatment plants and industry or laboratory spills. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical or hazardous materials spill.

### **SPECIFIC SCHOOL INFORMATION:**

Every building will keep a list of chemicals and the corresponding storage locations, such as cleaning supplies, chemistry lab, art room, etc. These chemicals are all used and stored on school grounds as required by established federal and state mandates.

The District is aware of conditions in the surrounding community that could subject the school to a chemical or hazardous materials spill.

### **RESPONSIBILITIES:**

#### **PROCEDURES FOR AN EXTERNAL CHEMICAL OR HAZARDOUS SPILL:**

The Principal will determine the need to activate the SEOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

#### **PRINCIPAL OR DESIGNEE:**

- Call 911 and notify local law enforcement, emergency responders and board of health.
- Enlist the School Level Crisis Response Team to assist with the needs of the emergency.
- Determine what procedures should be activated, such as an EVACUATION, REVERSE EVACUATION and SHELTER-IN-PLACE and refer to the corresponding section.
- School administrators will make an announcement to notify staff and students. Decontamination equipment and personal protective equipment are located in the nurse's office, maintenance area, and the Science laboratories.
- If outside, students and staff might have to move to the nearest interior safe area.
- Notify custodial and buildings & grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Notify the superintendent of the status and actions taken and keep him/her updated of any significant changes.
- Activate internal and external communications plan.
- Monitor radio, television, Internet and/or other means of information.
- Keep class together and wait for further instructions.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.

- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.
- Disseminate information about the incident and follow up actions such as where students/school has relocated and institute REUNIFICATION procedures, if needed.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the school and/or emergency responders.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents/guardians and Public Information Officer.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

#### **TEACHER/STAFF:**

- Move students away from immediate vicinity of danger.
- Close windows.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- If a REVERSE EVACUATION, refer to the reverse evacuation section.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.

#### **PROCEDURES FOR AN INTERNAL CHEMICAL OR HAZARDOUS SPILL:**

The Principal will determine the need to activate the SEOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

#### **PERSON DISCOVERING THE SPILL:**

- Alert others in immediate area and leave the area.
- Close windows and doors and restrict access to affected area.
- Notify Principal/teacher/safety officer or call 9-1-1, if appropriate.
- Do not attempt to clean the spill.
- Seek first-aid if contact with spill occurs.



**PRINCIPAL OR DESIGNEE:**

- Call 911 and notify local law enforcement, emergency responders, and board of health.
  - Provide the following information:
    - Location of the spill and/or materials released; name of substance, if known.
    - Characteristics of spill (color, smell, visible gases).
    - Injuries, if any.
- Enlist the School Level Crisis Response Team to assist with the needs of the emergency.
- Determine what procedures should be activated, such as an EVACUATION, REVERSE EVACUATION and SHELTER-IN-PLACE and refer to the corresponding section.
- If outside, students and staff might have to move to the predetermined outside relocation area.
- Students and staff from any mobile classrooms may be able to stay in their building.
- Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear."
- Notify custodial and buildings and grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property.
- Notify the superintendent of the status and actions taken and keep him/her updated of any significant changes.
- Activate internal and external communications plan.
- Consider monitoring radio, television, Internet and/or other means of information.
- Activate an EVACUATION, refer to the evacuation section.
- Avoid exposure to the chemicals or hazardous fumes or materials in any EVACUATION.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Keep class together and wait for further instructions.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.
- Disseminate information about the incident and follow up actions such as where students/school has relocated and institute REUNIFICATION procedures, if needed.
- Address clean up needs and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the School and/or emergency responders.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents/guardians and Public Information Officer.

- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

#### **TEACHER/STAFF:**

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Report location and type (if known) of the hazardous material to Incident Commander.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.

#### **THE NURSE:**

- Take student emergency forms.
- Take emergency medical bag.
- Treat any injuries along with first responders.

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the mayor/town manager and school committee.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents/guardians and the public.
- Notify parents/guardians as soon as possible (by Mass Communication and/or letter).

## **CHILD ABUSE/NEGLECT – REPORTING PROCEDURES**

#### **PURPOSE:**

Occasionally, school personnel find themselves in a difficult situation with students reporting incidents in their lives. The student may report that s/he is being abused physically, emotionally, and/or sexually by a family or staff member. It is this vehicle that school personnel have to report such cases to authorities. Staff should always let the school guidance counselor/ social worker know of the situation to talk with the child and investigate more. The guidance

counselor/social worker will then report this to the building principal and a decision of reporting the incident is made at this time.

**Failure to report identified or suspected child abuse is punishable by law as a misdemeanor in the Commonwealth of Massachusetts. (MGL c.119, s21, s 51A)**

Be aware of confidentiality issues and take appropriate precautions.

### **ACCUSATION INVOLVING A STUDENT’S FAMILY MEMBER.**

#### **PRINCIPAL OR DESIGNEE:**

- Notify police (In accordance with district policy and if applicable depending the level of significance of the allegation).
- Report child abuse/neglect to the Department of Children and Families immediately by phone, and by writing not more than 48 hours, by submitting a state 51A “Report of Child(ren) Alleged to be Suffering from Abuse or Neglect” form. The initial report must be made by phone and followed with a notification in writing and completion of the state mandated 51A form.
- Notify Superintendent of Schools when appropriate.
- Notify parents/guardians, if deemed appropriate and safe, that a report has been filed with the Department of Children and Families.

### **ACCUSATION AGAINST SCHOOL PERSONNEL:**

#### **PRINCIPAL OR DESIGNEE:**

- Notify police (In accordance with district policy and if applicable depending the level of significance of the allegation)
- Report child abuse/neglect to the Department of Children and Families immediately by phone, and by writing not more than 48 hours, by submitting a state 51A “Report of Child(ren) Alleged to be Suffering from Abuse or Neglect” form. The initial report must be made by phone and followed with a notification in writing and completion of the state mandated 51A form.
- Notify parents/guardians
- Notify Superintendent of Schools
- Inform the identified staff member of the accusation. The accused has the opportunity to have a union member present if s/he chooses to do so.

## **COMMUNICATIONS AND NOTIFICATION**

### **PURPOSE:**

Communication is a critical part of incident management. This section outlines a communications plan and supports its mission to provide clear, effective internal and external

communication between the school, staff, students, parents/guardians, emergency responders, the community and media.

## PROCEDURES:

### COMMUNICATION BETWEEN SCHOOL OFFICIALS AND FIRST RESPONDERS:

- School personnel will provide police, fire, and EMS with a contact list of key personnel in the district. This list will be updated and shared annually by each school.
- Communication with the Hanover Police Department will be in accordance with the existing Memorandum of Understanding between Hanover Police and the Hanover Public Schools.

### COMMUNICATION BETWEEN SCHOOL OFFICIALS AND STAFF MEMBERS:

- School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:
- **Telephone:** Phone calls from school administration to staff and faculty may be used when direct communication is necessary.
- **Text-Messaging System/E-mail System:** A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- **School E-mail:** When mass communication of a standard message is necessary a mass e-mail will be sent from an authorized account or user to all staff/faculty or parents/guardians as necessary.
- **Mass Notification System:** School Messenger
- **Staff Meetings**
- **Megaphones/Microphones:** Battery powered, wireless, or wired megaphones or microphones can be utilized to address students and staff who are assembling outside the school, or in designated school areas.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the homepage of the school and district website.
- **Fax machines:** Possible uses include off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- **Alarm systems:** Bells or buzzers may be in place and sound in different ways to signal different types of incidents – for example, fire, Lockdown, or special alert (with

instructions to follow). All school staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.

- **Public Address System:** A PA system may be used to distribute information of a threat or hazard situation to a large crowd at a school.

## EXTERNAL COMMUNICATIONS:

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur and as soon as possible, parents/guardian, media and the community at large will receive clear and concise messages from the school or school district about the incident, what is being done, and the safety of the children and staff.

## COMMUNICATION WITH PARENTS/GUARDIANS:

Before an incident occurs, the school may:

- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- Inform parents/guardians about the school's emergency procedures and protocols. Information should not be shared if it would impede the safe response to an incident.
- Information can be included in a school newsletter, website, presentation delivered at Back-to-School event, or via School Messenger.

In the event of an incident, the school may:

- Disseminate information; such as text messages, e-mail, radio announcements, hot-line, etc. to inform parents/guardians about what is known to have happened.
- Implement a plan to manage phone calls and parents/guardians who arrive at school.
- Describe how the school and school district are handling the situation. Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Keep parents/guardians informed about when and where school will resume.

After an incident, administrators may schedule and attend a debrief meeting for parents/guardians. The following practices may be utilized to disseminate information externally when appropriate:

- **Mass Communication System**
- **Social media:** social media may be used to disseminate information of a hazard or threat situation to students, parents/guardians, and the surrounding community.
- **Standard telephone:** The school may designate a school telephone number as a recorded "hotline" for parents/guardians to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for

staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the homepage of the school and district website.

- **Fax machines:** Possible uses include: off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- **School e-mail:** When mass communication of a standard message is necessary a mass e-mail will be sent from an authorized account or user to all staff/faculty or parents/guardians as necessary.

## **CRISIS COMMAND CENTER**

### **PURPOSE:**

A command center is important to the execution of a well-run incident. This center could be established inside, outside, or in a secondary site away from the school. Prior communication with the city or town's Emergency Management Director, or similar position, is vital. This way all that will need to be communicated with this official will be requesting the tables, chairs, tents, water, traffic barricades and other necessary items that may be required.

### **RESPONSIBILITIES:**

#### **PRINCIPAL OR DESIGNEE:**

##### **Outside/Alternative Location:**

- Call Emergency Management Director, or equivalent, to set up command center if one is to be established outside of the school setting. This could be either just outside the school or in a separate location away from the school, dependent upon the nature of the emergency. Senior school leadership should have training in Emergency Operations Center training as established by MEMA, which will encourage smooth continuity of operations during critical incidents.
- Bring the "Go-Kit" with you to the new Command Center.

##### **Inside of the School:**

The Main Office, if safe, is designated as the Crisis Command Center. It holds:

- Detailed building floor plans.
- Master keys to all areas of the school.
- Class lists.
- Student and staff emergency contact information.
- Names and phone numbers of Safety Response Team members and Crisis Recovery Team members.
- Phone numbers of local medical and social service agencies.
- Phone numbers of school offices, departments, and personnel.

- School Emergency Operations Plan Manual.
- Principal will establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Principal will debrief with the team at the conclusion of the event.

## **CUSTODY PROCEDURES**

### **PURPOSE:**

The district has a procedure for making sure no child is released to anyone that should not have custody of a child. It is imperative that each school document and verify all dismissals of a child with the person that is picking up the child.

### **RESPONSIBILITIES:**

- Principal/designee will maintain a current file of legal documents pertaining to appropriate students in compliance with the current custody law.
- Parents/Guardians to provide updated documentation to the school when a legal order expires.
- The classroom teacher(s), nurse, assistant principal, guidance counselor, adjustment counselor and office administrative assistant connected with the child in question should have electronic access to notifications regarding custody alerts, and a hard copy is available in the main office.
- Never release a child to a parent/guardian that is not authorized on the student emergency contact card in the student information system.
- There should be no communication with the non-custodial parent (parent without physical custody) until/unless official paperwork stating otherwise has been filed with the school.
- The principal/designee will request support from the Hanover Police Department if needed.

## **DEATH OF A STUDENT OR STAFF MEMBER**

### **PURPOSE:**

The school district has designed the following planned response to the death of a student or staff member because of accident or illness. This plan addresses the needs of both staff and students in coping with such an event. This protocol also takes into account that the death may have occurred off-site or on campus. This protocol is not a chronology of actions. Rather, it is a planned response highlighting the steps to be addressed in a timely manner, as appropriate for each individual situation. This plan addresses the needs of both staff and students in coping with such an event. While it is important to recognize and deal with the death of a student/staff,



we must be careful not to sensationalize such an event. Every effort should be made to maintain as normal a routine as possible.

## **RESPONSIBILITIES:**

### **THE PERSON MAKING THE DISCOVERY:**

- Anyone who becomes aware of a student death immediately will notify the principal/director.

### **PRINCIPAL OR DESIGNEE:**

- If on-site, contact police and fire.
- Principal should attempt to verify the death by confirming with police on scene, following up with police in the event the victim was transported to a hospital, or in the event death occurred off campus, following up with the family of the deceased.
- Call together the School Level Crisis Response Team and the Crisis Recovery Team using the emergency phone number list.
- Consider requesting MetroLEC Crisis Recovery Team if available (this must be done through local MetroLEC Chief of Police).
- Coordinate/initiate notification of staff, and set up a meeting at the earliest time possible, to ensure that all personnel have the same accurate information and so they may lend each other support.
- Contact the bereaved family to extend sympathy. S/he should ask about information that the family is willing to share with the students and school personnel. In the case of a student, permission from the parents/guardians must be obtained before information is shared.
- Contact authorities to obtain accurate information about the death of a student including name, time, place and manner of death (if appropriate).
- Prepare a written statement to faculty and students. Depending on the situation, the principal may choose to prepare two statements – one to be read to the students and one for the teachers explaining what happened, giving suggestions on how to handle grief reactions, what reactions to look for, what to do or say, etc.
- With the assistance of the School Level Crisis Response Team, draft a letter to parents/guardians of all children. This letter, signed by the principal, should contain the same information that was shared with staff and students. The letter will inform the parents/guardians of what the school has done and will be doing to assist students in dealing with this matter. The letter should encourage the parents/guardians to be in touch with the school if they have particular concerns about their child's response to the situation. This letter will be sent home with the children to their families on the same day the crisis is addressed in the school.
- Convene School Level Crisis Response Team as soon as possible and when time allows, prior to the opening of school to make appropriate plans for the day.
- Ensure that all students are notified by the prepared announcement read by individual homeroom/classroom teachers stating the facts as known before the first period of the day or as soon as possible. **A public address system or a large assembly should**



**not be utilized to make this announcement unless absolutely necessary.**

Notification is done in order to dispel any rumors and allay any fears. Upon request, an assigned crisis team member may be present in the classroom with the homeroom/classroom teacher. Out of respect for the family and for other legal considerations, no additional information beyond the announcement may be shared.

- Ensure that media requests are referred to the superintendent, or their designee, who will be the only official spokesperson for the central office.
- Establish media staging areas so they are kept away from the school setting, but allowed to do their jobs. Teachers and students will be reminded that they need not respond to inquiries from the press or others.
- Consider counseling periods for after school hours (including weekends) to counsel parents/guardians or students during the first 48 hours following a major event. Contact neighboring school districts for additional counseling support if necessary.
- Convene faculty/staff briefings. They should be called together at the beginning and/or end of the school day for a brief meeting. Here, available information will be shared as appropriate. If significant information is received during the day that needs to be shared, a meeting will be arranged for faculty and staff as soon as possible. Faculty must have a chance to briefly absorb and deal with information before being expected to share it with students. The information also should be shared with cafeteria personnel, custodial staff, bus drivers, etc. If the tragic incident occurs when school is not in session, other appropriate means of mass communication can be used to share information with staff. Remind staff to not talk with media and others about the event.
- Ensure that if any student in the school has been absent due to a close relationship with the deceased, the School Level Crisis Response Team will work with teachers to welcome him/her back and alert students to the need for sensitivity.
- Safeguard that the utmost sensitivity is used in handling the deceased's belongings. If the death is potentially related to criminal activity, the police having jurisdiction over the crime should be consulted prior to accessing and/or removing any belongings. This includes electronic devices, voicemails, e-mails, etc. The principal or designee should remove the personal belongings and then give them to the family when appropriate. The family's wishes should be considered.
- Prepare to offer guidance relative to funeral arrangements. In general, students' participation in funerals is an individual decision and under the supervision of parents/guardians.
- Convene a brief faculty meeting at end of the school day to discuss how the day went. Warning signs of depression and suicide should be reviewed. Staff will be updated on pertinent information. A designated member(s) of the School Level Crisis Response Team should update staff members who are unable to attend the meeting.
- To the extent possible, facilitate a normal daily routine to be carried out that includes continuing the educational process to ensure a stable and secure environment for students.
- Permit staff members and students to attend the funeral that wish to do so. Existing procedures for dismissal/absence should be maintained. Necessary arrangements will be made so that faculty who want to may attend. Faculty and student participation in

wakes and/or funerals memorial services is on an individual basis. Student participation should be under parent/guardian supervision using normal early release/dismissal policies.

