TANTASQUA REGIONAL SCHOOL DISTRICT APPROVED POLICIES

Section	Title	Adopted	Amended/Reviewed
A	**FOUNDATIONS AND BASIC COMMITMENTS**		
AA	School District Legal Status	03-25-04	amended 03-20-18
AB	The People and Their School District	03-25-04	reviewed 05-02-23
AC	Non Discrimination Policy Including Harassment and Retaliation	03-25-04	amended 04-15-25
ACA	Nondiscrimination on the Basis of Sex	03-25-04	amended 04-15-25
ACAB	Sexual Harassment	03-25-04	amended 04-15-25
ACAC	Title IX Policy	12-15-20	reviewed 10-29-20
ACE	Nondiscrimination on the Basis of Handicap	03-25-04	reviewed 02-28-09
ACGA	Civil Rights Grievance Procedure	04-15-25	reviewed 10-21-25
ADA	TRSD Mission and Goals/School Committee Goals	03-25-04	reviewed 01-17-19
ADC	Tobacco Or Nicotine Delivery Products On School Premises Prohibited	03-25-04	amended 03-19-19
ADDA	Background Checks	01-20-15	reviewed 02-12-25
ADDA-R	Model CORI Policy	01-20-15	reviewed 02-12-25
B	**BOARD GOVERNANCE AND OPERATIONS**		
BA	School Committee Operational Goals	03-09-05	reviewed 05-02-23
BAA	Evaluation of School Committee Operational Procedures	03-09-05	amended 05-22-18
BBA	School Committee Powers and Duties	03-09-05	reviewed 01-17-19
BBAA	School Committee Member Authority	03-09-05	amended 06-13-23
BBAA-1	School Committee Authority Regarding Tantasqua and Union 61	03-05-08	amended 03-19-19
BBBA/BBBB	School Committee Member Qualifications/ Oath of Office	03-09-05	amended 06-13-23
BBBC	School Committee Member Resignation	03-09-05	reviewed 05-02-23
BBBE	Unexpired Term Fulfillment	05-17-05	reviewed 05-02-23
BDA	School Committee Organizational Meeting	03-09-05	amended 04-24-19
BDB	School Committee Officers	03-09-05	reviewed 05-26-26
BDD	School Committee-Superintendent Relationship	03-09-05	amended 04-24-19
BDE	Subcommittees of the School Committee	03-09-05	reviewed 08-19-19
BDF	Advisory Committees to the School Committee	03-09-05	reviewed 08-19-19
BDFA	School Councils	03-09-05	amended 05-16-23
BDFA-E	School Improvement Plan	05-16-23	
BDG	School Attorney	03-09-05	amended 10-15-19
BE	School Committee Meetings	06-17-08	reviewed 08-19-19
BEC	Executive Sessions	03-09-05	amended 10-15-19
BEDA	Notification of School Committee Meetings	03-09-05	amended 05-16-23
BEDB	Agenda Format	03-09-05	reviewed 04-04-23
BEDD	Rules of Order	03-09-05	reviewed 10-24-19
BEDG	Minutes	03-09-05	amended 01-21-20
BEDH	Public Participation at School Committee Meetings	03-09-05	amended 10-15-19
BEE	Special Procedures for Conducting Hearings	03-09-05	amended 01-21-20

TANTASQUA REGIONAL SCHOOL DISTRICT APPROVED POLICIES

Section	Title	Adopted	Amended/Reviewed
BG	School Committee Policy Development	03-09-05	amended 06-13-23
BGC	Policy Revision and Review	02-26-20	amended 06-13-23
BGD	School Committee Review of Regulations	03-09-05	amended 01-21-20
BGE	Policy Dissemination	03-09-05	amended 01-21-20
BGF	Suspension of Policies	03-09-05	reviewed 10-24-19
BHC	School Committee-Staff Communications	03-09-05	amended 02-26-20
BHE	Use of Electronic Messaging by School Committee Members	03-09-05	amended 11-19-24
BIA	New School Committee Member Orientation	03-09-05	amended 02-26-20
BIBA	School Committee Conferences, Conventions, and Workshops	03-09-05	reviewed 05-30-23
BJ	School Committee Legislative Program	03-09-05	reviewed 05-30-23
C	**GENERAL SCHOOL ADMINISTRATION**		
CB	Regional School Superintendent	05-17-05	reviewed 05-30-23
CBD	Superintendent's Contract	05-17-05	reviewed 05-30-23
CBI	Evaluation of the Superintendent	10-19-04	reviewed 05-30-23
CCB	Staff Relations	10-19-04	reviewed 05-30-23
CE	Administrative Councils, Cabinets, and Committees	10-19-04	reviewed 05-30-23
CH	Policy Implementation	10-19-04	reviewed 05-30-23
CHA/CHC	Development and Dissemination of Procedures	05-16-23	
CHCA	Approval of Handbooks and Directives	10-19-04	amended 06-13-23
CHD	Administration in Policy Absence	10-19-04	reviewed 01-02-20
CM	Regional School District Annual Report	10-19-04	reviewed 05-30-23
D	**FISCAL MANAGEMENT**		
DA	Fiscal Management Goals	11-16-04	amended 02-26-20
DB	Annual Budget	11-16-04	amended 04-26-23
DBC	Budget Deadlines and Schedules	11-16-04	amended 04-26-23
DBD	Budget Planning	11-16-04	amended 04-26-23
DBG	Budget Adoption Procedures	11-16-04	amended 04-26-23
DBJ	Budget Transfer Authority	11-16-04	amended 04-26-23
DD	Funding Proposals and Applications	11-16-04	reviewed 04-26-23
DGA	Authorized Signatures	11-16-04	amended 04-26-23
DI	Fiscal Accounting and Reporting	11-16-04	amended 04-26-23
DIE	Audits	11-16-04	amended 04-26-23
DJ	Purchasing	11-16-04	reviewed 10-26-22
DJA	Purchasing Authority	11-16-04	reviewed 10-29-20
DJE	Bidding Requirements	11-16-04	amended 06-13-23
DK	Payment Procedures	11-16-04	amended 04-26-23
DKC	Expense Reimbursements	11-16-04	amended 12-15-20
E	**SUPPORT SERVICES**		
EB	Safety Program	06-21-05	amended 10-17-23
EBAB	Pest Management Policy	06-21-05	reviewed 01-07-21
EBB	First Aid	06-21-05	reviewed 09-19-23