- Remove the student/staff member from electronic communications home, class rolls, e-mail list, phone answering machine, and mailing list.
- Debrief with the team at the conclusion of the event.

#### **SCHOOL LEVEL CRISIS RESPONSE TEAM:**

- Identify potentially vulnerable faculty, staff and students and plan for how they will be informed privately of the situation. Examples of vulnerable people would include siblings, best friends, worst enemies, people with a similar illness or death in the family, and faculty with a child the same age of the child that died.
- If the death of a student or staff member occurs in the presence of others, these observers should be considered extremely vulnerable. The team should be particularly attentive to the needs of this group. When indicated, parents/guardians will be contacted by phone and a referral to support services will be made at the parent's/guardian's request.
- When considering commemoration, students should be a part of the process. This step should take place over a period of time.
- As students and staff begin return to their typical routines, the School Level Crisis Response Team should still be on alert for any potential delayed stress reactions. Staff members need to bring any student whose behavior changes after the death to the attention of the team. Keep in mind that staff members are equally vulnerable to grief and loss.
- The School Level Crisis Response Team will have a follow up meeting to assess how well this protocol responded to the needs of the local school community and to make any needed changes or additions.
- Prepare to offer guidance relative to funeral arrangements. In general, students' participation in funerals is an individual decision and under the supervision of parents/guardians.
- Meet at the end of each day during the response for the crisis, and at least until the day after the funeral, to review school response, plan for the next day (including any additional information to be shared with students) and to discuss any students about whom they are concerned.
- Counseling areas should be set up by the counseling staff to assist any staff or students who want to discuss the death. Separate locations for staff and students should be maintained. Students should be escorted to and from designated counseling areas.
- Counselors designated to counsel students that are, or appear to be, in crisis or distraught mood should be located in a counseling center (pre-identified room).
- The School Level Crisis Response Team members should make themselves available to assist faculty who would like help in talking with students. One member of the team should follow the daily schedule of the deceased student/faculty member for the first day after the crisis to be available to students who were in the classroom with the student/faculty member.

- Provide an opportunity for students to discuss what has happened. Students are to remain in pre-established counseling area until the principal or his/her designee determines they are ready to resume their schedules.
- Close friends of the deceased student/staff who seem upset should be monitored closely. Staff should alert members of the School Level Crisis Response Team about these individuals.
- Additional staff/counselors should be assigned to move about the building or campus to counsel groups of students not in crisis

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments. All media contacts should be held away from the school.
- Notify the mayor/town manager and school committee.
- Special attention should be given to those schools at which siblings of the deceased are enrolled. The superintendent should contact the principal of schools that could be affected. This could include in district as well as private/regional schools.
- Notify staff when possible.

#### **Summary:**

Primarily is the convening of the crisis team to plan and review protocol. Contact Riverside (as we have done in the past) and Maria Trozzi to bring in outside supports. Communication is key in such a situation as it finding out from family what is ok to discuss. Stability and predictability are needed for students. Make supports available but don't assume kids won't be ok and wanting to return to normal sooner than later. Check in with vulnerable students but don't interview for pain. Review changes above.

## **DEATH ON CAMPUS**

#### **PURPOSE:**

A death on campus will be a very difficult situation to handle. Great care is to taken to protect staff and students from witnessing this event and its immediate aftermath. Whether this death is due to a medical emergency or injury, one can experience trauma from witnessing what has occurred.

#### **RESPONSIBILITIES:**

##### **THE PERSON MAKING THE DISCOVERY:**

- Contact School Nurse and/or 911.
- Secure the scene until administrator arrives (disturb as little as possible, limit access until police arrives).
- Contact principal or designee.

##### **NURSE:**

- Report immediately to the scene with emergency medical bag.

**PRINCIPAL OR DESIGNEE:**

- Notify the Police/Fire Department.
- Secure the building and direct staff and students to remain in assigned areas until further notice (See Shelter-in-Place).
- Notify the superintendent or designee.
- Identify all witnesses and move them to the principal's office, if possible (to the extent possible, witnesses should not talk with each other or anyone else).
- Document all statements made by witness(es); however, do not conduct interview with witness(es).
- Contact the School Level Crisis Response team to enlist the aid of additional staff.
- Ensure proper supervision in all areas.
- See Death of a Student/Staff Member for other vital plans.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Debrief with the team at the conclusion of the event.

**SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the mayor/town manager, and school committee.
- Notify staff when possible.

DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATION WITH THE PUBLIC AND MEDIA.

**EARTHQUAKE (DROP, COVER, HOLD)****PURPOSE:**

Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

**RESPONSIBILITIES:****PRINCIPAL OR DESIGNEE:**

- Call or direct staff to call 911 to report the incident, identify the school's name and location, provide exact location of the damage and/or fire/smoke. If any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION; refer to the evacuation section. (Page 41)
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas.

Assembly areas may need to be relocated because of the building collapse or unsafe areas.

- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Notify the superintendent and institute communications plan.
- Activate the School Level Crisis Team and the Crisis Recovery Team if one is in place.
- Upon consultation with superintendent, fire department and law enforcement officials and, if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center. If safe return to the building once the “All Clear” is given.
- If relocation occurs, activate REUNIFICATION; look at Reunification section.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Notify staff of the status of the emergency, if they can return to the building, and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents/guardians and Public Information Officer.
- Debrief and plan staff and student recovery, keeping in mind that sometimes witnesses are also traumatized by events and should be monitored by school counselors as appropriate.

## **TEACHER/STAFF:**

### **Indoor Procedure:**

- Initiate the following action steps for themselves as well as students in their care:
  - Drop to the floor.
  - Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
  - Hold on to the table or desk until directed to stop.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the Incident Commander/principal of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

### **Outdoor Procedure:**

- Initiate the following action steps for themselves as well as students in their care:
  - Move away from buildings, streetlights and utility wires.

- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- Notify the principal or designee of any injuries.

#### **Moving Vehicle Procedure:**

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

#### **THE NURSE:**

- Take student emergency forms.
- Take emergency medical bag and AED.
- Treat any injuries along with first responders.

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the town manager and school committee.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents/guardians and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

## **EVACUATION**

#### **PURPOSE:**

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill, etc.) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

#### **RESPONSIBILITIES:**

##### **PRINCIPAL OR DESIGNEE:**

- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school has been evacuated.
- Convene School Level Crisis Response Team.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants.
- Determine evacuation routes based on location of the incident and type of emergency.
- Communicate changes in evacuation routes based on location and type of emergency.

- Encourage staff and students, through training, to recognize hazards that may impede safe egress through pre-identified routes and encourage them to make decisions to safely seek out alternate routes.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Gather headcount information from teachers on missing/extra staff and students.
- Monitor the situation and provide updates and additional instructions as needed.
- Report all injuries to the nurse and other medical personnel that may have responded to the scene, for assessment and/or treatment.
- Notify the superintendent that an evacuation of the school has occurred.
- During inclement weather, consider requesting buses from the pre-established Public Transportation Company for sheltering students.
- Communicate when it is safe to reenter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bullhorn.
- Prioritize evacuations with student populations during this time. Students/staff with disabilities and/or in self-contained classrooms will go first, followed by mainstreamed students in general education classrooms, then by all general education classrooms and staff that were not in classrooms.
- Communicate with parents/guardians as to what is happening and continue to update as necessary.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents/guardians, and teachers if needed.
- Meet with staff after school to make any updates that can be made at the time and plan a time to meet the next morning before school for any additional updates if needed.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Staff should not to talk to the public or media about this event. Guide staff on what to say/what not to say to students and parents/guardians about the event.
- Develop a reentry plan for the next school day and aftercare program.
- Complete and file an incident report by the end of the school day.

#### **TEACHER/STAFF:**

- If this is a violent attack in school, follow ALICE response options. Otherwise, when possible, instruct students to exit the building using the designated emergency exit routes or as directed by the principal or designee. Emergency exit routes should be posted near the light switch inside each classroom.
- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the principal or designee at the time of the emergency and the



evacuation, although when safety concerns observable by staff deems it necessary to choose an alternate route, will be followed by teachers and staff.

- Avoid downed power lines, open gas lines, and other unsafe conditions.
- Help those needing special assistance. Students and staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area of refuge. Emergency Responders will be notified immediately of any individuals in an area of refuge.
- Develop a reentry plan for the next school day and aftercare program for the same day.
- Follow district procedures regarding whether or not to close/lock classroom doors.
- Depending on the emergency, staff and students may be directed regarding personal belongings.
- Take class roster, first-aid kit/" Go-Kit" and other available emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to the designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other-directed evacuations).
- Check yourself and your students for injuries. Report any injuries to the principal or designee.
- Account for all students. Immediately report any missing/extra students/staff to the principal or designee.
- Unattached students should report to the nearest teacher.
- Wait for additional instructions.

**Please note: Certain events may require that you ignore the fire alarms. Please pay attention to all announcements and situations and refer to you're training to make a decision.**

## **EVACUATION (OFFICE STAFF)**

### **OFFICE STAFF:**

Take "Go-Kit": (Includes but not limited to)

- School Emergency Operations Plan Manual
- Computer Lap Top
- Building Floor Plans
- List of Phone Numbers for Emergency Personnel
- List of Phone Emergency Numbers for School Personnel
- List of Phone Numbers for Students
- Bullhorn
- School Radios
- Class Lists and Room Assignments
- Mass Information System Contact and Login Information
- Flashlight and Extra Batteries
- Flip Chart



- Laminated Grade Level and/or Alphabetical Signage
- Student Photos
- List of Do Not Release Information (Restraining Orders, Custody Documents, etc.)
- Reunification Cards (50 More Than the Students Enrolled in Your School)
- Alphabetical Sheets Breakdown by Grade Level
- Pencils/Pens/Papers
- Clipboards (10)
- Parent/Guardian Check-in Banner – Laminated
- Directional Signs (12 – To Be Used for Directing People Right, Left, Up and/or Down)
- Duct Tape
- Extension Cord
- Medical Gloves
- Whistles (5)
- Reflective Vests (15)
- List of Individualized Evacuation Plans for Students or Staff with Mobility/Physical Disabilities (Permanent or Temporary)

#### Other Responsibilities:

- Take Attendance, Visitor Log, Late Sign-in Log, Dismissal Sign-out Log, Staff Sign-in/out Log
- Setup Command Center
- Account for all Staff and Students
- Communicate with Emergency Personnel
- Contact Parents/Guardians by Electronic Means when Possible
- Determine Location of Restroom Facilities
- Provide food and water for staff and students with disabilities/illnesses

#### **Evacuation Locations:**

In the event of an evacuation of the building, initially all persons will evacuate to the predetermined-on campus evacuation location. If the evacuation will be for a prolonged time, requires family reunification, or is due to weather or other considerations, the school will transport students and faculty to a predetermined off campus evacuation location.

#### **THE SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the town manager and school committee.
- Notify staff as soon as possible.
- Notify parents/guardians as soon as possible (by Mass Communication and/or letter).

## **EVACUATION (REVERSE)**

### **PURPOSE:**

Reverse evacuation should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, criminal activity, or a hazardous material release outside of the school building.

### **RESPONSIBILITIES:**

#### **PRINCIPAL OR DESIGNEE:**

- Order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather students and staff inside.
- Convene School Level Crisis Response Team.
- Notify the superintendent of the situation.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Close and lock all exterior doors and windows.
- Notify the nurse with any injuries for assessment and/or treatment.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP, COVER, AND HOLD, or SHELTER-IN-PLACE.
- Debrief with the team at the conclusion of the event if needed.

#### **TEACHERS/ STAFF:**

- Immediately move students back to classrooms or safe areas using the closest entry.
- No students or staff should be outside the building.
- Close and lock all exterior doors and windows.
- If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
- Teachers will take attendance and account for all students and report any missing students to the principal or designee.
- Report all injuries to the Incident Commander/principal.
- Wait for further instructions from the principal or designee or from a public safety official.
- Monitor the main entries until the "All Clear" is given.

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate town departments.

- Notify the town manager and school committee.
- Notify staff as soon as possible.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

## **FIELD TRIP (CRISIS DURING)**

### **PURPOSE:**

When school staff personnel take students off campus there is a potential for an incident to occur at any time. This could happen where the field trip is taking place or back at the school setting. It is the responsibility of the person coordinating the field trip to contact the school of any incident. It is the responsibility of the principal to contact the person coordinating the field trip if an incident has occurred at school and to inform the staff and students on the field trip of their next steps for returning to school or not.

### **RESPONSIBILITIES:**

#### **TEACHER/FIELD TRIP COORDINATOR:**

- Attend to any medical needs if there are any injuries or complaints of pain.
- Notify the local Police/Fire Department or 911 if appropriate.
- Contact principal or designee and provide update and actions being taken.
- Complete detailed incident report on return to school.
- DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATION WITH THE PUBLIC AND MEDIA.

#### **PRINCIPAL OR DESIGNEE:**

- Contact school superintendent or designee and provide update and actions being taken.
- Send school personnel to scene if appropriate.
- If incident is during non-school hours the principal and Crisis Recovery Team may be called in to assist.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Convene School Level Crisis Response Team if appropriate.
- Contact parents/guardians with update and actions being taken.
- Notify staff when possible.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents/guardians, and faculty as needed. (If the district has one, if not extra counselors/school psychologists may be helpful.)
- Implement a plan for aftercare and the next school day.
- Debrief with the team at the conclusion of the event.

**SUPERINTENDENT OR DESIGNEE:**

- Notify the town manager and school committee if appropriate.
- Coordinate the media effort if appropriate.

**FIGHTS****PURPOSE:**

A fight can happen between students at any point. It is important that certain procedures occur to maintain the safety for all.

**RESPONSIBILITIES:****PERSON DISCOVERING THE FIGHT:**

- When approaching the fight yell out combatants' name, identify yourself and order them to stop. Use "ladies" and "gentlemen" if names are not known.
- Dependent on local policy, staff may assist and take an active role in stopping any disruptive activity to the extent that staff safety is not jeopardized
- Advise spectators to disperse immediately.
- If physically intervening, approach the students from the side. Do not step between the combatants. Separate all combatants and refer them to an administrator.
- Ask for assistance from nearby staff members and the Restraint Team if needed.
- Notify the principal or designee immediately or as soon as possible.

**PRINCIPAL OR DESIGNEE:**

- Ask the nurse to assess combatants and document any injury.
- If necessary, ask nurse to assess intervening teacher(s).
- Interview combatants, teachers, and bystanders and complete necessary paperwork.
- Review camera footage.
- Take appropriate disciplinary action.
- Notify Hanover Police Department when necessary.

**FIRE/EXPLOSION****PURPOSE:**

The district has a policy and procedures governing fire drills and conducts fire drills as required by law. All staff is trained on how to respond in the event of a fire.

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard.

- Any staff/student/visitor discovering fire/smoke and/or explosion will activate the fire alarm and report the fire to the principal, or call 911 if conditions require and/or injured are in need of medical assistance.

- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- No one may reenter building(s) until it is declared safe by the fire department.

Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

## **RESPONSIBILITIES:**

### **PRINCIPAL OR DESIGNEE:**

- Call or direct staff to call 911 to confirm the alarm is active, identify the school's name and location, provide exact location of the damage and/or fire/smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- If safe and appropriate to do so, in the event of an explosion, direct designated staff to shut off utilities.
- Activate an EVACUATION; refer to the evacuation section.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the superintendent and institute communications plan.
- Activate the School Level Crisis Team and the Crisis Recovery Team if one is in place.
- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center. If safe return to the building once the "All Clear" is given.
- If relocation occurs, activate REUNIFICATION; refer to Reunification section.
- If relocation is not necessary, provide information or plan to return to the building and resumption of normal operations.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents/guardians, and Public Information Officer
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

### **TEACHER/STAFF:**

- After hearing the fire alarm and/or explosion activate an EVACUATION, refer to the evacuation section. (Page 41)

- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

#### **THE NURSE:**

- Bring student emergency forms.
- Bring emergency medical bag.
- Treat any injuries along with first responders

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the mayor/town manager and school committee.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents/guardians and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

## **FLOOD**

#### **PURPOSE:**

The district has developed and put into place procedures that ensure that there are procedures in place to protect staff/students and school property are protected in case of a flood.

The Massachusetts Emergency Management Agency, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet and telephone. In the event of a flood, the principal or designee will activate the SEOP.

The school public address system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding. If there is a loss of power, a compressed air horn or megaphone and two-way radios may be used as backup alerting/communication devices.

#### **RESPONSIBILITIES:**

##### **PRINCIPAL OR DESIGNEE:**

Review circumstance and conditions and determine appropriate procedures to be activated.

Call or instruct staff to call 911 to notify local law enforcement, fire and emergency services of intent to evacuate in or out of the building, the location of the relocation site, the route and means to be taken to that site.

Determine if EVACUATION is required and can be safely done. Evacuation may mean moving staff and students to higher floors if leaving the building is not possible.

- Activate an EVACUATION; refer to the evacuation section.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the superintendent and institute communications plan.
- Activate the School Level Crisis Team and the Crisis Recovery Team if one is in place.
- Enlist the School Level Crisis Response Team to ensure that all students have been located and/or evacuated.
- Activate internal and external communications plan.
- Designate staff to monitor radio, Internet and media for flood information and report any developments.
- Update staff, administration and emergency responders of any significant changes in operations or conditions.
- Issue transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the superintendent of the status and action taken.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.
- Designate staff to take appropriate action to safeguard school property.
- If relocation occurs, activate REUNIFICATION; look at Reunification section.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents/guardians and Public Information Officer
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

**TEACHER/STAFF:**

- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes (due to building debris), to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the Incident Commander/principal of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

**BUS DRIVER:**

- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.
- If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios, if necessary, to communicate with the principal or designee.

**THE NURSE:**

- Take student emergency forms.
- Take emergency medical bag/” Go-Kit”.
- Treat any injuries along with first responders.

**SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the town manager and school committee.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents/guardians and the public.
- Notify parents/ guardians as soon as possible (by mass communication and/or letter).

**GANGS/GROUP VIOLENCE****PURPOSE:**

For school systems that have an issue with gangs and/or groups of students, it is important to have procedures in place to handle potential threats to the school setting. Working hand-in-hand and communicating with the local police department is imperative to staying ahead of any potential problems. This is especially important if an incident were to occur off



site, after hours, or during the school day with the potential to carry over into the community after school hours.

## **RESPONSIBILITIES:**

### **PERSON DISCOVERING THE INCIDENT:**

- Report all rumors of or acts of violence to the principal or designee.
- Report strangers to the office.
- Report gang identifiers (clothing, signs, colors, street names) to the office.
- Immediately report acts of violence or rumors to the principal or designee.

### **PRINCIPAL OR DESIGNEE:**

- Notify the police, superintendent or designee.
- Work with and collaborate with police on identifying and preventing gang related issues in and around school setting
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Convene the School Level Crisis Response Team if necessary.
- If necessary, develop a reentry plan for the next day including the Crisis Recovery Team.
- Debrief with the team at the conclusion of the event if needed.

### **TEACHER/STAFF:**

- If necessary, keep students in classes and away from crisis area.
- Take attendance.
- Wait for further instructions.

### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the mayor/town manager and school committee.
- Notify staff as soon as possible.
- Notify parents/guardians (by phone, e-mail, text, and/or letter) as soon as possible.

## **GENERAL SECURITY**

### **PURPOSE:**

Daily security procedures and protocols are in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building.

Each school will encourage all staff, faculty and students to be an active participant in building security and to have crime prevention measures in place. The following list of security measures are in place on a daily basis or at specified times to ensure the safety of the school

community and prevent criminal activity or unauthorized access (staff badging system, security cameras, Raptor Visitor Management System, perimeter/door checks, police presence).

## **RESPONSIBILITIES:**

### **PRINCIPAL OR DESIGNEE:**

- Ensure that there is a security policy, including when school is not in session, to prevent unauthorized building access at all times and that staff and faculty are familiar with the policy.
- Make requisitions and recommendations for necessary improvement or replacement of inadequate security features of the building.
- Ensure that there is adequate signage directing visitors to the building to the office where they will sign in and out.

### **TEACHER/STAFF:**

- Make sure that the classroom door is able to be locked (from the inside if applicable) and is functioning normally daily.
- Ensure that the students are aware of the building security policy and do not permit unauthorized persons into the building.
- Report any unusual conditions/observations, including those learned through social media or other electronic means, or persons to the main office.
- Report to the main office any conditions, concerns or problems that were reported to them.
- All visitors that you are responsible for must be escorted to and from your classroom/meeting.

### **OFFICE STAFF:**

- Ensure that all visitors report to the office to sign in when entering the building and sign out when leaving the building.
- Monitor security cameras at the main entrance to ensure only authorized and appropriate persons are allowed into the building.
- Make sure all visitors are escorted to and from the office by an employee of the school.

### **FACILITIES/MAINTENANCE:**

- Maintain all doors, windows and other means of entrance into the building to ensure proper operation and that all locks or other means of securing them are functional.
- Report any deficiencies or failures of the building security to the school principal in a timely manner.
- Landscaping is addressed to ensure a clear line of site into and from the building.
- All outside doors are to be numbered, in sequential order, with large reflective numbers.

### **STUDENTS:**

- Notify a staff or faculty member when an unauthorized or suspicious person is observed inside or around the building.
- Notify a staff or faculty member when doors are found unlocked or propped open.

- Report any security or safety concerns or unusual safety conditions to a staff or faculty member. (i.e., social media posts from other students of a potential threat to the school or people within the school.)
- Students will not permit or allow unauthorized persons to enter the building by opening any locked doors.

#### **GENERAL RESPONSIBILITIES:**

- All entrances are locked during hours of operation, including the main entrance.
- Students and staff are trained not to provide unauthorized access to the building.

## **HOSTAGE**

#### **PURPOSE:**

The purpose of this section is to ensure that there are procedures in place to protect staff/students and school property in the event of a hostage situation. It is critical that all staff know what to do in a hostage situation.

Hostage situations always result in law enforcement being contacted immediately, and activated; it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

#### **RESPONSIBILITIES:**

A hostage situation involves one or more person's being held against their will by one or more individuals. The goal is to ensure safety of students, staff and others at the school and prevent the hostage(s) from being moved away from the school. All staff should be aware of what to do in the event of a hostage situation.

- If hostage taker is unaware of your presence, do not intervene.
- Notify the principal or designee, school resource officer, or call 911 if unable to reach school authorities.

If school personnel or students are taken hostage:

- Listen to and report instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

#### **PRINCIPAL OR DESIGNEE:**

- Call 911 immediately. Give dispatcher details of situation; description and number of intruders, exact location in the building and whether the school is in Lockdown or taking other action if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from hostage negotiation team.
- Convene School Level Crisis Response Team.

- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents/guardians, and teachers.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Announce Lockdown or other procedure if conditions warrant.
- Ensure staff located outside are notified of the situation and are directed to move students away from the building to the outside assembly areas.
- Isolate the area and try to determine if weapons are involved, if possible.
- Redirect any buses in route to the school to an alternate location.
- Notify superintendent and activate communications plan.
- Give control of scene to police and hostage negotiation team.
- Ensure detailed notes of events are taken.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

#### **TEACHER/STAFF:**

- Teachers and staff will implement appropriate ALICE response options upon hearing the alert.

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media.
- Notify the town manager and school committee.
- Prepare a formal statement for initial announcement to the entire school system. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries (limit information). Send the information via mass communication system.

## **IMPORTANT TELEPHONE NUMBERS**

#### **PURPOSE:**

It is important to have phone numbers easily accessible and in one location for an emergency. In an emergency it is imperative to save time and have a response streamlined. In addition to the numbers below a district can add local numbers and contacts as they see fit. This could include city/town, school district and individual school contact and numbers.

IF IT IS NECESSARY TO CONTACT THE POLICE OR FIRE DEPARTMENT PLEASE NOTE:

|         |        |  |
|---------|--------|--|
| REPORT: | WHO:   | Name of the caller including title       |
|         | WHERE: | Name of school and location of emergency |
|         | WHAT:  | Explain the emergency situation          |
|         | WHAT:  | Entrance to use                          |

ALWAYS HANG UP LAST/WAIT FOR DISPATCHER TO DISCONNECT FIRST  
REPORT ANY EMERGENCY CALLS TO THE PRINCIPAL

|  |              |       |
|--|--------------|-------|
| AFTER SCHOOL PROGRAM(S)                          | 781-878-0786 |       |
| AMBULANCE (NON-EMERGENCY)                        | 781-826-3151 |       |
| ASSISTANT SUPERINTENDENT                         | 781-878-0786 |       |
| ATHLETIC DIRECTOR                                | 781-878-5450 |       |
| BOARD OF HEALTH                                  | 781-826-4611 |       |
| BUILDINGS & GROUNDS/FACILITIES                   | 781-857-5706 |       |
| BUSINESS MANAGER                                 | 781-878-0786 |       |
| COUNTY SHERIFF                                   | 508-830-6200 |       |
| DEPT. OF CHILDREN & FAMILIES                     | 617-748-2000 |       |
| DISTRICT ATTORNEY                                | 508-584-8120 |       |
| DOMESTIC VIOLENCE HOTLINE                        | 800-799-7233 |       |
| EMERGENCY SERVICE                                | 911          |       |
| FIRE (NON-EMERGENCY)                             | 781-826-7850 |       |
| FOOD SERVICES                                    | 781-878-0786 |       |
| HOSPITALS  |              |       |
| SOUTH SHORE HOSPITAL                             | 781-624-8000 |       |
| BETH ISRAEL DEACONESS PLYMOUTH                   | 508-746-2000 |       |
| CHILDREN'S BOSTON                                | 617-355-6000 |       |
| PEMBROKE HOSPITAL                                | 781-829-7000 |       |
| MCLEAN SOUTHEAST HOSPITAL                        | 774-419-1000 |       |
| MOBILE CRISIS UNIT                               | 800-469-9888 |       |
| NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN | 800-843-5678 |       |
| NATIONAL RUNAWAY HOTLINE                         | 800-RUNAWAY  |       |
| POISON CONTROL                                   | 800-222-1222 |       |
| POLICE (NON-EMERGENCY)                           | 781-826-3231 |       |
| PUBLIC WORKS                                     | 781-826-3189 |       |
| RAPE CRISIS CENTER                               | 508-588-8255 | STATE |
| POLICE   |              |       |
| NORWELL  | 781-659-7911 |       |
| SUICIDE HOTLINE                                  | 800-273-8255 |       |
| SUPERINTENDENT                                   | 781-878-0786 |       |
| TECHNOLOGY DEPARTMENT                            | 781-878-0786 |       |
| TOWN MANAGER                                     | 781-826-5000 |       |
| TRANSPORTATION/BUSSES                            | 781-878-0786 |       |

## KIDNAPPING

### PURPOSE:

A kidnapping or attempted kidnapping is a threat that is often overlooked by schools. This potential is a concern for anyone that is walking to or from school, walking to and from the bus

stop, or while waiting for the bus. Proper procedures are important to handle this situation in a timely fashion. Bus drivers should be trained on looking for potential threats as well.

## **RESPONSIBILITIES:**

### **PERSON WHO SUSPECTS OR WITNESSES THE KIDNAPPING:**

#### **PURPOSE:**

- The person witnessing the suspected abduction notifies the Police and principal immediately.

#### **PRINCIPAL OR DESIGNEE:**

Find out the following:

- Student's name and description including clothing worn that day by the student.
- Grade/homeroom/teacher.
- Address.
- Bus stop, bus driver and list of other students at the stop if abduction took place there.
- Names of friends and classmates.
- Try to determine the presence of strangers around the area where the child was seen last.
- Description of the abductor including clothing, physical characteristics, make and model of car, license plate.
- Have guidance/social worker and administration meet with students that are close to the missing student for support and to find any information about the disappearance of the student.
- Notify the police if not already contacted.
- Notify the student's parent/guardian.
- Notify the superintendent or designee.
- Convene the School Level Crisis Response Team.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents/guardians, and teachers. (If the District has one, if not, extra counselors/school psychologists may be helpful.)
- Identify Public Information Officer.
- Prepare fact sheet and written communication for staff, parents/guardians, and public information officer. Remind staff to not talk with media and others about the event.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Develop a reentry plan for the next school day and aftercare program.

### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the town manager and school committee.
- Send information home as soon as possible (by mass communication and/or letter).
- Inform the staff as soon as possible.

## **LIGHTNING**

### **PURPOSE:**

While the probability of being struck by lightning is extremely low, the odds are significantly greater when a storm is in the area and the proper safety precautions are not followed. The following steps are recommended by the National Severe Storm Laboratory (NSSL) to mitigate the lightning hazard:

### **PROCEDURES:**

- Be aware of National Weather Service-issued (NWS) thunderstorm watches and warnings, as well as the signs of thunderstorms developing nearby. A watch means conditions are favorable for severe weather to develop in an area; a warning means that severe weather has been reported in an area and for everyone to take proper precautions.
- Know where the closest safe structure or location is to the field or playing area, and know how long it takes to get to that safe structure or location.

Safe structure or location is defined as:

- Any building normally occupied or frequently used by people (i.e., a building with plumbing and/or electrical wiring that acts to electrically ground the structure). Avoid using shower facilities for safe shelter and do not use the showers or plumbing facilities during a thunderstorm.
- In the absence of a sturdy, frequently inhabited building, any vehicle with a hard metal roof (not a convertible or golf cart) and rolled-up windows can provide a measure of safety. A vehicle is certainly better than remaining outdoors. It is not the rubber tires that make a vehicle a safe shelter, but the hard metal roof, which dissipates the lightning strike around the vehicle. **DO NOT TOUCH THE SIDES OF THE VEHICLE!**
- Be aware of how close lightning is occurring. The flash-to-bang method is the easiest and most convenient way to estimate how far away lightning is occurring. Thunder always accompanies lightning, even though its audible range can be diminished due to background noise in the immediate environment, and its distance from the observer. To use the flash-to-bang method, count the seconds from the time the lightning is sighted to when the clap of thunder is heard. Divide this number by five to obtain how far away (in miles) the lightning is occurring. For example, if an individual counts 15 seconds between seeing the flash and hearing the bang, 15 divided by five equals three; therefore, the lightning flash is approximately 3 miles away.

- Lightning awareness should be increased with the first flash of lightning or the first clap of thunder, no matter how far away. This activity must be treated as a wake-up call. The most important aspect to monitor is how far away the lightning is occurring, and how fast the storm is approaching, relative to the distance of a safe shelter.

**SPECIFIC LIGHTNING-SAFETY GUIDELINES HAVE BEEN DEVELOPED:**

- As a minimum, NSSL staff strongly recommend that by the time the monitor obtains a flash-to-bang count of 30 seconds, all individuals should have left your location and reached a safe structure or location. Athletic events may need to be terminated.
- The existence of blue sky and the absence of rain are not protection from lightning. Lightning can, and does strike as far as 10 miles away from the rain shaft. It does not have to be raining for lightning to strike.
- If no safe structure or location is within a reasonable distance, find a thick grove of small trees surrounded by taller trees or a dry ditch. Assume a crouched position on the ground with only the balls of the feet touching the ground, wrap your arms around your knees and lower your head. Minimize contact with the ground, because lightning current often enters a victim through the ground rather than by a direct overhead strike. MINIMIZE YOUR BODY'S SURFACE AREA, AND MINIMIZE CONTACT WITH THE GROUND! DO NOT LIE FLAT! If unable to reach safe shelter, stay away from the tallest trees or objects (such as light poles or flagpoles), metal objects (such as fences or bleachers), individual trees, standing pools or water and open fields. Avoid being the highest object in a field. Do not take shelter under a single, tall tree.
- A person who feels his or her hair stand on end, or skin tingle, should immediately crouch, as described above.
- Avoid using the telephone, except in emergency situations. People have been struck by lightning while using a landline telephone. A cellular phone or portable remote phone is a safe alternative to landline phones, if the person and the antenna are located within a safe structure or location, and if all other precautions are followed.
- When considering resumption of an athletic or any other activity, it is recommended that everyone should ideally wait at least 30 minutes after the last flash of lightning or sound of thunder before returning to the field or activity.
- People who have been struck by lightning do not carry an electrical charge. Therefore, cardiopulmonary resuscitation (CPR) is safe for the responder. If possible, an injured person should be moved to a safer location before starting CPR. Lightning-strike victims who show signs of cardiac or respiratory arrest need emergency help quickly. Prompt, aggressive CPR has been highly effective for the survival of victims of lightning strikes.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.