TANTASQUA REGIONAL SCHOOL DISTRICT APPROVED POLICIES

Section	Title	Adopted	Amended/Reviewed
EBB-1	Automated External Defibrillators	06-17-08	reviewed 01-07-21
EBC	Emergency Plans	06-21-05	reviewed 09-19-23
EBCD	Emergency Closings	06-21-05	reviewed 09-19-23
EBCF	Energy Management Conservation Policy	03-05-08	amended 02-24-21
EBCFA	Face Mask Policy	09-15-20	reviewed 09-19-23
EC	Buildings and Grounds Management	06-21-05	amended 10-17-23
ECA	Buildings and Grounds Security	06-21-05	amended 10-17-23
ECAF	Security Cameras in School	10-17-23	amended 10-17-23
ECAC	Vandalism	06-21-05	amended 02-24-21
EDC	Authorized Use of School Owned Materials	06-21-05	amended 01-21-20
EEA	Student Transportation Services	06-21-05	reviewed 01-07-21
EEAA	Walkers and Riders	06-21-05	reviewed 09-19-23
EEAE	School Bus Safety Program	06-21-05	reviewed 09-19-23
EEAEA	Bus Driver Examination and Training	06-21-05	reviewed 01-07-21
EEAEB	Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers	06-21-05	reviewed 10-17-23
EEAF	Digital Video Cameras on School Transportation	06-16-15	reviewed 01-07-21
EEAG	Student Transportation in Private Vehicles	06-21-05	amended 02-24-21
EEAJ	Motor Vehicle Idling on School Grounds	03-16-10	reviewed 09-19-23
EFBA	School Food & Nutrition (Meal Modifications)	03-11-26	
EFC	Free and Reduced Price Food Services	06-21-05	amended 04-30-24
EFD	School Nutrition Program Charge Policy	04-30-24	
F	**FACILITIES DEVELOPMENT**		
FA	Facilities Development Goals	05-17-05	amended 04-28-21
FCB	Retirement of Facilities	05-17-05	reviewed 03-16-21
FF	Naming New Facilities	05-17-05	amended 04-28-21
FFA	Commemoration Policy	10-16-18	reviewed 10-26-22
G	**PERSONNEL**		
GBA	Equal Employment Opportunity	11-15-05	reviewed 10-17-23
GBEA	Staff Ethics/Conflict of Interest	11-15-05	reviewed 10-17-23
GBEB	Staff Conduct	11-15-05	amended 11-29-23
GBEBC	Gifts To and Solicitations by Staff	11-15-05	amended 11-29-23
GBEBD	Online Fundraising And Solicitations - Crowdfunding	06-04-19	reviewed 10-17-23
GBEC	Drug-Free Workplace Policy	11-15-05	amended 11-29-23
GBGB	Staff Personal Security and Safety	11-15-05	amended 11-29-23
GBGF	Family and Medical Leave	11-15-05	reviewed 10-17-23
GBI	Staff participation in Political Activities	11-15-05	amended 11-29-23
GBJ	Personnel Records	11-15-05	reviewed 10-17-23
GBK	Staff Complaints and Grievances	11-15-05	reviewed 03-16-21
GCA	Professional Staff Positions	11-15-05	amended 11-29-23
GCBA	Professional Staff Salary Schedules	03-19-24	amended 03-19-24
GCBB	Employment of Principals	11-15-05	reviewed 02-28-24
GCBC	Professional Staff Supplementary Pay Plans	03-19-24	amended 03-19-24
GCCC	Professional Staff Family and Medical Leave	11-15-05	reviewed 03-16-21
GCCD	Domestic Violence Leave Policy	11-15-05	reviewed 03-16-21

TANTASQUA REGIONAL SCHOOL DISTRICT APPROVED POLICIES

Section	Title	Adopted	Amended/Reviewed
GCE	Professional staff Recruiting/Posting of Vacancies	11-15-05	reviewed 02-28-24
GCF	Professional Staff Hiring	03-19-24	amended 03-19-24
GCIA	Philosophy of Staff Development	11-15-05	reviewed 02-28-24
GCJ	Professional Teacher Status	03-19-24	amended 03-19-24
GCO	Evaluation of Professional Staff	12-19-06	reviewed 04-28-21
GCRD	Tutoring for Pay	12-19-06	amended 05-18-21
GDA	Support Staff Positions	02-28-07	reviewed 04-28-21
GDE	Support Staff Recruiting/Posting of Vacancies	02-28-07	reviewed 04-28-21
GDF	Support Staff Hiring	02-28-07	reviewed 04-28-21
GDJ	Support Staff Assignments and Transfers	02-28-07	reviewed 04-28-21
GDO	Evaluations of Support Staff	02-28-07	reviewed 04-28-21
GDQD	Suspension and Dismissal of Support Staff Members	02-28-07	reviewed 04-28-21
H	**NEGOTIATIONS**		
HB	Negotiations Legal Status	04-25-07	reviewed 02-28-24
HF	School Committee Negotiating Agents	06-17-08	reviewed 02-28-24
I	**INSTRUCTIONS**		
IB	Democratic Tradition	10-17-06	reviewed 05-18-21
IC	School Year/School Calendar	10-17-06	amended 11-17-20
ID	School Day	10-17-06	reviewed 05-18-21
IGA/IGD	Curriculum Development Adoption	10-17-06	amended 10-24-24
IGB	Support Services Programs	10-17-06	amended 11-17-20
IGBEA	Title I	06-17-08	reviewed 10-19-21
IHAM-1	Parental Notification Relative to Sex Education	12-20-05	amended 02-15-22
IHAMB	Teaching About Alcohol, Tobacco and Drugs	03-21-17	amended 04-25-18
IHAM-R	Health Education	12-20-05	reviewed 01-18-22
IHB	Special Instructional Programs and Accommodations	06-19-07	amended 11-16-21
IHBA	Programs for Students with Disabilities	06-19-07	reviewed 10-19-21
IHBD	Compensatory Education	06-19-07	reviewed 10-19-21
IHBD-1	Targeted Assistance Programs for Title I205 Schools	06-17-08	reviewed 10-19-21
IHBEA	English Language Learners	06-19-07	amended 12-15-20
IHBF	Homebound Instruction	04-15-08	amended 02-15-22
IHBG	Home Schooling	12-15-09	reviewed 10-21-25
IJ	Instructional and Supplementary Materials Selection, Adoption and Withdrawal	01-15-08	amended 03-15-22
IJL	Library Materials Selection, Adoption and Withdrawal	01-15-08	amended 02-15-22
IJND	Access to Digital Resources	10-15-19	reviewed 10-24-24
IJNDD	Social Networking	04-27-11	reviewed 01-18-22
IJOA	Field Trips	03-05-08	reviewed 02-15-23
IKAB	Student Progress Reports to Parents/Guardians	01-15-08	amended 03-15-22