## **LOCKDOWN/ENHANCED LOCKDOWN (DENY ENTRY/ACTIVE SHOOTER/ INTRUDER)**

### **PURPOSE:**

Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

An active shooter/intruder or armed assailant on school property involves one or more individual's intent to cause physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb, or other harmful device. An active shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

Schools are encouraged to carefully review and modify, when necessary, their policies relative to lockdown/enhanced lockdown. For these response strategies to work their best, careful instruction and routine practicing and drilling must be part of the overall plan.

### **RESPONSIBILITIES:**

- Any staff/student can call 911, identify the name and address of the school, describe the emergency, state the school is locking down, evacuating, etc., provide intruder description and weapon(s) if known, and identify the location of the school command post. Stay on the phone, if possible, to provide updates and additional information.

### **PRINCIPAL OR DESIGNEE:**

- Make an announcement using the building public address system, 2-way radio, telephone, or megaphone, stating the nature of the emergency and any available information. When feasible, repeat the announcement.
- Instruct staff and students to enact ALICE response options. If no announcement can be made, staff and students are empowered to enact ALICE response options without an announcement.
- If safe to do so, retrieve the critical information and data about the school's emergency systems, including communications, staff and students' locations, detailed floor plans, and important documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at or near the administration office, evacuate and/or lockdown/barricade.
- Convene School Level Crisis Response Team. If the team cannot be assembled at this time do so after the "All Clear" is given.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for

implementing these decisions, timeline, and other documentation as determined by the principal.

- Direct office staff to maintain contact with teachers reporting pertinent emergency information via predetermined phone, e-mail, radio, and/or texting mechanisms.
- Notify the Superintendent's office, when safe to do so.
- Direct staff and students outside the building to move to a safe location away from the incident and report their location to a trusted adult.
- Notify all those connected to student transportation on route to the school and redirect to a designated relocation site. This includes all those away from campus on a field trip.

**WHEN THE "ALL CLEAR" IS GIVEN, PRINCIPAL/DESIGNEE WILL SUPPORT THE INCIDENT COMMANDER TO:**

- After the active shooter/intruder(s) has been subdued, the principal or designee in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for REUNIFICATION.
- If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- Notify officials at the relocation site of the EVACUATION and to activate REUNIFICATION protocols.
- Request bus transportation or alternate transportation to the relocation site.
- Account for all students and staff at on-site or off-site locations.
- Notify parents/guardians.
- Support law enforcement follow up activities.
- Work with collaborating agencies, hospitals, EMS, Health & Human Social Service Agencies.
- Direct the recovery and follow up by:
  - Debriefing and providing support services for staff.
  - Reminding staff to refer all media to the superintendent.
  - Arranging for physical plant cleanup and repair.
  - Monitoring the short- and long-term impact on staff and students.
- Implement reunification plans if necessary.
- Set up designated separate staging areas for media, parents/guardians, and injured persons away from each other and the school, if possible.
- Establish a counseling plan to assist students, parents/guardians, and staff.
- Develop a reentry plan for the next school day and aftercare program.

**TEACHER/STAFF:**

- If you are the first to note the presence of an armed intruder, immediately CALL 911, then notify the principal or designee and implement ALICE response options.
- Advise the students that there is an emergency occurring and to keep silent and calm. Project a calm attitude to maintain student behavior.
- If safe to do so, clear the hallway and bathrooms by your room, moving everyone into the classroom or bring them with you if evacuating.
- Assess your ability to EVACUATE the building.

- If there is no safe manner to EVACUATE the building, Lockdown/barricade until it is safe to evacuate or you are personally given the “All Clear” by the principal or designee or a law enforcement officer in uniform.
- Lock your doors.
- Move any large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
- Take attendance and be prepared to notify principal or designee of missing students or additional students, staff or guests sheltered in your classroom.
- In the event that entry is gained by a shooter or intruder, students should consider countering or exiting by running past the shooter/intruder.
- Staff should next observe their room for objects that are unusual or out of place. Please look high, medium, and low for any unusual object. The principal's office or police are to be notified if you discover anything abnormal.
- In the event of a fire alarm during an intruder/active shooter situation, respond to the greatest threat. Determine if there are signs of a fire and weigh the potential benefits and risks of evacuation during an active shooter situation.
- If an intruder enters and begins attacking, use counter strategies to distract and stop the assailant. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags), yelling to create confusion, exiting windows, and confronting the intruder. Tell students to get out by any means possible, and move to a safe location.
- If students and school personnel are outside of the school building at the time of an intruder/active shooter, teachers or other school personnel will move students to a safe location and report that location to law enforcement.

#### **OFFICE STAFF:**

- Activate the ALICE response options.
- When the “All Clear” is given a controlled evacuation will be used.
- If in Lockdown/barricade, stay by the phones if safe to do so, in order to provide valuable information to law enforcement and the school community.
- If safe to do so, remotely check status of classrooms via PA, telephone, computer, security cameras or other method.

#### **PLEASE NOTE:**

**If staff or students find themselves outside of a secure location, they should move to evacuate quickly or if unable to do so, secure themselves in a nearby room, closet, bathroom etc. It is important to listen for information regarding the location of the intruder/threat, and move in the opposite direction. If in a bathroom and unable to flee, try and barricade the door and hide as best as possible (stand and crouch on toilet and keep door shut) or prepare to use counter techniques/throw what you can and run away.**

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the town manager and school committee.

- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents/guardians and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

## **ENHANCED LOCKDOWN PROCEDURE (ALICE RESPONSE OPTIONS):**

### **ALICE**

ALICE is an acronym for the 5 steps you can utilize in order to increase your chances of surviving a surprise attack by an Active Shooter. It is important to remember that the ALICE response does not follow a set of actions you “shall, must, will” do when confronted with an Active Shooter. Your survival is paramount in this situation. Deal with known information and don’t worry about unknowns. These are response options, not sequential steps. You may use only 1 or 2 parts of the response plan or you may have to utilize all 5, in any order. In this type of incident, your perception is the reality and you will be deciding what the appropriate action for you to take is.

#### **1) ALERT – Can be anything.**

- Gunfire
- Witness
- PA Announcement
- Phone alert

#### **2) LOCKDOWN – This is a semi-secure starting point from which to make survival decisions. If you decide to not evacuate, secure the room.**

- Lock the door.
- Cover any windows in the door if possible.
- Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
- Barricade the door with anything available (desks, chairs, etc.).
- Look for alternate escape routes (windows, other doors).
- Call 911.
- Move out of the doorway in case gunfire comes through it.
- Silence or place cell phones on vibrate.
- Once secured, do not open the door for anyone. Police will enter the room when the situation is over.
- Gather items to defend yourself (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
- Put yourself in position to surprise the active shooter should they enter the room.

#### **3) INFORM – Using any means necessary to pass on real time information.**

- Given in plain language.
- Can be derived from 911 calls, video surveillance, etc.
- Who, what, where, when and how information?
- Can be used by people in the area or those who enter the area, to make common sense decisions.

- Can be given by “Flash Alerts”, PA Announcements, electronic communications, or Police Radio speakers.

#### **4) COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.**

- Anything can be a weapon.
- Throw things at the shooter's head to disrupt their aim.
- Create as much noise as possible.
- Attack in a group (swarm).
- Grab the shooters limbs and head and take them to the ground and hold them there.
- Commit to your decisions when employing counter strategies.
- Run around the room and create chaos.
- If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

#### **5) EVACUATE – Remove yourself from the danger zone as quickly as possible.**

- Decide if you can safely evacuate.
- Run in a zigzag pattern as fast as you can.
- Do not stop running until you are far away from the area.
- Bring something to throw with you in case you encounter the active shooter.
- Consider if the fall from a window will kill you or cause significant physical harm/death.
- Break out windows and attempt to quickly clear glass from the frame.
- Consider using belts, clothing or other items as an improvised rope to shorten the distance you would fall.
- Hang by your hands from the window ledge to shorten your drop.
- Attempt to drop into shrubs, mulch or grass to lessen the chance of injury.

#### **SECONDARY ISSUES:**

- Responding police will have their weapons drawn and ready for use. They may not know exactly who the shooter is and could confuse you for the shooter. Do not point at police. Just remain calm and follow any directions they may give you. You may be asked questions, patted down, and given orders to exit certain ways.
- Responding police are there to stop the active shooter as soon as possible. They will initially bypass injured people and will not help you escape. Only after the shooter is stopped will they begin to provide other assistance.
- Whenever possible, if you come into possession of a weapon, DO NOT touch, carry, or brandish it! Police may think you are the active shooter. If possible, flip a trashcan over put it under the trashcan. As a last resort, if you must remove the weapon, place it in a trashcan, and carry it out of the room. If you come across police, calmly tell them what you are carrying and why. Follow their commands.
- Be prepared to provide first aid. Think outside the box. Remember it may be several hours until the injured person can be safely moved. The actions you take immediately to treat them may save their life.
- If you are in lockdown for a long period of time, give consideration to issues such as bathroom use, food and water, keeping people calm, etc.

- Discuss beforehand with people in your office or classes where you will meet up should you have to evacuate and make it a place easily accessible and far away from the scene.
- Talk to your students and co-workers beforehand to determine if they have any specialized training that could be useful in the event of an emergency.
- Consider strategic placement of these people in a classroom or office setting.
- Consider setting up classrooms and offices to make it harder for an active shooter to enter and acquire targets.

## **MEDICAL EMERGENCY**

### **PURPOSE:**

The purpose of this plan is to ensure that there are procedures in place to assist staff and students in the event of a medical emergency.

### **RESPONSIBILITIES:**

#### **PRINCIPAL OR DESIGNEE:**

- Direct staff to call 911, if necessary, and provide appropriate information to emergency responders.
- Send nurse and/or school emergency medical response team with first responder/first-aid/AED training to the scene if this has not already occurred.
- Decide if the school needs to go into a shelter-in-place. If so, refer to the steps for this procedure.
- Assign a staff member/s to meet emergency medical service responders and lead them to the injured person.
- Consider assigning a staff member to remain with the injured person if they are transported to the hospital.
- If injured person is a member of school personnel or a student, notify parent/guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure student or staff medical and personal information from administrative records is sent to the hospital.
- Notify the superintendent.
- Notify the school counselor or Crisis Response Team and provide a brief description of the incident if the incident will require supporting staff and students who may need additional support following.
- Advise faculty and staff of the situation, as appropriate.
- Give the "All clear" message to the staff if the school went into shelter-in-place.
- Follow up with appropriate persons and determine if other procedures should be activated such as mental health services or crisis interventions.
- Develop a reentry plan for the next school day and aftercare program.
- Debrief with the team at the conclusion of the event if needed.

**TEACHER/STAFF:**

- Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.).
- Assess the seriousness of the injury or illness.
- Call the school nurse or if a life-threatening emergency have someone call 911 immediately. Be prepared to provide the school's name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately notify the principal or designee.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. **Do not move** an injured person unless the scene is unsafe.
- If the injured person is not breathing or there is no pulse, direct someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.
- If the school is placed in a shelter-in-place refer to that section (p. 82) and follow steps listed.

**NURSE/EMERGENCY MEDICAL RESPONSE TEAM:**

- Respond to the emergency and bring the medical "Go-Kit".
- Update the principal or designee as needed.

**SUPERINTENDENT:**

- Notify the mayor/town manager and school committee if appropriate.
- Coordinate the media effort with the appropriate city departments if necessary.
- Notify the staff when appropriate.
- Notify parents/guardians (mass communication and/or letter) when appropriate.

## **MENTAL HEALTH FIRST AID AND RECOVERY**

**PURPOSE:**

Mental health and recovery supports are developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, students, staff and their families may benefit from a healing process. As soon as the safety of all involved has been addressed, attention should be turned to the healing process.

**RESPONSIBILITIES:****PRINCIPAL OR DESIGNEE:**

- Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma.



- Members of a crisis response team will train to learn how to assist in managing stress due to trauma.
- Parents/Guardians will be offered information on how to recognize signs of physical or mental stress due to trauma.
- Mental health experts will review and provide input into the plan.
- Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.
- Principal or designated staff should do the following immediately after a serious injury or death and/or major incident involving a staff member and/or student:
- Make an initial announcement to the school and include minimum details and indicate that additional information will be provided.
- Issue prepared statements for media, parents/guardians and other community inquiries.
- Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students and families.
- Set up crisis centers and designate private rooms for private counseling and consider including outside mental health professionals to assist with grief.
- Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident. In the event that a teacher feels uncomfortable, the district should provide support. Any students who are exhibiting unusual behaviors or raise concerns should be referred for counseling.
- Restore regular school functioning as efficiently and as quickly as possible.
- In the first hours and days after a major incident, offers of help and goods will probably be plentiful; be mindful of what you actually need and accept. Develop a plan to manage the logistics of the donations.
- Designate a place for staff, students, and community members to leave well-wishes, messages and items.
- Debrief with the team at the conclusion of the event if needed.

#### **TEACHER/STAFF:**

- Seek counseling services if experiencing difficulty coping with the incident.
- If comfortable, provide stress reduction during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for outbursts and disruptive behaviors.
- Refer students experiencing stress to counseling.
- Allow for changes in normal routine activities and test schedules, within reasonable limits and with input from mental health professionals.
- Have handouts for staff, students (if appropriate and age appropriate) and parents/guardians on childhood reactions to death and trauma given their developmental age.



## **OTHER SPECIAL PROCEDURES:**

### **HOSPITAL/FUNERAL ARRANGEMENTS:**

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. Staff and students may attend the funeral to provide support for the family and bring closure to the incident. Schools should plan for possible high absenteeism of students and staff.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

### **POST-INCIDENT PROCEDURES:**

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials.
- Prepare for anniversary and other important dates, such as court dates, motions, jury selection, verdict, appeals, etc.
- Debrief with the team at the conclusion of the event if needed.

## **MISSING STUDENT**

### **PURPOSE:**

A missing student could be because of a kidnapping, custody issue, suicide, an accident on the way to or from school, or runaway situation. It is very important to be able to communicate with staff during non-school hours, as staff may have important information about the missing child. Often a student has decided to visit a friend's house without telling the parent/guardian and knowing this information can help to prevent an overreaction.

### **RESPONSIBILITIES:**

#### **PERSON WHO SUSPECTS THAT A CHILD IS MISSING:**

- Immediately notify the principal or designee.

#### **PRINCIPAL OR DESIGNEE:**

- Assign staff to begin a search of the building and grounds if the student is missing at school.
- Call transportation if the student normally takes some form of transportation provided by the school and the student went missing while on route to, or from school.

Find out the following:

- Student's name and description including clothing worn that day by the student.
- Grade/homeroom/teacher.

- Address.
- Bus stop, bus driver and list of other students at the stop.
- Names of friends and classmates.
- Try to determine the presence of strangers around the area where the child was seen last.
- Notify the student's parent/guardian.
- Notify the Superintendent or designee.
- Have guidance/social worker and administration meet with students that are close to the missing student for support and to find any information about the disappearance of the student.
- If determined that the student is in fact missing, notify the police and assist as needed.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Convene the School Level Crisis Response Team if appropriate.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents/guardians, and teachers. (If the district has one, if not, extra counselors/school psychologists may be helpful.)
- Identify Public Information Officer.
- Prepare fact sheet and written communication for staff, parents/guardians and Public Information Officer.
- Debrief and plan staff and student recovery, keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Develop a reentry plan for the next school day and aftercare program.

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the town manager and school committee.
- Notify parents/guardians (by mass communication and/or letter) as soon as possible.
- Notify staff when possible.

## **OUT-OF-CONTROL STUDENT**

### **PURPOSE:**

This type of situation can occur in a general education classroom, as well as any self-contained classroom. A staff well trained in restraint and de-escalation can help to defuse situations quickly and without causing a major response. A reminder that Massachusetts has a restraint law that requires documentation, observation, and administration involvement during a restraint. Make sure that all paperwork is readily available and reported to the Department of Education as needed.

## **RESPONSIBILITIES:**

### **TEACHERS/STAFF:**

- Notify the principal or designee.
- Ask other staff for help until administrator, Restraint Team, BCBA, and/or counselor arrive.
- Assure the safety of other students and staff.
- Try to isolate the out-of-control student either by removing him/her in an escort to a “quiet room”/office or by removing the other students from the area.
- Keep a safe distance from you and the out-of-control student, but close enough to intervene if needed.
- Remain calm and speak in a slow, calm voice.

GENERALLY, PHYSICAL RESTRAINT SHOULD NOT BE USED. HOWEVER, PHYSICAL RESTRAINT MAY BE USED ONLY TO THE EXTENT NECESSARY TO ENSURE THE SAFETY OF THE STUDENT AND/OR OTHERS.

### **Certain actions can escalate undesirable behavior. Do Not:**

- Use threats, even when threatened.
- Threaten with police or legal action.
- Laugh or joke with the out-of-control person.

### **After the incident:**

- Complete an incident report as soon as possible, including a Restraint Form if appropriate.

### **PRINCIPAL OR DESIGNEE:**

- Call the Restraint Team, Board Certified Behavior Analyst (BCBA) and Guidance/Social Worker(s) if necessary.
- Make certain the situation is under control and that everyone is safe and secure.
- Notify Mobile Crisis Unit if it is determined to hospitalize the student. The parent/guardian must give this permission and must be present for this to happen.
- Notify police if appropriate.
- Notify parent/guardian.
- Notify superintendent or designee if appropriate.
- Notify staff if appropriate.
- Develop a reentry plan for the next school day and aftercare program if needed. A reentry meeting with the student, parent/guardian and administration is appropriate to map out how to proceed from this point on.
- Debrief with the team at the conclusion of the event if needed.

### **SUPERINTENDENT OR DESIGNEE:**

- Notify the town manager and/or school committee if necessary.

## **POLITICAL OR COMMUNITY DEMONSTRATION/ RIOT**

### **PURPOSE:**

In times of community distress, a common reaction of late has been in the form of riots and political/community demonstrations that can turn into riots. It is important that communities prepare and respond to such demonstrations and schools are a vital part to that preparation.

### **RESPONSIBILITIES:**

#### **PRINCIPAL OR DESIGNEE:**

- Contact local police.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Seek medical evaluation and treatment by school nurse, if necessary.
- Gather facts about the incident.
- Convene School Level Crisis Response Team, as appropriate.
- Consider utilizing shelter-in-place protocols.
- Contact superintendent.
- Identify public information officer.
- Assign staff to monitor all building entrances.
- Advise teachers to keep classroom doors closed and locked.
- Lock all offices and provide security measures for files and records.
- Prepare fact sheet and written communication for staff, parents/guardians and public information officer.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- School Level Crisis Recovery Team may be needed to provide mental health support to staff and students if the district has one.

#### **TEACHERS/STAFF:**

- Keep students calm and reassure that they are safe.
- Listen to announcements and directions from administration.
- Follow Shelter-in-Place protocol.

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the mayor/town manager and school committee.
- Prepare a formal statement for initial announcement to the entire school system. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries (limit information). Send the information home with the students.

## **RAPID ASSESSMENT OF A THREAT**

### **PURPOSE:**

Procedures and protocols are in place to ensure that there is a method for evaluating and addressing developing threats and the courses of action the school will implement when it is notified or becomes aware of an occurring or impending emergency situation. A threat assessment team will consider the nature of the threat, whether it is direct, indirect, veiled, or conditional, and also whether the person making the threat has the time, opportunity, ability, desire/motivation, and stimulus (TOADS) to carry out such a threat. The threat assessment team will reference the STARS Tool Kit for the Threat Assessment Investigation Form, and companion website which is provided and used by the Northeastern Massachusetts Law Enforcement Council (NEMLEC STARS).

### **PROCEDURES:**

#### **ASSESSMENT OF INFORMATION/RAPID ASSESSMENT:**

When information is received that indicates a threat, potential threat or other hazard, the principal or designee, along with other necessary persons or resources will make an assessment of the information and determine the proper actions to be taken. Actions could include, but are not limited to:

- Determination that the information is not a valid threat or hazard and continuation of normal operations.
- Continue to monitor the potential threat or hazard.
- Determination that the information requires activation of the SEOP or a portion of the SEOP.

School officials will make use of all available resources when gathering information and making an assessment of all threats or potential threats. These information sources can include:

- Public media or news sources.
- National Weather Service or other reliable weather information source.
- Social media sources.
- Direct communication with local Emergency Management Agency or public safety agencies.
- Information received by school teachers, staff, students or parents/guardians.

All information, assessment activities and decisions taken by school officials will be documented.

- Debrief with the team at the conclusion of the event.

## REUNIFICATION

### PURPOSE:

The Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

### RESPONSIBILITIES:

#### PRINCIPAL OR DESIGNEE:

- After consulting with an Emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- Convene School Level Crisis Response Team.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents/guardians, and teachers.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Move students to the reunification site if separate from where they are presently located. Have local school nurse/social workers/guidance counselors and school psychologists, as well as plenty of district counselors present for staff and students.
- Follow predetermined procedures for releasing students.
- Notify a contact person at the relocation site(s) to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the district office to send personnel to staff the reunification site(s).
- Request support from local law enforcement.
- Acquire the “Go-Kit” from the main office if not already in possession and have it delivered to the reunification location. This will hold all of the class and staff lists, emergency contact forms, reflective vests, bullhorns and other equipment needed for a smooth transition of students and staff to their families.
- Follow predetermined parent/guardian notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.
- Debrief with the team at the conclusion of the event.

#### REUNIFICATION SITE LEADER:

- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site.
- Use mental health/crisis response staff to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.

- Establish parking area for responding staff to assist in the reunification process and for parents/guardians and staff family members. Police will coordinate.
- Set up a media staging area and notify the media liaison of the location. Have a police presence at this site for crowd control. Give updates as much as possible and away from the event.
- Establish the student/staff staging area for all students and staff inside the reunification site. District social workers, school psychologists, guidance counselors should be present to meet the needs of any mental health issues by staff or students.
- Work with the school nurse for all medical needs during the reunification process. Paying special attention to the needs of diabetics and students requiring medication.
- Food and water should be brought in for all staging areas. This includes the following: check-in, students and staff area, reunification area, location for family that has deceased/hurt/missing staff or students, and press.
- Establish a parent/guardian check-in area with signage and a visible presence of police and a minimum of three district social workers, guidance counselors/school psychologists present. The area should be inside or away from where parents/guardians can see their children.
- Signage above the tables for easy identification and signage directing people to the check-in area.
- Tables set up to give room for grade level signs. (K,1,2,3,4, for schools with many grade levels, for schools with up to 4 grade levels; alphabetical registration might be easier. This should be predetermined before the need and signage made in advance.)
- Grade level/alphabetical signs are taped to the tables or secured on the ground and the parent/guardian lines form to the right side of the sign to allow a clear sight line.
- A minimum of 6 check-in staff should be stationed here validating ID's, custody, and completing reunification cards. (1 secretary, medical assistant, and a minimum of 4 staff.)
- A Minimum of 5 greeters should be responsible for helping people get into lines to check-in and then be directed to reuniting area.
- Be sure to check identification of family members picking up students. Only release students to authorized persons after checking proof of identity and signing a reunification card. It is imperative that the registration desk has all documents needed to determine the custody of the child. Emergency contact information, restraining orders, divorce agreements, and Department of Children and Families custody, etc.
- Establish a reuniting area. This should be separate from where the students are located and a distance from the check-in site. Police and a minimum of 3 social workers/guidance counselors/school psychologists to check-in site.
- A minimum of 2 greeters are here to help runners and delivery of students.
- A minimum of 10 runners are needed to retrieve the students.
- Runners escort the students between the student/staff staging area and the parent/guardian reuniting area. Tear in half the registration form so that the parent/guardian and the school have proof of the child leaving and whom they left with.
- Parent/guardians are to bring registration sheet with them to the reunification point.

- Establish a private counseling location with a minimum of 6 crisis recovery counselors to meet with parents/guardians and students that need assistance. Police should also be in this location for support.
- Direct/escort staff, from the check-in table, to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents/guardians. This escort should give the parent/guardian/family members any information about their family member.
- Upon reuniting with the family members instruct parents/guardians to leave the site to make room for others once they have signed out their student.
- Staff will also have a check out procedure when they are dismissed from the scene. Use a staff roster to determine the dismissal of staff and account for each person.

#### **TEACHER/STAFF:**

- Keep all of students together and report to the student/staff staging area.
- Keep a current class list and administration will transport any students that may not be in your class back to his/her original teacher. Present a copy of this list to administration when arriving. Also, hand administration your extra and/or missing staff/students lists at this time.
- If students are with a specialist/nurse/interventionist/guidance/etc. when the event takes place, those staff members will bring the students back to their classroom teacher at the relocation area immediately after the evacuation of the school. If this is not possible (teacher is compromised or unavailable), then this staff member should remain with the students at the reunification site.
- If students are at lunch/recess the classroom teachers should report to their original group of students at the relocation area immediately after the evacuation of the school to acquire his/her students before moving to the relocation site. Teachers “on cafeteria duty” are to escort the students outside their relocation area for evacuations.
- Once a runner has come for your student, please note that the student has been dismissed on your attendance sheet.
- All available/unassigned staff should report to the parent/guardian reunification check-in area for assignment.
- Ensure special needs students and staff is assisted. Request help if needed of the reunification site commander. Paying particular attention to students that have sensory, emotional, and behavior challenges. Extra support staff may be needed for these students and a separate and quieter location may be needed if possible.
- Follow the instructions of the reunification site commander or designated staff and/or assist in staffing the site.

#### **FIRST RESPONDERS:**

- Maintain crowd/traffic control.
- Accept custody of unclaimed students.



**REUNIFICATION LOCATIONS:**

- Reunification location will be established prior to an event and consist of multiple reunification options.
- A reunification location will be determined based on the specifics of the incident.
- Reunification locations will be communicated clearly and quickly in the event of an emergency.

**THE SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Inform all other schools of the situation and notify family members of students and staff that may be in other schools. Provide counseling for those individuals.
- Notify the town manager and school committee.
- Prepare a formal statement for initial announcement to the entire school system. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries (limit information). Send the information home with the students and staff of the district. Also post any information on the district's website.

**SCHOOL BUS ACCIDENT****PURPOSE:**

Bus accidents can happen during the normal transporting of students to and from school as well as during field trips. When on a field trip it is important to follow these steps and bring a copy of this section, along with the field trip section while you are off-campus.

**RESPONSIBILITIES:****BUS DRIVER:**

- Notify the police of accident and location.
- Verify the facts (who, what, where, when, how) and attempt to determine who has been injured, extent of injuries and hospital.
- Notify dispatcher of the accident and the location.
- With police and EMS approval, in collaboration with the school department, the bus will proceed to the planned destination.
- If unable to return to the school, follow the directions of emergency personnel.
- Make a list of all students and staff who are on the bus, if anyone was injured, and/or where/who the injured individual/s is/are released to.

**IF A STAFF MEMBER IS PRESENT:**

- Seek medical evaluation and treatment if needed.
- Verify the facts (who, what, where, when, how) and attempt to determine who has been injured, extent of injuries and hospital.
- Notify principal.

- Do not discuss the situation with the public or release any information to the media. The superintendent or designee is responsible for all communication with the public and media.

**DISPATCHER:**

- Notify the principal of accident and location.

**PRINCIPAL OR DESIGNEE:**

- Notify the superintendent or designee.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Convene School Level Crisis Response Team if necessary.
- Notify the school nurse.
- Report to the scene if appropriate.
- Notify parents/guardian of student(s) involved utilizing the prepared list of student contact information.
- Facilitate student dismissal at accident site, if appropriate.
- Identify public information officer.
- Prepare fact sheet and written communication for staff, parents/guardians and public information officer. Remind staff not to talk to the media about the event and refer all questions to the superintendent.
- Implement Reunification Plan if necessary.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Complete an accident report and forward to the superintendent.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents/guardians and teachers if needed.
- Develop a reentry plan for the next school day and aftercare program.

**SCHOOL NURSE:**

- Meet the school bus on arrival at the school.
- Be available to all students and the school staff aboard for possible injuries or complaints.
- Act as a resource person for emergency personnel.
- Dismiss students presenting signs of injuries or complaints not requiring emergency transport to a parent/guardian or other person identified on the emergency form; document any treatment and/or recommendations provided to the caregiver.

**SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the town manager and school committee.

- Prepare a formal statement for initial announcement to the entire school, if necessary. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries (limit information). Send the information home with the students.

## **SEVERE WEATHER/TORNADO**

### **PURPOSE:**

The purpose of this section is to have procedures in place when a Severe Weather/Tornado Watch or Warning has been issued for the school's location.

### **RESPONSIBILITIES:**

#### **PRINCIPAL OR DESIGNEE:**

##### **When a Severe Weather/Tornado Watch has been issued:**

- Activate the School Level Crisis Response Team.
- Monitor NOAA Weather Stations (National Weather Service, Weather Channel or local television news stations).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review "DROP, COVER and HOLD" procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

##### **When Severe Weather/Tornado has been issued for the school's location or Severe Weather or a Tornado has been spotted near school:**

- Announce SHELTER-IN-PLACE alert signal.
- Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in "DROP, COVER and HOLD" positions until the danger passes.
- Direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Remain in safe area until warning expires or until emergency personnel have issued an "All-Clear."
- After the storm has passed, and it is safe to do so, assess each floor of the school for damage and/or injuries using the School Level Crisis Response Team. Document damage and where injured are. Have the nurse and emergency medical responders attend to all injured parties.

- If an EVACUATION, refer to the evacuation section.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents/guardians, and public information officer
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

#### **TEACHER/STAFF:**

- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review “DROP, COVER and HOLD” procedures with students.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- IF a REVERSE EVACUATION, refer to the reverse evacuation section.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

#### **THE NURSE:**

- Take student emergency forms.
- Take emergency medical bag/" Go-Kit."
- Treat any injuries along with first responders

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the mayor/town manager and school committee.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents/guardians and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

## **SEXUAL ASSAULT**

#### **PURPOSE:**

A sexual assault may include such crimes as indecent assault and battery, rape, rape with force, rape and abuse, assault with intent to rape, and unnatural and lascivious acts (on or off school grounds). Police should be immediately called to investigate so that school personnel do not jeopardize the investigation.

#### **IMPORTANT INFORMATION:**

- Once an incident is reported as a sexual assault, the principal will call the Police Department and collaborate with the Police regarding a report to the Department of Children and Families filing a 51A. In the case of a minor DCF is the first contact.
- **Obtain necessary information for next steps but do not interview the victim in-depth about the incident. Never use victim-blaming language.**

#### **RESPONSIBILITIES:**

##### **PERSON WHO WITNESSES AN ASSAULT OR TO WHOM THE ALLEGED ASSAULT WAS DISCLOSED:**

- Immediately notify the principal or designee of the alleged assault.

##### **PRINCIPAL OR DESIGNEE:**

- Seek medical evaluation for victim by school nurse.
- Contact local police.
- Preserve all evidence, do not touch or disturb.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Convene School Level Crisis Response Team, as appropriate.
- Contact superintendent.