TANTASQUA REGIONAL SCHOOL DISTRICT APPROVED POLICIES

Section	Title	Adopted	Amended/Reviewed
IKE	Promotion and Retention of Students	01-15-08	amended 03-15-22
IKF	Graduation Requirements	11-19-25	
IKFE	Competency Determination	11-19-25	
ILD	Student Submission To Educational Surveys And Research	06-04-19	reviewed 02-15-22
IMB	Teaching About Controversial Issues/ Controversial Speakers	12-19-06	reviewed 02-15-22
IMD	Observance of Religious Holidays	04-15-08	reviewed 02-15-22
IMG	Animals in School	05-17-11	reviewed 05-23-22
IMG-A	Use of Therapy (Comfort) Dogs in School	10-17-23	reviewed 10-24-24
J	**STUDENTS**		
JB	Equal Educational Opportunities	03-05-08	reviewed 02-28-24
JBB	Educational Equity	03-19-24	
JF	School Admissions	04-15-08	reviewed 09-24-20
JF-1	Junior High Pathway Exploration Policy	10-21-25	
JFABB	International Exchange Students	03-05-08	reviewed 03-19-24
JFABC	Admission of Transfer Students	06-21-11	reviewed 03-15-22
JFABD	Homeless Students: Enrollment Rights and Services	11-20-18	
JFABE	Educational Opportunities for Military Children	11-20-18	amended 04-30-24
JFABF	Education Opportunities for Children in Foster Care	04-30-24	amended 04-30-24
JFBB-1	School Choice	03-11-09	reviewed 03-19-24
JFE3	Tantasqua Technical Division Admissions Policy	03-11-26	
JH	Student Absences and Excuses	04-30-24	amended 04-30-24
JI	Student Rights and Responsibilities	06-19-07	amended 05-23-22
JI-A	Academic Freedom	06-19-07	reviewed 04-27-22
JIB	Student Advisory Committee	06-23-22	
JIC	Student Discipline	04-30-24	amended 03-11-26
JICA	Student Dress Code	12-20-22	reviewed 03-19-24
JICC	Student Conduct on School Busses (was EEAEC)	02-08-05	reviewed 10-17-23
JICE	Student Publications	04-15-08	amended 04-30-24
JICFA	Prohibition of Hazing	03-05-08	amended 04-30-24
JICFB	Bullying Prevention	11-16-10	reviewed 03-19-24
JICH	Alcohol/Tobacco/Drug Use by Students Prohibited	03-05-08	amended 06-04-19
JICHA	Prohibit Alcohol Use at School Events	12-19-17	amended 05-23-22
JICK	Harassment of Students	06-23-22	reviewed 04-04-23
JIE	Pregnant Students	06-17-08	amended 05-23-22
JJ	Co-Curricular and Extracurricular Activities Development	11-18-08	reviewed 03-19-24
JJA	Overnight Student Travel	04-26-06	amended 04-26-23
JJB	Student Organizations	11-17-20	amended 05-23-22
JJF	Student Activity Accounts	11-18-08	amended 04-30-24
JJIB	Interscholastic Athletics	11-18-08	reviewed 04-30-24
JJIF	Athletic Concussion Policy	02-29-12	amended 04-25-18
JJIF-R	Athletic Concussion Regulations	02-29-12	amended 05-22-18
JK	Student Conduct	02-25-15	amended 06-23-22
JKAA	Physical Restraint of Students	02-28-07	reviewed 03-19-24
JLC-1	Wellness Policy	10-24-24	amended 05-26-26

Section	Title	Adopted	Amended/Reviewed
JLCD	Administering Medicines to Students	05-17-16	amended 10-17-23
K	**COMMUNITY RELATIONS**		
KBBA	Non-Custodial Parents' Rights	01-15-08	amended 06-23-22
KCD	Public Gifts to Schools	06-04-19	reviewed 09-19-24
KE	Public Complaints	03-16-10	amended 10-24-24
KF	Community Use of School Facilities	01-15-08	reviewed 05-23-22
KHB	Advertising in the Schools	06-17-08	amended 06-23-22

TANTASQUA REGIONAL SCHOOL ESTABLISHMENT AND GOVERNANCE DOCUMENTS

The legal basis for public education in the Commonwealth of Massachusetts is established by the will of the people as expressed in the Constitution of Massachusetts and state laws pertaining to education.

The Tantasqua Regional School District is established and governed by the most recent versions of the following:

Constitution of the Commonwealth of Massachusetts
Massachusetts General Laws and regulations
Tantasqua Regional District Agreement
Tantasqua Regional School District Bylaws
Tantasqua Regional School District Policies

LEGAL REFS.: Constitution of Massachusetts, Part II, Chapter V, Section II
Massachusetts General Laws

FIRST READING: 02-25-2004 (As "School District Legal Status")
SECOND READING: 03-25-2004
ADOPTED: 03-25-2004

Revised First Reading: 02-28-2018
Revised Second Reading: 03-20-2018
Adopted: 03-20-2018

THE PEOPLE AND THEIR SCHOOL DISTRICT

The School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The School Committee therefore affirms and declares its intent to:

1. Maintain two-way communication with citizens of the community. The public will be kept informed of the progress and problems of the school system, and citizens will be urged to bring their aspirations and feelings about their public schools to the attention of this body, which they have chosen to represent them in the management of public education.

2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this Committee will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.

3. Act as a truly representative body for members of the community in matters involving public education. The Committee recognizes that ultimate responsibility for public education rests with the state, but individual School Committees have been assigned specific authority through state law.

SOURCE: MASC

FIRST READING: 02-25-04
SECOND READING: 03-25-04
ADOPTED: 03-25-04

Reviewed: 05-02-23

File: AC

NON DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The School Committee and School District are committed to maintaining an education and work environment for all school community members, that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the District.
The District does not exclude from participation, deny the benefits of the District from or otherwise discriminate against, individuals on the basis of race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.

2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.

3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.

4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.

5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations.

6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

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

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

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

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

SOURCE: MASC

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
No Child Left Behind Act of 2001, 20 U.S.C. §7905 (The Boy Scouts of America Equal Access Act)
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Acts of 2022, Chapter 117

CROSS REFS.: ACE, Subcategories for Nondiscrimination
ACAB, Sexual Harassment
GBA, Equal Opportunity Employment
IJ, Instructional Materials

JB, Equal Educational Opportunities

Source: MASC

FIRST READING: 02-25-04
SECOND READING: 03-25-04
ADOPTED: 03-25-04

Amended First Reading: 10-16-12
Amended Second Reading: 11-20-12
Adopted: 11-20-12

Amended First Reading: 03-27-13
Amended Second Reading: 05-21-13
Adopted: 05-21-13

Amended First Reading: 04-25-18
Amended Second Reading: 05-22-18
Adopted: 05-22-18

Amend First Reading: 11-22-22
Amend Second Reading: 12-20-22
Amend Adoption: 12-20-22

Reviewed: 05-02-23 by Subcommittee

Amend First Reading: 03-12-25
Amend Second Reading: 04-15-25
Amend Adoption: 04-15-25

File: ACA

NONDISCRIMINATION ON THE BASIS OF SEX

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex, sexual orientation or gender identity in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, sexual orientation or gender identity, to all of its students and employees.

The Director of Special Education and Pupil Services serves as the Title IX Coordinator and will designate individuals to act as the school system's Title IX Compliance Officers. All students, employees and school committee members will be notified annually of the name, office address and telephone number of the compliance officers.

SOURCE: MASC

LEGAL REFS.: Title IX of the Education Amendments of 1972
45 CFR, Part 86, (Federal Register, 6/4/75)
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE 603 CMR 26:00

REFERENCE: USDOE Notice of Interpretation -
https://www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity

CROSS REF.: AC, Nondiscrimination

FIRST READING: 02-25-04
SECOND READING: 03-25-04
ADOPTED: 03-25-04
Amended First Reading: 10-16-12
Amended Second Reading: 11-20-12
Adopted: 11-20-12
Amended First Reading: 12-18-18
Amended Second Reading: 01-15-19
Adopted: 01-15-19
Amended First Reading: 11-17-20
Amended Second Reading: 12-15-20
Adopted: 12-15-20
Amend First Reading: 05-16-23
Amend Second Reading: 06-13-23
Adopted: 06-13-23
Amend First Reading: 03-12-25
Amend Second Reading: 04-15-25
Amend Adoption: 04-15-25

SEXUAL HARASSMENT

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

Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including termination of employment, subject to contractual disciplinary obligations.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion.

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

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

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

Public schools must report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in

addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

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

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

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

An individual who reports sexual harassment does not have to be the person at whom the unwelcome sexual conduct is directed. Any person, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

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

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

DUE PROCESS PROTECTIONS

Due process protections include the following:

1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
2) A prohibition of the single investigator model, instead requiring a decision –maker separate from the Title IX Coordinator or investigator;
3) The District will be utilizing preponderance of the evidence as the standard for investigations,
4) The opportunity to test the credibility of parties and witnesses through written questions, subject to "rape shield" protections and other legal privileges;
5) Written notice of allegations and an equal opportunity to review the evidence;

6) Title IX Coordinators , investigators, and decision-makers must be free from bias or conflict of interest;
7) Equal opportunity for parties to appeal, where schools offer appeals;
8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying the preponderance of the evidence. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

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

The Committee authorizes the Superintendent to create detailed procedures to investigate and address complaints of sexual harassment. The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The District may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the District will send written findings to both the complainant and respondent.

RECORD KEEPING REQUIREMENTS

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

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Tantasqua Regional School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.
Support Services, Equity, Compliance Coordinator
TRSD Superintendent's Office
320A Brookfield Rd
Fiskdale, Ma 0158
508-347-3077

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

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
  Boston, MA 02108.
  Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)

5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.

- The United States Equal Employment Opportunity Commission,
  John F. Kennedy Bldg.
  475 Government Center
  Boston, MA 02203.
- Problem Resolution Services
  75 Pleasant Street
  Malden, MA 02148
  781-338-3700

LEGAL REF.: M.G.L. 151B:3A; 119:51A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
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TANTASQUA REGIONAL SCHOOL DISTRICT
TITLE IX POLICY

Definitions

In the employment context, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/ or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.

The following additional definitions apply:

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to any employee of the district, except that this standard is not met when the only official of the district with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the district has actual knowledge of the allegation.