- Identify public information officer.
- Victim should remain with appropriate (trusted) adult.
- Contact the parent/guardian.
- If appropriate, school professional will accompany victim to the hospital.
- Prepare fact sheet and written communication for staff, parents/guardians and public information officer.
- Offer counseling or referral to victim and family.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Remind staff not to talk to the public or media about this event. Help staff on what to say/what not to say to students and parent/guardians about the event.
- Consider filing a Child Abuse and Neglect Report (51A) with the Department of Children and Families in accordance with District policy and in consultation with the Police.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents/guardians, and teachers. (If the school has one, if not, extra counselors/school psychologists may be helpful.)
- Develop a reentry plan for the next school day and aftercare program.
- Complete and file an incident report by the end of the school day.

#### **MANAGING THE ALLEGED ASSAILANT:**

Keep the assailant out of the sight of the victim and his/her family.

- Preserve all evidence, do not touch or disturb.
- If alleged assailant is a student, notify his/her parents/guardians.
- Follow school policy regarding student discipline and proper questioning procedures.
- Offer counseling or appropriate referrals for assailant and family.

#### **SCHOOL NURSE:**

- Assess the person for emergency medical treatment.
- Contact guidance/social worker.

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the town manager and school committee.
- Notify staff as soon as possible.
- Notify parents/guardians as soon as possible (by mass communication and/or letter), if appropriate.

## **SHELTER-IN-PLACE**

#### **PURPOSE:**

A Shelter-in-Place provides safe areas for students, guests, and faculty within the building during an emergency, such as a medical emergency, police activity near the school building, a weather event, power outage, a chemical spill, HAZ-MAT incident, or by order of a public safety

official. Safe areas may change depending on the nature of the emergency. In certain situations, as determined by administration and/or public safety, students and staff may be permitted to move around inside the school. There should be no exit from or entry into the building.

Often, districts erroneously use a Lockdown for everything that can occur in an all-hazards approach to school safety. Many school systems alter the name, but still include the Lockdown term. The district will notify occupants of a shelter-in-place using plain language and including information about the nature of the emergency when appropriate.

**PRINCIPAL OR DESIGNEE MAY:**

- Verify the need for a Shelter-in-Place based upon the emergency situation.
- Convene School Level Crisis Response Team if appropriate.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Make an all-school announcement stating that we are in a shelter-in-place situation until further notice. Have staff check their electronic communications for further information if it is not necessary to announce instructions or the situation over the PA system.

Either by PA or electronic communication, inform the staff whether it is permissible to:

- Keep teaching or prepare for a different response to the emergency.
- Allow students to access the restroom, nurse, etc.
- Provide interventions.
- Stay in classrooms and secure classroom doors.
- Change to other classrooms or academic locations.
- Move to the cafeteria when it is time to do so.
- Ensure that all individuals are in place, or need to be moved to a safe location away from the emergency.
- Assign staff to secure specified and pre-assigned areas to monitor conditions.
- Recognize the need to be ready for contingencies such as changing to a Lockdown and/or evacuation.
- Provide instructions and updates to staff via the PA or through electronic communications.
- Notify the superintendent.

**IF IT BECOMES NECESSARY TO EVACUATE:**

- Follow the procedures for evacuating the building and any other pertinent instructions.

**WHEN THE “ALL CLEAR” IS GIVEN, THE PRINCIPAL OR DESIGNEE MAY:**

- See that emergency medical care is provided.
- Account for all students and staff on-site or off-site locations.
- Notify parents/guardians.
- Support law enforcement follow up activities.

- Work with collaborating agencies, hospitals, EMS and Health and Human Social Service Agencies.
- Convene the Crisis Recovery Team to establish a counseling plan for students/parents/staff if needed.

Direct the recovery and follow up by:

- Debriefing and providing support services for staff.
- Arranging for physical plant cleanup and repair.
- Monitoring the short and long-term impact on staff and students.
- Develop a reentry plan for the next school day and aftercare program for the same day.

#### **TEACHER/STAFF:**

- On notification of a shelter-in-place condition, teachers should check hallways in the immediate vicinity of classroom and admit any students or staff.
- Staff should secure their classrooms and account for all assigned students. You do not have to have students sit away from windows or pull the shades or shut-off lights unless instructed to do so.
- Staff may be able to release students to change classes or receive interventions during the event. The principal or designee will make an announcement if it is possible during the shelter-in-place.
- Staff should next observe their room for objects that are unusual or out of place. Please look high, medium, and low for any unusual object.
- Advise the students that there is some type of emergency occurring. Please continue to teach your classes as normal.
- Take attendance and prepare a list of missing/extra and students/staff in the room. Prepare to take this list with you if and when you are directed to evacuate.
- If there is a phone in your classroom you may be instructed not to use it.
- Project a calm attitude to maintain student behavior.
- When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
- You may need to remain in the room until a member of the School Level Crisis Response Team or Police Officer comes to the room with directions or an announcement is made with further instructions.
- Classes held outside are to move into the building for safety after being notified of a shelter in place. Please radio/call the office as to your location and any missing/extra students/staff.
- Nurse/Interventionists/Guidance/Social workers listen to the announcements and read any e-mails to determine if you continue with normal operations of your position.
- Take into account the need for food, water, and bathrooms during a long-term shelter in place situation.

#### **SUPERINTENDENT OR DESIGNEE:**

- Notify the town manager and school committee if appropriate.
- Coordinate the media effort with other city departments if appropriate.



## **SUICIDE INTENT, ATTEMPT, OR POSTVENTION**

The district is ready to assist all staff, including mental health staff, on what to do when someone is having thoughts, attempts, or has completed suicide. The information below will be vital to all on how to handle such cases.

In the case of attempted or completed suicide, it may be helpful to refer to the following sections of the SEOP (p.35): Death of a Student or Staff Member or Death on Campus. One important aspect of dealing with cases such as this is the extremely private nature of the cause of death. The district should respect the family's wishes about the cause of hospitalization or death.

### **RESPONSIBILITIES:**

#### **SUICIDAL IDEATION:**

#### **THE STAFF MEMBER INVOLVED:**

- Send someone for help or call for assistance. Guidance counselor/social worker/school nurse/administrator. If able to walk to guidance/social worker, acquire coverage for your classroom.
- Remain calm; remember the student is overwhelmed and confused as well as ambivalent.

#### **WHAT NOT TO DO:**

- Don't leave the student alone and don't send the student away.
- Don't minimize the student's concerns or make light of the threat.
- Don't worry about silences; both you and the student need time to think.
- Don't fall into the trap of thinking that all that the student needs are reassurance.
- Don't lose patience.
- Don't promise confidentiality – promise help and privacy.
- Don't argue whether suicide is right or wrong.

#### **PRINCIPAL OR DESIGNEE:**

- Respond to the location of the student if needed.

#### **GUIDANCE COUNSELOR/SOCIAL WORKER OR DESIGNEE:**

- Complete Suicide/Attempt Risk Checklist (p. 87)
- Encourage the student to talk. Listen! Listen! Listen! And when you respond, reflect on what you hear the student saying. Clarify, and help him or her to define the problem if you can.
- Clarify some immediate options (i.e., school and/or community people who can help).
- If feasible, get a contract for safety.
- Be mindful of confidentiality with students over 18.
- Consider involving your local emergency mental health evaluators/services

- Involve parents/guardians for decision-making and follow-through and provide for ongoing support and management of care (including checking regularly with parents/guardians and teachers).

#### **ADDITIONAL INFORMATION:**

- Before returning to school, the student should present written documentation from a mental health professional indicating that it is safe for the student to return to school. This information should be shared with the principal or designee during a reentry meeting. The student also must schedule an appointment with the appropriate guidance counselor/social worker.

#### **ATTEMPT:**

##### **PERSON WHO BECOMES AWARE OF THE ATTEMPT:**

- Be directive. Tell the student, "Don't do that; stand there and talk with me." "Put that down." "Hand me that." "I'm listening."
- Mobilize someone to inform an Administrator/Guidance/Social Worker and call 911.
- Clear the scene of those who are not needed.
- Look at the student directly. Speak in a calm, low voice tone. Buy time. Get the student to talk.
- Listen. Acknowledge his or her feelings, "You are really angry." "You must be feeling hurt."
- Secure any weapon or pills; record the time any drugs were taken to provide this information to the emergency medical staff or police.
- Stay with the student; provide comfort.
- As soon as feasible, secure any suicidal note, record when the incident occurred, what the student said and did, etc.
- Ask for a debriefing session as part of taking care of yourself after the event.

##### **What to avoid:**

- Don't moralize ("You're young, you have everything to live for.")
- Don't leave the student alone (even if the student has to go to the bathroom).
- Don't move the student.

#### **PRINCIPAL OR DESIGNEE:**

- Notify the fire department for an ambulance, if not previously done.
- Notify Guidance/Social Worker, if not already done.
- The principal or designee should contact parents/guardians to advise them of the situation and to direct the parent/guardian where to meet the youngster.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.

- Convene School Level Crisis Response Team if appropriate.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents/guardians, and teachers.
- Develop a reentry plan for the next school day and aftercare program.
- Debrief with the team after the event if needed.

#### **GUIDANCE COUNSELOR/SOCIAL WORKER:**

- Assist the nurse and principal.
- Relieve the person who found the student.
- Organize and provide care to staff and students as needed.

#### **SUPERINTENDENT OR DESIGNEE:**

- Notify the town manager and school committee, if appropriate.
- Notify the impacted staff, if appropriate.
- Notify impacted parents/guardians, if appropriate.

#### **SUICIDAL ASSESSMENT -- CHECKLIST**

(To be administered only by a trained mental health professional) \*

Student's Name:

Date:

Interviewer:

#### **(1) PAST ATTEMPTS, CURRENT PLANS, AND VIEW OF DEATH**

Does the individual have frequent suicidal thoughts? Y N

Have there been suicide attempts by the student or significant others in his or her life? Y N

Does the student have a detailed, feasible plan? Y N

Has s/he made special arrangements as giving away prized possessions? Y N

Does the student fantasize about suicide as a way to make others feel guilty or as a way to get to a happier afterlife? Y N

#### **(2) REACTIONS TO PRECIPITATING EVENTS**

Is the student experiencing severe psychological distress? Y N

Have there been major changes in recent behavior along with negative feelings and thoughts? Y N

(Such changes often are related to a recent loss or threat of loss of significant others or positive status and opportunity. They also may stem from sexual, physical, or substance abuse. Negative feelings and thoughts often are expressions of a sense of extreme loss, abandonment, failure, sadness, hopelessness, guilt, and sometimes inwardly directed anger.)

### (3) PSYCHOSOCIAL SUPPORT

Is there a lack of a significant other to help the student survive? Y N

Does the student feel alienated? Y N

### (4) HISTORY OF RISK-TAKING BEHAVIOR

Does the student take life-threatening risks or display poor impulse control? Y N

\* Use this checklist as an exploratory guide with students about whom you are concerned. Each yes raises the level of risk, but there is no single score indicating a high risk. A history of suicide attempts, of course, is a sufficient reason for action. High risk also is associated with very detailed plans (when, where, how) that specify a lethal and readily available method, a specific time, and a location where it is unlikely the act would be disrupted. Further high-risk indicators include the student having made final arrangements and information about a critical, recent loss. Because of the informal nature of this type of assessment, it should not be filed as part of a student's regular school records.

### **AFTER ASSESSING SUICIDAL RISK – CHECKLIST:**

1. As part of the process of assessment, efforts will have been made to discuss the problem openly and without judgment with the student. (Keep in mind how seriously devalued a suicidal student feels. Thus, avoid saying anything demeaning or devaluing, while conveying empathy, warmth, and respect.) If the student has resisted talking about the matter, it is worth a further effort because the more the student shares, the better off one is in trying to engage the student in problem-solving.
2. Explain to the student your responsibility for breaking confidentiality in the case of suicidal risk. Explore whether the student would prefer taking the lead or at least be present during the process of informing parents/guardians and other concerned parties.
3. If not, be certain the student is in a supportive and understanding environment (not left alone/isolated) while you set about informing others and arranging for help.
4. Try to contact parents/guardians by phone to:
  - Inform about concern
  - Gather additional information to assess risk
  - Provide information about the problem and available resources
  - Offer help in connecting with appropriate resources

Note: if parents/guardians are uncooperative, it may be necessary to report child abuse and neglect after taking the following steps.

5. If a student is considered to be in danger, only release her/him to the parent/guardian or someone who is equipped to provide help. In high-risk cases, if parents/guardians are unavailable (or uncooperative) and no one else is available to help, it becomes necessary to contact local public agencies (i.e., children's services, services for emergency hospitalization, local law enforcement). Agencies will want the following information:

- Student's name/address/birthdate/social security number
- Data indicating the student is a danger to self (see Suicide Assessment – Checklist)
- Stage of parent/guardian notification
- Language spoken by parent/guardian and student
- Health coverage plan if there is one
- Where a student is to be found

6. Follow up with students and parents/guardian to determine what steps have been taken to minimize risk.
7. Document all steps taken and outcomes. Plan for aftermath intervention and support.
8. Report child abuse and neglect if necessary.

#### **SUICIDE POSTVENTION:**

- Mobilize the Crisis Recovery Team.
- Assess the suicide's impact on the school and estimate the level of postvention response.
- Will students learn of the death and find the loss a coping challenge? If so, estimate the number of students who may require postvention.
- Notify other involved school personnel.
- District office
- Other affected school sites
- Staff member at the school(s) affected by the death
- Contact the family of the suicide victim.
- Express sympathy, offer support, verify facts and identify survivors.
- Determine, with the surviving family, what information to share about the death.
- Report verified information only. Directly attack rumors. Do not provide excessive detail.
- Determine how to share information about the death.
- Do not sensationalize, glorify or vilify.
- Identify students significantly affected by the suicide and initiate a referral mechanism.
- Assess physical and emotional proximity to the suicide.
- Conduct a faculty planning session.
- Walk through the suicide victim's class schedule. Meet separately with the suicide victim's teachers/close friends/siblings/dating partner/other impacted individuals,

including students with whom the victim did not get along. Remove students from student databases and mass communication systems.

- Conduct daily planning sessions with the Crisis Recovery Team.
- Memorials.
- Plan for funerals and other memorial activities. Be sure that school memorials do not romanticize or sensationalize death.
- Debrief the postvention response.
- All media responses should be directed to the superintendent or his/her designee.

**AT-RISK STUDENT INTERVENTION CHECKLIST:** Students potentially impacted by a contagion effect, and could be considered for the at-risk checklist after a suicide attempt or completion:

- Rumors and myths that are widespread and damaging.
- Police action/emergency services witnessed by students.
- Attempt survivor's/victim's friends requesting intervention.
- Information providers/recipients informed not to repeat information elsewhere.
- Steps taken to protect attempt survivor's/victim's right to privacy.
- Action taken to quell rumors.
- School Level Crisis Response Team member closest to attempt survivor/victim meet with friends to determine the support needed.
- Space provided on-site for identified peers to receive support services.
- School reentry procedures followed. All records related to incidents and services provided are stored in a confidential file.

## **SUSPECTED DRUGS/ALCOHOL**

### **PURPOSE:**

If a student is suspected of being under the influence of a controlled substance s/he should be properly dealt with in a timely fashion. The health and safety of the staff and students is important as well. If the person suspected of being under the influence of a drug or alcohol is a staff member, then other considerations must be followed.

### **RESPONSIBILITIES:**

#### **PERSON SUSPECTING A VIOLATION OF THE DRUG/ALCOHOL POLICY:**

- Report all suspicions of drug or alcohol possession, use, and/or distribution to the principal or designee immediately.
- If unable to reach a school administrator, send a sealed note to the office clearly addressed: IMMEDIATE ATTENTION OF AN ADMINISTRATOR.
- Continue to observe person until help arrives.

#### **PRINCIPAL OR DESIGNEE:**

- Take the appropriate disciplinary action consistent with school policy, education reform and any other pertinent laws.

- Notify the police if the individual is in possession and/or under the influence.
- Convene School Level Crisis Response Team if appropriate.
- Notify the parent/guardian of any involved student.
- Notify the superintendent or designee.
- Debrief with the team at the conclusion of the event if needed.