"Administrative leave" means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

"Consent" means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Deliberate indifference" means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

"Emergency removal" means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the district investigate the allegation of sexual harassment.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to

investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.
The contact information for the Title IX Coordinator is:

Director of Special Education and Pupil Services
TRSD Superintendent Office
320A Brookfield Rd
Fiskdale, Ma 0158
508-347-3077

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the District.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day timeframe where feasible. There may be a temporary delay of the
grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice
Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code

of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution
Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation
If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator is free to cast himself/ herself in either role, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

The investigation will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Findings of Responsibility
After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate.

The written determination must be issued to both parties simultaneously and must include:
(A) Identification of the allegations potentially constituting sexual harassment;
(B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
(C) Findings of fact supporting the determination;
(D) Conclusions regarding the application of the recipient's code of conduct to the facts;
(E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
(F) The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

If there is a finding that sexual harassment occurred, the school district will provide remedies to the complainant designed to restore or preserve equal access to the school district's education program or activity. Such remedies may include supportive measures.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Records
A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and district staff will document the basis for the district's conclusion that its response was not deliberately indifferent.

Training
The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant,.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the school district's website.

Appeals
Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant
or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement
appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

External Grievance Procedure

Any student, parent or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies
Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation
Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and

District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

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Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
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34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

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CIVIL RIGHTS GRIEVANCE PROCEDURE

The District is committed to maintaining school environments free of discrimination, harassment or retaliation based on race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity, age, or disability (including meal modification).

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

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

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

This policy (ACGA, Civil Rights Grievance Procedure) shall not apply to reports of sexual discrimination as defined under Title IX of the Education Amendment of 1972 and its implementing regulations ("Title IX") effective August of 2024.

Allegations of conduct that could, if proven, meet the definition of sexual harassment under Title IX shall be addressed through the District´s Title IX Sexual Discrimination Grievance Procedure (ACGB). Similarly, allegations of conduct that meet the definition of sex-based harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the Title IX Sexual Discrimination Grievance Procedure (ACGB).

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

Definitions

For the purposes of this Procedure:

A. "Discrimination" means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school district.

B. "Harassment" means unwelcome conduct on the basis of race, , age, color, national origin, sex, sexual orientation, gender identity disability, or religion that is sufficiently severe, persistent or pervasive to create or contribute to a hostile environment for the individual at school. Harassment may include insults, name-calling, off-color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures or other conduct which rises to the level of a hostile environment. A hostile environment is one

which unreasonably interfered with an individual's participation in, denied the individual the benefits of, or otherwise subjected the individual to discrimination under any program or activity of the District.

a. Non-Title IX Sexual Harassment

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

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

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

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

C. Retaliation: Retaliatory acts against any individual who exercises their rights under the civil rights statutes covered by this Procedure or the Title IX Sexual Harassment Grievance Procedure are considered to be discrimination and are unlawful. Individuals are prohibited from coercing, intimidating, threatening, or interfering with an individual because the individual exercised any right granted or protected under these procedures and/or the Title IX Sexual Harassment Grievance Procedure.

D. Complainant: An individual who is alleged to be the victim of conduct that could constitute discrimination, harassment, or retaliation under this Procedure. Parents and/or legal guardians of a

complainant are not considered a complainant but may file formal complaints on behalf of a minor child and act on behalf of the minor child in any civil rights matter.

E. Party or Parties: The complainant and/or respondent.

F. Principal: The Principal or Principal's designee.

G. Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute discrimination, harassment, or retaliation under this Procedure.

How to make a complaint

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

A. Any District employee who observes or receives a report of discrimination, harassment or retaliation shall promptly notify the Principal or Civil Rights Coordinator, identified below. Any District employee who observes discrimination, harassment or retaliation against a student should intervene to stop the conduct and report it to the Principal. Upon receipt of a report of discrimination, harassment or retaliation, the Principal shall promptly inform the relevant Civil Rights Coordinator of the report, and the District will respond in a manner consistent with this Procedure. If the report involves an accusation against the Principal or Civil Rights Coordinator, the employee shall report the incident to the Superintendent or designee.

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

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

D. Informal Process: If the District concludes that it is possible to resolve a matter, whether after formal complaint or an informal report, in a prompt, fair and adequate manner through an informal process involving, and with the consent of, the Complainant and Respondent, the District may seek to do so. The

informal process is voluntary, and the Complainant and/or Respondent may terminate or decline any informal process at any time, without penalty.

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

F. Initial Assessments: The Civil Rights Coordinator or Principal will make an initial assessment following a complaint. Based on that assessment, the Civil Rights Coordinator or Principal may: (a) if the conduct, even if substantiated, would not constitute harassment, discrimination or retaliation, dismiss the complaint; (b) if the alleged conduct (or complaint) could not, even if true, constitute discrimination, harassment or retaliation, but is within the scope of another procedure, the Civil Rights Coordinator shall refer the matter to the appropriate personnel; (c) if the Civil Rights Coordinator or Principal concludes that it is possible to resolve the complaint in a prompt, fair and adequate manner through an informal process involving and with the consent of both parties, the Civil Rights Coordinator or Principal may seek to do so in accordance with Section D, above; or (d) if the alleged conduct, if substantiated, would constitute discrimination, harassment or retaliation, the Civil Rights Coordinator or Principal will initiate an investigation. The Civil Rights Coordinator or Principal may also identify and initiate any interim measures. See Section G.

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

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

the District will promptly resume its investigation upon being advised that law enforcement´s evidence gathering is completed. Any interim measures provided to the parties may continue during the period of postponement. See Section G.

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

1. The Complainant shall be provided with an opportunity to be heard and have the opportunity to identify witnesses and other relevant evidence to the investigator.

2. The Respondent will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator´s consideration.

3. The privacy rights of the parties shall be maintained in accordance with applicable state and federal laws.

4. The investigator will keep a written record of the investigation process.

5. The investigation will be completed within twenty (20) school days of the date of receipt of the complaint.

6. The notification of the outcome of the investigation, including, if appropriate, a description of the remedies taken, will be provided to the parties within twenty-five (25) school days of the receipt of the complaint, unless extended for good cause.

7. Nothing in this Procedure will preclude the investigator, in their discretion, from completing the investigation sooner than the time period described above.