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the mayor/town manager and school committee if appropriate.

## **TERRORISM THREAT.**

### **PURPOSE:**

The district wants to ensure that there are procedures in place to respond to an elevation in the National Terrorism Advisory System. School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

There are two terrorism threat levels in the United States: elevated and imminent. An “imminent threat” warns of a credible, specific, and impending terrorist threat against the United States. An “elevated threat” warns of a credible terrorist threat against the United States.

Terrorism threat examples include: chemical, biological, nuclear, radiological, and conventional weapon (explosives, small arms, etc.) attacks and hostage situations.

Schools should expect a heavy law enforcement involvement at the local, state and federal levels following a terrorist attack due to the incident’s criminal nature. Schools should also expect that extensive media coverage, strong public fear and international implications and consequences to continue for a prolonged period.

Schools will pre-determine designated officials who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an Imminent Threat, the Federal Bureau of Investigations (FBI), Local Police Department, Local Fire Department and other public safety officials will confer on the situation. Designated school officials will work with the Local Police Department and agree to open or close schools.

### **RESPONSIBILITIES:**

#### **SCHOOL ADMINISTRATION:**

When there is an imminent threat against a school or its immediate area, the following actions should be taken:

- Convene School Level Crisis Response Team if appropriate.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents/guardians, and teachers if needed.
- The superintendent will use mass communication to contact district staff. If school is in session, immediately notify building administrators and designated school officials.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- If an alert is issued before or after school hours, normal school operations will cease, and will remain closed until advised by the designated school officials to reopen. All school activities and events scheduled will be cancelled until further notice.
- If alert is issued during school hours, school buildings will be secured and remain open until regular dismissal time, unless otherwise advised by the designated school officials. Students will be sent home by normal transportation means or released to parents/guardians pursuant to district policy.
- All after-school activities will be cancelled, unless otherwise advised by the designated school officials.
- The designated school officials will coordinate with appropriate public safety officials to determine what level of lockdown, SHELTER-IN-PLACE or other procedures are appropriate for the situation.
- REUNIFICATION procedures will be followed in order to coordinate the release of students.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

In the event of an actual terrorist attack, schools should follow appropriate procedures for HOSTAGE SITUATIONS, conventional weapons incidents (i.e., EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/HAZARDOUS SPILLS (biological incidents, chemical incidents and radiological/nuclear incidents).

#### **TEACHER/STAFF:**

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Report location and type (if known) of the hazardous material, explosion, fire, intruder, etc., to Incident Commander.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.



- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.

#### **THE NURSE:**

- Take student emergency forms.
- Take emergency medical bag/”Go-Kit.”
- Treat any injuries along with first responders.

#### **SUPERINTENDENT OR DESIGNEE:**

- Coordinate the media effort with the appropriate city departments.
- Notify the town manager and school committee.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents/guardians and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

## **UNIVERSAL PRECAUTIONS FOR SCHOOL SETTINGS**

### **PURPOSE:**

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

### **RESPONSIBILITIES:**

#### **TEACHER/STAFF:**

- Keep other students away from the exposure area.
- Report incident to the principal.
- Report the incident to the school nurse immediately if anyone has come in contact with the fluids.
- Avoid physical contact with blood or other body fluids (use gloves).
- Obtain assistance from nurse for Follow up report.
- Notify custodian to clean area using Universal Precautions and appropriate disinfectant.

#### **NURSE:**

- When giving first aid, follow Universal Precautions Procedures
- Notify the principal if not already notified.
- Provide appropriate follow up/assistance with necessary forms.
- Notify parent/guardian if necessary.

#### **PRINCIPAL OR DESIGNEE:**

- Notify nurse if not already notified.

- Notify the superintendent if appropriate.

#### **MAINTENANCE:**

Appropriate equipment, mops, buckets, germicide, hot water, hand soap, disposable towels and gloves must be readily available to staff members who are responsible for the clean-up of bodily fluid spills.

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

- Treat human bodily fluid and blood spills with caution.
- Clean up spills promptly.
- Inspect the intactness of skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to clean up.
- Wear gloves (clean, non-sterile) when touching blood, body fluids, non-intact skin or contaminated items. Change gloves between patients and task, and *always* practice hand hygiene whenever gloves are removed. **Gloves are not a substitute for hand hygiene.**
- Clean up blood or bodily fluid spills with the appropriate germicide, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with a fresh solution. 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 manufacturer's recommendations. Bleach solutions should be mixed on a routine basis in an opaque bottle, **clearly marked**.
- Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surface parts of the body. Be especially careful not to touch your eyes before washing up. Soap and water will kill HIV.
- Clean up other body fluids spills (urine, vomit, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.
- Dispose of infectious waste (anything contaminated with blood or body fluids) in a leak-proof sealable bag.

Adapted from the Universal Precautions for school setting, Massachusetts Policy Guidelines: Infants, Toddlers, and Preschoolers with HIV Infection/AIDS early Childhood Setting [June 1989] and MDPH: The Comprehensive School Health Manual 6/2011.

## **UNPLANNED EARLY RELEASE PROCEDURES**

#### **PURPOSE:**

School may need to be released because of weather, or other reason at some point during the school day. It is important to remember certain things so that the school is not unnecessarily disrupted. In haste, certain important aspects to the dismissal could be overlooked so following the below procedures will help to provide a smooth and orderly dismissal.

## **RESPONSIBILITIES:**

### **PRINCIPAL OR DESIGNEE:**

- Principal or designee will announce an Unplanned Early Release
- Wait until just before the bell and/or at the end of a class period. Notify staff and students of the reason and time of the dismissal.
- If classes are outside, please notify them.
- Call cafeteria staff if leaving before lunch.
- Call the building maintenance supervisor.
- Use electronic forms of communication home to notify parents/guardians of the dismissal reason and time after notifying students and staff.
- Call all after school care partners.
- If the dismissal is only related to one school the building principal/designee will call all transportation providers of the early dismissal.
- If the dismissal is only related to one school the building principal/designee will call the Police Department to inform crossing guards of the early dismissal.
- If releasing due to an emergency, like a bomb threat, cars in the parking lot may not be able to be released with the students and staff. Other transportation arrangements will have to be made.

### **SUPERINTENDENT OR DESIGNEE:**

- Notify all building principals and athletic director
- Notify town manager and school committee
- Notify the cafeteria director and have him/her inform the schools if leaving before lunch.
- Notify district transportation providers.
- Notify the Police Department; inform them and also the supervisor of crossing guards.
- Notify media outlets
- Use electronic communication to inform parents/guardians, only after each building has informed the staff and students in each building.

## **UTILITIES MALFUNCTION (Gas, Water, Steam, Electricity)**

### **PURPOSE:**

In an “All Hazards” approach to school safety we must consider a utilities malfunction as a possibility. Making sure that all are safe during a malfunction is also a priority, especially in the maintenance department as they typically respond to an issue. Great care needs to be taken when opening doors and entering where a hazard may occur.

## **RESPONSIBILITIES:**

### **PERSON DISCOVERING THE MALFUNCTION:**

- Remove occupants from dangerous area.
- Report the malfunction immediately to the principal or designee.

**PRINCIPAL OR DESIGNEE:**

- If it can be done safely, conduct an initial investigation, with maintenance staff, to ensure that there is no danger to building occupants.
- Secure the area if necessary.
- Convene School Level Crisis Response Team if appropriate.
- Notify the Supervisor of Buildings and Grounds or designee.

If danger exists:

- Initiate evacuation procedures.
- Notify Fire Department.
- Inform the superintendent of schools or designee.
- Debrief with the team at the conclusion of the event if needed.

**TEACHERS/STAFF:**

- Listen to announcements and follow procedures for Shelter-in-Place and/or Evacuation if instructed to do so.

When evacuating pay close attention to the announcements and make a decision as to the best evacuation route. **DO NOT** go through the danger zone when evacuating.

**SUPERINTENDENT OR DESIGNEE:**

- Notify the town manager and school committee if appropriate.
- Coordinate the media effort with the appropriate city departments if necessary.
- Notify the staff when appropriate.
- Notify parents/guardians (by phone and/or letter) when appropriate.

## **VERBAL, WRITTEN, AND ELECTRONIC THREATS**

**PURPOSE:**

The district wants to make sure schools are ready to handle any verbal, written, and/or electronic threats. It has become very common for schools to deal with these threats and electronic threats are on the rise. The types of electronic threats are constantly changing and the vehicle of the electronic communication is also changing quickly. As the type of electronic communication changes it may be necessary to change what appears below. Threats can occur in or out of school. In today's world the school is now responsible for students 24 hours a day and 7 days a week. If the threat occurs outside of school hours and activities and it is brought into the school setting, the school is now responsible for handling it and dealing with discipline matters related to the threat.

**PERSON DISCOVERING AND/OR RECEIVING ELECTRONIC OR PHONE THREAT:**

- Notify principal or designee.
- Notify police.

Additionally, consider the type of platform that the threat is delivered by:

**Threat via and/or computer crime during school or school related activities (social media, e-mail, instant messaging, threats, child pornography, etc.)**

- Do not turn computer off.
- Isolate computer: Do not allow anyone near computer or allow use of computer.
- Do not unplug computer.

**Threat via phone,” Skype” or similar VOIP services, or left on voice mail:**

- Keep caller on the line as long as possible.
- Record the call if possible.
- Identify call number on caller ID.
- Document date, time and duration of the call.
- Do not transfer the call or interrupt the caller.
- Attempt to determine if caller is an actual person or a computer-generated voice.
- Respond using the Bomb Threat Checklist.
- If voicemail, preserve it. Do not delete or forward the voicemail.

**Threat via e-mail:**

- Save the e-mail, do not delete it.
- Do not forward the e-mail.
- Print, photocopy, take a screenshot, or photograph the e-mail.
- Obtain full e-mail header data via the original e-mail.

**RESPONSIBILITIES:**

**PRINCIPAL OR DESIGNEE:**

- Verify threat: verbal, written or electronic.
- Notify police and cooperate with investigative efforts (i.e., coordinate with IT department to assist investigators in obtaining important IP address and data/visitors logs etc.).
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Save the threat by printing, taking pictures, or make a copy if it is handwritten.
- Notify parents/guardians of students involved.
- If a “Hit List” is used, be sure to notify all parties on the list as well as parent/guardian for the individuals on the list.
- In the case of a third-party report of a verbal threat, take a statement and appoint a staff member to remain with the reporting party.
- Convene School Level Crisis Response Team as appropriate.
- Contact superintendent and other schools in the district as necessary.
- Prepare fact sheet and written communication for staff, parents/guardians and public information officer.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

- Any student who knowingly makes a false accusation of a threat or retaliation of being accused of a threat shall be subject to disciplinary action.
- If any perpetrator of a threat is a staff/student member, appropriate disciplinary actions will be taken in accordance with the severity of the incident.
- A restraining/stay-away order may be issued by the courts or school for parties related to the threat while the investigation continues or after it has been concluded.

#### **TEACHER/STAFF:**

- Any staff knowing of a threat must report it to the principal.
- If a student needs to be “protected” or is upset, please escort the students to a guidance counselor, social worker, or administrator.
- The student making the threat, if in school when doing it, must be escorted to the office and, if possible, the confiscation of the threat. This threat should be handed over to the administration.
- If the threat is discovered outside of the school day, every attempt to contact school administration should be taken.

#### **SUPERINTENDENT:**

- Coordinate the media effort with the appropriate city departments if necessary.
- Notify the town manager and school committee if necessary.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents/guardians and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

## V. RECOVERY AND MITIGATION



After the safety and status of staff and students have been assured and emergency conditions have abated, staff, teachers and school officials will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

The district and the individual schools will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident, if necessary.
- Assess physical security, data access and all other critical services (i.e., plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students and parents/guardians on available crisis counseling services.
- Establish absentee policies for teachers/students after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele group tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (i.e., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.
- Debrief with staff and prepare for the return to school when needed. Addressing the mental health needs of staff and students is a critical component to a successful recovery.

# ADMINISTRATION, FINANCE, AND LOGISTICS

## AGREEMENTS AND CONTRACTS

If a school's resources prove to be inadequate during an incident, the district will request assistance from local emergency services, other agencies and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated agreements and contracts are to remain on file in the School Department's Business Office.

## RECORDKEEPING

### Administrative Controls

The district is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with established local fiscal policies and standard cost accounting procedures.

### ACTIVITY LOGS

- Staff assigned (the scribe) within the school will maintain accurate logs recording key incident management activities, including:
- Activation or deactivation of incident policies, procedures and resources.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

## INCIDENT COSTS

School Finance and Administration staff is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets. The detailed records of costs for incident management and operations include:

- Personnel costs, especially overtime costs.
- Equipment operations cost.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.



These records may be used to recover costs from the responsible party or insurers, or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

## **PRESERVATION OF RECORDS**

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student and staff files. The principle causes of damage to records are fire and water. Essential records should be protected and are maintained, in collaboration with the superintendent, business, and technology offices. These records should be stored in hard copy, protected from fire and water damage, and in an electronic format.

## **CONTINUITY OF OPERATIONS PLAN**

### **PURPOSE**

The purpose of a Continuity of Operations Plan (CoOP) is to ensure that the district has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. CoOP is critical to safety planning and a good business practice. The SEOP anticipates a full range of potential incidents that could cause a temporary interruption of school operations to a total long-term shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. A goal is to provide full operational capacity for essential functions within 12 hours after activation of CoOP and sustain these functions for up to 30 days.

### **RESPONSIBILITIES**

Delegation of authority and management responsibilities should be determined by school officials prior to an incident. CoOP procedures should address responsibilities before, during and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services should be developed so that resources are readily available if needed. Legal counsel may review delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the principal/School Decision-Maker, who will perform the essential functions listed in Table 2 on next page.

## ESSENTIAL FUNCTIONS PERFORMED BY CoOP PERSONNEL

|   |   |
|---|---|
| Principal or Superintendent                                     | <ul style="list-style-type: none"> <li>• Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>• Disseminate information internally to students and staff.</li> <li>• Communicate with parents/guardians, media, and the larger school community.</li> <li>• Identify a line of succession, including who is responsible for restoring business functions for school.</li> </ul>   |
| Principal/Assistant Principal and/or Directors                  | <ul style="list-style-type: none"> <li>• Ensure systems are in place for rapid contract execution after an incident.</li> <li>• Identify relocation areas for classrooms and administrative operations.</li> <li>• Create a system for registering students (out of district or into alternative schools).</li> <li>• Brief and train staff regarding their additional responsibilities.</li> <li>• Secure and provide needed personnel, equipment and supplies, facilities, resources and services required for continued operations.</li> <li>• Identify strategies to continue teaching (i.e., using the Internet, providing tutors for homebound students, rearranging tests).</li> <li>• Reevaluate the curriculum.</li> </ul> |
| Custodians/Maintenance Personnel                                | <ul style="list-style-type: none"> <li>• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>• Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).</li> </ul>  |
| Administrative Assistants/Central Office Staff                  | <ul style="list-style-type: none"> <li>• Maintain inventory.</li> <li>• Maintain essential records (and copies of records).</li> <li>• Ensure redundancy of records (records are kept at a different physical location).</li> <li>• Secure classroom equipment, books, and materials.</li> <li>• Restore administrative and record-keeping functions such as payroll, accounting and personnel records.</li> <li>• Retrieve, collect, and maintain personnel data.</li> <li>• Provide account payable and cash management services.</li> </ul>  |
| Counselors, Social Workers, and School Nurses/Health Assistants | <ul style="list-style-type: none"> <li>• Establish academic and support services for students and staff/faculty.</li> <li>• Implement additional response and recovery activities according to established protocols.</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Work with available community-based resources to assure continuum of care.</li> </ul> |
| Food Service/Cafeteria/<br>Bus Drivers | <ul style="list-style-type: none"> <li>• Determine how transportation and food services will resume.</li> </ul>                |

## **SPECIFIC PROCEDURES**

### **ACTIVATION AND RELOCATION**

The Principal/School Decision-Maker will determine when to activate and implement CoOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The principal/School Decision-Maker will activate CoOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The district office will be notified and provided information and details regarding a relocation of operations.