J. Standard of Proof: The investigation shall make factual findings based on a preponderance of the evidence standard.

K. If the investigator determines that discrimination, harassment or retaliation has occurred, the District shall take steps to eliminate the discriminatory or harassing environment, which shall include but not be limited to:

1. Identifying what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment or retaliation, and to correct its discriminatory effects if appropriate; and

2. Informing the Complainant and Respondent or, in the case of minor children, the parties´ parent(s)/legal guardian(s) of the results of the investigation (in accordance with applicable state and federal privacy laws) in accordance with the above timelines. The notification will include the notice of the opportunity for appeal; however, failure to provide notice of appeal shall not constitute a violation of this policy.

The school district administration may also refer the offender for disciplinary procedures to be conducted in accordance with federal and state law. Nothing in the Civil Rights Grievance Procedure shall be interpreted as limiting or prohibiting the District´s ability to take appropriate disciplinary action against the offender in accordance with the applicable code(s) of conduct or employment contracts or policies, where appropriate, prior to completion of the investigation, in accordance with the due process rights of employees and students, as applicable. When informing the parties´ parent(s)/legal guardian(s) about the results of the investigation, the school district may consider appropriate notification processes when special circumstances may apply (e.g., disclosure of sexual orientation or gender identity/expression).

L. Appeal: If the Complainant or the Respondent is dissatisfied with the results of the investigation, an appeal may be made to the Superintendent or designee within seven (7) calendar days after receiving notice of the outcome of the investigation, except for circumstances in which the Respondent is subject to long-term suspension as a result of a finding of discrimination, harassment or retaliation. In such an instance, the appeal rights of the Respondent will be provided in a manner consistent with the disciplinary due process requirements applicable to the circumstances (e.g., M.G.L. c. 71, 37H, 37H ½ or 37H ¾). Appeals must be made in writing (email is sufficient) to the Superintendent, Tantasqua & Union 61 School District 320A Brookfield Road, Fiskdale, Massachusetts 01518. The Superintendent will decide the appeal within thirty (30) calendar days of the date of receipt of the written appeal.

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

Support Service Compliance & Equity Coordinator 320A Brookfield Rd Fiskdale, MA 01518.

N. Employment Agencies: The contact information for state and federal employment discrimination enforcement agencies is as follows: (1) Federal: United States Equal Employment Opportunity Commission (EEOC); John F. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669-4000; EEOC Boston Area Office Website: https://www.eeoc.gov/field-office/boston/location; and (2) State: Massachusetts Commission Against Discrimination (MCAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; (617)-994-6000;

MCAD Website: https://www.mass.gov/orgs/massachusetts-commission-against-discrimination.

LEGAL REFS.: Section 504 of the Rehabilitation Act of 1973;
Title II of the Americans with Disabilities Act of 1990;
Title VI of the Civil Rights Act of 1964;
Title VII of the Civil Rights Act of 1964;
Title IX of the Education Amendments of 1972; the Age Act;
M.G.L. c. 151B and c. 151C; M.G.L. c. 76, § 5;

CROSS REFS.: JICFB, Bullying Prevention
AC, Nondiscrimination
ACGB, Title IX Sexual Discrimination Grievance Procedure

SOURCE: MASC July 24

First Reading:	03-12-2025
Second Reading:	04-15-2025
Adopted:	04-15-2025
Reviewed	10-21-2025

NONDISCRIMINATION ON THE BASIS OF HANDICAP

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

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

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

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

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

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

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

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

1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair; and

2. To the extent possible, qualified handicapped persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of handicap.

SOURCE: MASC

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

CROSS REFS. IGB, Special Instructional Programs and Accommodations

FIRST READING: 02-25-04
Accepted at By-Law Policy Subcommittee Meeting 3-2-04
SECOND READING: 03-25-04
ADOPTED: 03-25-04

Reviewed: 02-28-19

File: ADA

TANTASQUA REGIONAL SCHOOL DISTRICT

MISSION AND GOALS

Student learning is the core of everything we do.

Tantasqua Regional School District is committed to providing programs that promote students' academic, civic, social, emotional, and physical development.

To accomplish this mission, our school will:

- Build communities of learners in which respect is fostered for each other, the school, and the community.
- Prepare students for their roles in society by ensuring that they can communicate effectively in all the disciplines, think critically, and solve problems.
- Promote responsible participation in a democracy.

TANTASQUA REGIONAL SCHOOL COMMITTEE GOALS

1. To increase students' reading, writing, and mathematical skills.

2. To foster skills that enable all students to locate, evaluate, synthesize, apply, and present information effectively.

3. To foster respect for good citizenship and to help prepare citizens to become contributing members of a democratic society.

4. To foster collegiality, collaboration, and communication among educators as a means of improving student achievement.

5. To promote educational excellence through ongoing review of curriculum and enhancement of instruction.

6. To use student performance data to address improvement of student achievement.

7. To promote accountability in all areas of school operations.

FIRST READING:	02-25-04
SECOND READING:	03-25-04
ADOPTED:	03-25-04
Reviewed:	01-17-19

TOBACCO OR NICOTINE DELIVERY PRODUCTS ON SCHOOL PREMISES PROHIBITED

Use of any tobacco products including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization within the school buildings, school facilities, or on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE:	MASC July 2016
LEGAL REF:	M.G.L. 71:37H; 270:6
CROSS REFS.:	GBED, Tobacco use on School Property by Staff Members Prohibited JICH, Alcohol, Tobacco and Drug Use by Students Prohibited
FIRST READING:	02-25-04
SECOND READING:	03-25-04
ADOPTED:	03-25-04
Amended First Reading:	02-27-19
Amended Second Reading:	03-19-19
Amended Adoption:	03-19-19

BACKGROUND CHECKS

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

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

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

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

Requesting CHRI (Criminal History Record Information) checks

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

Access to CHRI

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

cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

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

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

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

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

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

CHRI Training

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

Determining Suitability

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

A record of the suitability determination will be retained. The following information will be included in the determination:

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

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

Relying on Previous Suitability Determination.

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

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

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

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

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

Adverse Decisions Based on CHRI

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

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

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

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal

references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever he or she solicits information from an individual concerning his/her history of criminal convictions.

Secondary Dissemination of CHRI

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

The following information will be recorded in the log:

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

Reporting to Commissioner of Elementary and Secondary Education

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

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

C.O.R.I. REQUIREMENTS

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

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

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct

and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

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

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

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

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

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

The Superintendent shall ensure that on the application for employment, volunteer form or both, there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with

children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

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

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

LEGAL REFS.: M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)
42 U.S.C. § 16962
603 CMR 51.00
803 CMR 2.00
803 CMR 3.05 (Chapter 149 of the Acts of 2004)
FBI Criminal Justice Information Services Security Policy
Procedure for correcting a criminal record
FAQ – Background Checks

SOURCE: MASC October 2014

FIRST READING: 12-16-14
SECOND READING : 01-20-15
ADOPTED: 01-20-15

Reviewed: 01-17-19

Reviewed: 03-12-25

DCJIS MODEL CORI POLICY

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

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

CONDUCTING CORI SCREENING

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

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

ACCESS TO CORI

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

CORI TRAINING

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

USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

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

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

VERIFYING A SUBJECT'S IDENTITY

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

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

INQUIRING ABOUT CRIMINAL HISTORY

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

DETERMINING SUITABILITY

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

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

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

ADVERSE DECISIONS BASED ON CORI

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

SECONDARY DISSEMINATION LOGS

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

SOURCE: MASC May 2014

FIRST READING: 12-16-14
SECOND READING : 01-20-15
ADOPTED: 01-20-15

Reviewed: 01-17-19

Reviewed: 02-12-25 (by Subcommittee)

SCHOOL COMMITTEE OPERATIONAL GOALS

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the school system. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of the public, students, and staff in its decision-making processes.

SOURCE: MASC

CROSS REF.: ADA, School District Goals and Objectives

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Reviewed: 03-15-18

Reviewed: 05-02-23

File: BAA

EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES

The School Committee will periodically establish realistic objectives related to Committee procedures and relationships. Annually, the Committee will measure its performance against the stated objectives.

The following areas of School Committee operations and relationships are representative of those in which objectives may be set and progress appraised through an instrument developed by the by-law and policy subcommittee:

1. Communication with the public
2. School Committee - Superintendent relationships
3. School Committee member development and performance
4. Policy development
5. Educational leadership
6. Fiscal management
7. School Committee meetings
8. Performance of subcommittees of the School Committee
9. Interagency and governmental relationships

When the Committee has completed its self-evaluation, the by-law and policy subcommittee will review results in detail and will formulate a recommended new set of objectives for discussion with the full Committee. Based on the discussion, the full Committee will set an approximate date for the next evaluation.

SOURCE: MASC

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Amended First Reading : 04-25-18
Amended Second Reading : 05-22-18
Adopted: 05-22-18

SCHOOL COMMITTEE POWERS AND DUTIES

The School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and right to determine policies and practices and to employ a staff to implement its directions for the proper education of the children of the community.

The Committee takes a broad view of its functions. It sees them as:

1. Legislative or policymaking. The Committee is responsible for the development of policy as guides for administrative action and for employing a Superintendent who will implement its policies.

2. Appraisal. The Committee is responsible for evaluating the effectiveness of its policies and their implementation.

3. Provision of financial resources. The Committee is responsible for adoption of a budget that will enable the school system to carry out the Committee's policies.

4. Public relations. The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.

5. Educational planning and evaluation. The Committee is responsible for establishing educational goals and policies that will guide the staff for the administration and continuing improvement of the educational programs provided by the School District.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:37 specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.

CROSS REF.: BB, School Committee Legal Status

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Reviewed: 01-17-19

SCHOOL COMMITTEE MEMBER AUTHORITY

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of their office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

SOURCE: MASC
FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Reviewed: 01-17-19

Amend First Reading: 05-16-23
Amend Second Reading: 06-13-23
Adopted: 06-13-23

SCHOOL COMMITTEE AUTHORITY REGARDING TANTASQUA and UNION 61

The Tantasqua Regional School District is operated structurally under the laws pertaining to education; under regulations of the Massachusetts Board of Education and under the Tantasqua Regional School District Agreement, which governs the education of children in grades 7-12. The area served by the Tantasqua Regional School District Public Schools is coterminous with the Towns of Brimfield, Brookfield, Holland, Sturbridge and Wales. Union 61 is comprised of the elementary schools from each of these member towns.

Policies affecting the Tantasqua Regional School District may affect the Union 61 schools. In such cases, the Tantasqua Regional School Committee maintains jurisdiction only over the operations of the Tantasqua Regional School District when approving such policies. Likewise, the school committees of Union 61 singularly maintain jurisdiction only over their school's operations.

Cross Ref: AA, School District Legal Status
BA, School Committee Operational Goals
BBA, School Committee Powers and Duties
BBAA, School Committee Member Authority

Leg. Ref: Constitution of Massachusetts, Part II, Chapter V, Section II
M.G.L. 71:61

First Reading: 02-13-08
Second Reading: 03-05-08
Adoption: 03-05-08

Amended First Reading: 02-27-19
Amended Second Reading: 03-19-19
Amended Adoption: 03-19-19

SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the School Committee, an individual must be a registered voter in the town from which they are elected or appointed and must take an oath of office as required by law.

Each new member will present to the Committee secretary official certification of having sworn the oath before an officer duly qualified to administer oaths prior to entering on his/her official duties as a member of the Committee. From the Town Clerk, newly qualified Committee members, by law, receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of Committee meetings in general and executive sessions in particular.

Newly qualified Committee members shall, by law, receive and sign a receipt for, within 30 days of taking office, a copy of the Massachusetts Ethics Commission's Summary of the Conflict of Interest laws. As municipal employees, all School Committee members shall receive a copy of said summary annually. All School Committee members shall, within 30 days of taking office, and every 2 years thereafter, complete the Massachusetts Ethics Commission's online training program. Upon completion of the online training program, members shall provide notice of such completion to be retained for 6 years by the Municipal or District Clerk.