### **ALERT, NOTIFICATION AND IMPLEMENTATION PROCESS**

The Principal/School Decision-Maker will activate the SEOP communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and school personnel of CoOP activation and provide situation information, as available. Parents/Guardians will also be alerted and notified of CoOP activation and as important information becomes available.

### **RELOCATION SITES**

The Principal/School Decision-Maker will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and other site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

### **ALTERNATIVE FACILITIES**

For estimated short-term (2-14 days) payroll and personnel operations, a predetermined alternative facility will be announced by the superintendent if it is necessary to do so.

For a longer-term relocation of operations and essential functions, alternative facilities will serve as a long-term home to school buildings or district offices. For each alternate facility, the essential resources, equipment and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with school's backup data.

### **INTEROPERABLE COMMUNICATION/BACKUP SITES**

As noted above, the predetermined facility will be used as a temporary alternate site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternate relocation sites have been identified as noted above.

## **VITAL RECORDS AND RETENTION FILE**

Vital records are archived and/or retained on backup data systems stored as stated above. Vital records are electronic and hardcopy documents that are needed to support the essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

## **HUMAN CAPITAL MANAGEMENT**

School personnel responsible for essential functions should be cross-trained to ensure effective implementation of CoOP procedures:

- All CoOP designated personnel as well as senior staff will undergo annual training on executing CoOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of CoOP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training should include specific protocols for identifying and assisting employees with disabilities.
- Designated CoOP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.
- All school personnel need to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school CoOP efforts.

## **RECONSTITUTION**

In most instances of CoOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of CoOP operations and effectiveness of plans and procedures.

## VI. PLAN ADMINISTRATION



### APPROVAL AND DISSEMINATION OF THE PLAN

In developing the emergency management plan for each building, the administrator must involve community law enforcement, fire, and safety officials, parents/guardians of students who are assigned to the building, and teachers and nonteaching employees who are assigned to the building. The emergency management plan should clearly identify the latest revision date and the names of individuals involved in its creation and/or revision.

### REVIEW AND UPDATES TO THE PLAN

The administrator should update the comprehensive emergency management plan at least once every two years and the floor plans whenever a major modification to the building requires changes in the procedures outlined in the plan. Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change and the name of the person who made the change.

To ensure timely updates to the SEOP, the administrator has established a schedule for an annual review of planning documents. The basic plan and its functional content will be reviewed at least once per year by school officials and local emergency management agencies and others deemed appropriate by school administration.

The SEOP will be updated based upon changes in information; deficiencies identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or school structure occur. Whenever the SEOP is updated, it is to be made available to first responders, superintendent, staff, as well as distributed in accordance with the guidelines stated above.

### TRAINING AND EXERCISING THE PLAN

The district understands the importance of training, drills, and tabletop exercises in maintaining and planning for an incident. The district will conduct an annual emergency management test that includes relevant outside partners and contains at least one test of emergency situations or procedures contained in the plan determined by the district.

To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, basic training and refresher training sessions will be conducted as needed for identified school personnel in coordination with local fire, law enforcement and emergency managers.

#### **SEOP TRAINING MAY INCLUDE:**

- Hazard and incident awareness training (including ALICE).
- Orientation to the SEOP provided.
- First-aid and CPR.

- Team training to address specific incident response or recovery activities such as, Family Reunification.
- Require team to enroll in online FEMA courses: ICS 100sca and IS-700, with support documentation to be required. At a minimum the following should complete these courses: the superintendent, assistant superintendent, principals, assistant principals, nurse/social worker/s, head custodian, school psychologist, and athletic director. Staff in a management position should also take, at a minimum; level 200. All staff also has the option of level 800. It is recommended that each school district has a designated “point person” to ensure compliance.

All courses are available for free at FEMA’s Emergency Management Institute:

- IS-100.SCA: Introduction to the Incident Command System for Schools
- IS-700.A: National Incident Management System (NIMS) An Introduction
- IS-200.B: ICS for Single Resources and Initial Action Incidents
- IS-800.B: National Response Framework, An Introduction
- For extra training certain personnel may be required to also take the ICS level 200 and 800 courses as well.

## EMERGENCY PREPAREDNESS

The district will maintain a constant state of preparedness and readiness in the event that an incident or emergency occurs at the school. As part of our preparedness, the district will conduct drills and exercises. The purpose of these drills and exercises is to test the procedures identified in the SEOP and to ensure that administration, staff, faculty, and students are familiar with the specific actions required in the SEOP. This annual test will be coordinated with local first responder agencies and relevant persons to meet the statutory requirements.

Documentation of the emergency management test and all drills will be kept as required by law.

It is a requirement that all Massachusetts schools participate in **four** fire drills each year in cooperation with the fire department. In addition to these drills, it is recommended that each school conduct at least **three** other drills during the year. These can include but are not limited to: evacuation, shelter-in-place, lockdown, intruder, environmental and hazardous material drills. It is also recommended that when the school is comfortable with doing these drills that they challenge staff to think for themselves and change the situations to include: during passing times, lunch, entering in the morning, dismissal, blocking hallways, blocking stairways and other such challenges.

All district staff members are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

# SCHOOL SAFETY PLANNING GLOSSARY

**ALICE:** A - Alert, L - Lockdown, I - Inform, C - Counter, E - Evacuation

**Bullying** is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (1) causes physical or emotional harm to the target or damage to the target's property; (2) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (3) creates a hostile environment at school for the target; (4) infringes on the rights of the target at school; or (5) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying.

**City or Town-Level Emergency Management Team:** The team often consists of the school superintendent, police chief, fire chief, emergency management director and mayor/town manager. Larger districts with a separate Emergency Medical Services (EMS) department include the EMS director as a member

**Crisis Recovery Team (CRT):** The CRT is comprised of district mental health professionals. Team members offer support to students, faculty, staff, and families before, during and following a traumatic event. The Crisis Recovery Team includes school psychologists, social workers, adjustment counselors, guidance counselors, and other appropriately-trained officials from the district. Not all communities are large enough to staff this team but larger communities would benefit from having this important response team.

**Cyber-bullying** is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, e-mail, instant messages, text messages, and Internet postings.

**District Level Emergency Management Team:** This school district level team consists of school superintendent, school principals, police and fire representatives, facilities management, business manager, mental health and/or special education coordinators, transportation representative, food service representative, technology representative, media/communications person, professional educators, school safety coordinator (if applicable), and nursing supervisor or designee. This team oversees all aspects of a school district's emergency management process. It provides directives for the district's school level School Emergency Operations Plan (SEOP), including district-wide policies and procedures, as well as guidance on tailoring a plan to meet a school's particular circumstances.

**Hazards:** Hazards are defined as situations involving threats of harm to students, personnel and/or facilities. Hazards include, but are not limited to, natural, technological and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.



**Incident:** An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property.

**Incident Commander:** The individual responsible for overall policy, direction and coordination of the emergency response effort. Usually this will be the local emergency official on site who has legal jurisdiction over the incident.

**Incident Command System (ICS):** The response infrastructure designed under the National Incident Management System (NIMS) to facilitate effective and efficient management of an incident by (1) identifying key team roles and functions; (2) assessing staff skills; (3) pre-designating staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with community partners; and (5) providing for transfer or command and backup of resources.

**Keyholder:** The school should identify the individual with access to keys to all parts of the school facility in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency.

**Key Knox Box:** A Key Knox Box is a device where emergency access keys for the school facility are stored, and are accessible by local fire officials.

**Lockdown:** The initial physical response to provide a time barrier. Lockdown is not a stand-alone defensive strategy. When securing in place this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

**National Incident Management System (NIMS):** A set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in an incident understand their roles and have the tools they need to be effective.

**Principal or Designee:** The school should identify the individual at the building level, usually the principal, who is authorized to make decisions for the school in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency. The School Decision-Maker may or may not serve as the Incident Commander during a critical incident or emergency. The School Incident Commander may transfer command to the emergency responder Incident Commander, such as law enforcement, fire, or other safety officials who assumes control of the incident.

**Private Counseling Area:** This is a secluded and private location at the Reunification Site that will be used to deliver difficult news to the families of victims or missing students/staff.

**Relocation Area:** Is the “normal” location outside of the building that students will report to if they were participating in a fire drill or any other reason for an evacuation.

**Reunification Site:** The secondary location that the entire school relocates to if the school can no longer be used.

**Reuniting Area:** This is the location where the parents/guardians for the student will be reunited with his/her student. “Runners” are used to retrieve the student using the registration card that was given to them at the parent/guardian registration table and escort him/her back to this location to be reunited with his/her parent/guardian.

**School Incident Commander:** The school official who has been designated by the School Decision-Maker, if not the same, who is authorized to make decisions for the school in the event of a critical incident or hazard. The School Incident Commander will usually continue to operate within the overall ICS structure.

**School Level Crisis Response Team:** This school-based team consists of the school principal, assistant principal, administrative assistant, teachers, paraprofessionals, school resource officer, nurse, school behavioral health professional, and maintenance staff. This team responds to any incident impacting the school and works with first responders to increase the effectiveness of the response and to enhance communications. The team also takes responsibility for developing and reviewing each individual school and/or district SEOP. The team plans, executes, and reviews drills and procedures. All team members are trained in the basics of the Incident Command System (ICS) to increase their capacity to work with first responders. Each School Level Crisis Response Team has a management structure to designate the roles of each member, including the person in command. Successive alternates are identified for each role.

**Shelter-in-Place:** A strategy used to keep staff and students in a secure location but the school day may be able to continue to operate.

**Student/Staff Staging Area:** This is the location where students and staff gather to wait to be reunited with his/her parent/guardian. It is important that the students not be able to be in a secluded area until reuniting with his/her parent/guardian.



# APPENDIX R

(Fundraising Policy)

The guidelines below replace fundraising policies JJE and KHA.

## **FUNDRAISING AND SOLICITATIONS IN SCHOOL**

Approved June 18, 2019

### **PHILOSOPHY AND PURPOSE**

The Hanover School Committee is committed to providing all students with a high quality education in a nurturing environment. The annual appropriation of local funds that are needed to realize this vision will continue to be a Committee priority. The Hanover School Committee recognizes that fundraising/solicitations enable student organizations, community/booster organizations, and adoptive partners to fulfill important, worthwhile goals that support our students and school community. The School Committee also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, families, and the community in general.

All fundraising projects and activities by schools, or groups within the school, shall contribute to the educational and extracurricular experiences of students and shall not be in conflict with the overall instructional program as administered by the Superintendent.

Each school shall continuously evaluate its fundraising projects and extracurricular activities, the promotion of educational experiences, the time involved for students and teachers and the additional demands made on the school community. Instructional time shall not be used in planning, promoting or executing fundraising projects unless a project is a direct part of the planned course curriculum.

### **GUIDELINES**

The School Committee will place limits on commercial activities and fundraising activities in the schools for the following reasons:

1. The school district should provide students, parents, and employees some measure of protection from exploitation by commercial and charitable fundraising organizations.
2. The school district should not give the public the impression of generally endorsing or sanctioning commercial and fundraising activities.
3. Commercial and fundraising activities may disrupt the school routine and may cause loss of instructional time.
4. When the building Principal or Superintendent consider the fundraising proposal, they shall take into consideration the good name and reputation of the Hanover Schools.

Following these guiding statements, the Superintendent and Principals may permit occasional commercial or fundraising activities related to the objectives of the schools in accordance with the following:

1. All fundraising activities involving Hanover students must be conducted by a sanctioned Hanover Public Schools (HPS) organization (e.g.: club, class, team, etc.) or a recognized HPS external support organization (e.g.: HPTA, HFEE, FHMT, Athletics Boosters, Permanent Scholarship Fund, etc.). Any fundraising efforts under the management of non-sanctioned organizations must be authorized in advance by the School Committee (e.g. Fun Run Organization).
2. All non-athletic fundraising requests will be submitted to the building Principal. All athletic fundraising requests will be submitted to the athletic director who will make recommendations to the building Principal for approval. All requests must be submitted on the pre-approved request form utilized by the HPS.

3. The School Committee must authorize, in advance, all fundraising activities expected to generate more than \$10,000 in net proceeds.
4. Participation in fundraising activities is always voluntary, and no student shall be compelled to participate in fundraising activities or be penalized in any capacity if he/she does not participate. Fundraising by a student will not be used as a prerequisite for participating in an activity or club. Fundraising programs that utilize individual incentives, academic rewards (e.g. homework passes for individual students), or quotas will not be permitted.
5. The School Committee recognizes that private organizations or individuals, parents, or businesses may want to provide financial support or other gifts to improve the school facilities or programs or otherwise enhance the quality of the educational experience for all Hanover students. These donations must be approved by the School Committee during a public meeting.
6. The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications that require the sale of advertising to sustain them and serve the student body and/or the community may involve students in such sales.
7. Charitable fundraising activities, especially those that are part of a community service event or program, are permitted provided such proposals are submitted through the approved process and authorized by the principal at the building level or Superintendent at the district level.
8. No door-to-door sales or solicitations “canning” involving students or teachers representing school-sponsored teams, clubs, or activities will take place. However, students may solicit family members and neighbors known to the parents. In general, the Hanover School Committee discourages the sale of goods produced by companies for profit, such as magazines, candy, cookies, and similar items. Exceptions may be authorized by the Superintendent related to longstanding events (e.g. Camp Squanto).
9. When planning to raise funds, the intended purpose of the activity and the financial goal will be clearly communicated to the intended audience.
10. Every September, each Principal shall maintain and submit to the Superintendent a record of all recognized organizations and all pre-arranged or expected fundraising activities planned for the school year. Organizations must seek approval from the building Principal for events planned during the school year. The Principal will forward all changes and additions to the Superintendent.
11. At the conclusion of an approved fundraising activity, the authorized group shall submit a financial report to the Principal and Assistant Superintendent for Business and Finance on a form prescribed by the district. A list showing all activities for which money is collected shall be on file in the business office.
12. The School Committee recognizes that the number of fundraising endeavors and requests for donations can be a strain on the time and resources for families – especially those with children in multiple schools. To help maintain a reasonable number of requests;
  - a. Principals shall collaborate with each other to limit the number of school-sanctioned fundraisers for charitable purposes each year amongst schools to prevent redundancy and limit the number of requests in the district. It is understood that the number of events is increased at the secondary level related to community service opportunities, individual clubs, and student projects.
  - b. Principals shall be expected to budget accordingly for activities and events related to the curriculum and work with authorized partners to support field trips and in-house enrichment programs without requesting additional funds from families whenever possible.



## Fundraising Request Form

This form must be submitted no less than one month prior to the event.

Name of Organization or Activity: \_\_\_\_\_ Contact Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Activity: ☐ **Non-Athletic** (submit to building administrator)

☐ **Athletic** (submit to athletic director who will review and forward with recommendations to the building administrator)

### Activity/Event Information

| Date(s) | Location | Start Time | End Time |
|---------|----------|------------|----------|
|         |          |            |          |
|         |          |            |          |

### Description of Activity or Event:

|  |
|--|
|  |
|  |
|  |

### All Proceeds from this Event will Benefit:

|  |
|--|
|  |
|  |
|  |

### Proceeds will be used for:

|  |
|--|
|  |
|  |
|  |

If you have any additional information you would like to include for consideration, please attach it to this

form. By signing below you agree to comply with the Hanover School Committee Policies.

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

**HANOVER PUBLIC**  
**SCHOOL STAFF**  
**DOCUMENT SIGN OFF**

**I have received the Hanover Public Schools Employee Handbook which includes but is not limited to the following:**

- ☐ 51A Mandated Reporting
- ☐ Blood Borne Pathogens
- ☐ Conflict of Interest Information
- ☐ Confidentiality
- ☐ Digital Technology Acceptable Use Policy
- ☐ District Bullying Plan
- ☐ Federal Civil Rights Laws & District Contacts
- ☐ Fingerprinting memo
- ☐ Hazing Policy
- ☐ Restraint Training
- ☐ Sexual Harassment Policy

By e- signing, I am confirming that I have read and agreed to the above documents.

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Date: \_\_\_\_\_