Established by law

SOURCE: MASC
TRSD Regional Agreement

LEGAL REFS.: M.G.L. 39:23B; 41:1; 41:107; 30A:20; 268A:27-28
M.G.L. 76:5 Amended 1993

FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTED:	03-09-05
Reviewed:	01-17-19
Amend First Reading:	05-16-23
Amend Second Reading:	06-13-23
Adopted:	06-13-23

File: BBBC

SCHOOL COMMITTEE MEMBER RESIGNATION

A current School Committee member who submits a resignation to the appropriate certifying authority terminates school committee duties at the time of such resignation unless a later time is stated in the resignation.

Should a School Committee member move out of the town or District in which he or she holds office, that member shall be deemed to have vacated the office.

Established by law

SOURCE: MASC

LEGAL REFS.: M.G.L. 41:2; 41:109

FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTED:	03-09-05
Reviewed:	01-17-19
Reviewed:	05-02-23

File: BBBE

UNEXPIRED TERM FULFILLMENT

When a vacancy on the School Committee occurs for any reason, the Board of Selectmen from the town of vacated seat and the remaining members of the Committee from the town involved share the responsibility for filling it.

As provided in the law, the School Committee will notify the Selectmen that a vacancy has been created within 30 days after it has occurred After notice has been given and in accordance with the time period specified in each town's by-laws, the School Committee Members and Selectmen from the involved town will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

SOURCE:	MASC TRSD Regional Agreement
LEGAL REF.:	M.G.L. 41:11
FIRST READING:	04-27-05
SECOND READING:	05-17-05
ADOPTION:	05-17-05
Amended First Reading:	02-27-19
Amended Second Reading:	03-19-19
Amended Adoption:	03-19-19
Reviewed:	05-02-23

File: BDA

SCHOOL COMMITTEE ORGANIZATIONAL MEETING

For the purpose of organizing, the School Committee each year, on the third Tuesday in June will elect from its membership a chairperson, a vice-chairperson, and a secretary, all of whom will hold their respective offices for a term of one year or until a successor is elected.

A majority of the members of the School Committee will constitute a quorum. The election will proceed as follows:

1. Nominations for the office of chairperson will be made from the floor. The chairperson will be elected by a majority ballot vote of the members present and voting. If no nominee receives a majority vote, the election will be declared null and void and nominations will be reopened.

2. Upon election, the new chairperson will preside, calling for the election of a vice-chairperson and secretary, in order. The procedure used for their election shall be by majority vote.

Any vacancy among the officers occurring between organizational meetings will be filled by a member elected by the School Committee. The election will be conducted as described above.

Following election of officers at its organizational meeting, the School Committee may proceed into such regular or special business as scheduled on the agenda.

SOURCE:	MASC
Cross Ref:	TRSD Bylaws Article IV S 6 & 7
	TRSD Bylaws: Special Rules of the Committee
FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTION:	03-09-05
Amended First Reading:	03-19-19
Amended Second Reading:	04-24-19
Amended Adoption:	04-24-19

SCHOOL COMMITTEE OFFICERS

Duties of the Chairperson

The chairperson of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. They will perform those duties that are consistent with their office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the chairperson will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.

2. Consult with the Superintendent in the planning of the Committee's agendas.

3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.

4. Appoint subcommittees, subject to Committee approval.

5. Call Special Meetings of the Committee as found necessary.

6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.

7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the chairperson will:

1. Call the meeting to order at the appointed time.

2. Announce the business to come before the Committee in its proper order.

3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.

4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.

5. Explain what the effect of a motion would be if this is not clear to members.

6. Restrict discussion to the question when a motion is before the Committee.

7. Answer all parliamentary inquiries.

8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chairperson

The vice-chairperson of the Committee will act in the absence of the chairperson as presiding officer of the

Committee and will perform such other duties as may be delegated or assigned to them.

Secretary

The secretary will keep or cause to be kept an accurate journal of all Committee meetings; will comply with state law and Committee policy regarding notification of meetings; and will render such reports as may be required by the state or the town.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:36

Note: The treasurer of the town serves as treasurer of the School Committee.

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Reviewed: 02-28-19

Reviewed: 05-26-26

File: BDD

SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP

The Committee will leave to the Superintendent all matters of decision and administration that come within his or her scope as executive officer or as professional leader of the school system. While the Committee reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Further:

1. The Superintendent may seek guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, he or she will submit the matter to the Committee for advice and direction.

2. The Superintendent will assist the Committee in reaching sound judgments and establishing policies, and will place before the Committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

SOURCE: MASC

FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTION:	03-09-05
Amended First Reading:	03-19-19
Amended Second Reading:	04-24-19
Amended Adoption:	04-24-19
Reviewed:	08-19-19

File: BDE

SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The School Committee will have the following standing subcommittees: policy, budget, curriculum, personnel, technology,; building and grounds, and negotiations. It may, however, establish special subcommittees. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee.

2. The Committee chairperson, subject to approval by the Committee, will appoint the subcommittee chairperson and its members.

3. The subcommittee will be provided with a list of its functions and duties.

4. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee.

5. The Committee chairperson and Superintendent will be ex-officio members of all special subcommittees.

6. A subcommittee will be dissolved by the Committee upon completion of its assignment, or it may be dissolved by a vote of the Committee at any time.

SOURCE: MASC

CROSS REF.: BEC, Executive Sessions

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Reviewed: 08-19-19

File: BDF

ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.

2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.

3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.

4. Appointments to such committees will be made by the Committee; appointment of staff members to such committees will be made by the School Committee upon recommendation of the Superintendent.

5. Tenure of committee members will be one year only unless the member is reappointed.

6. Each committee will be clearly instructed as to:

    a. The length of time each member is being asked to serve.

    b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.

    c. The resources the School Committee will provide.

    d. The approximate dates on which the School Committee wishes to receive major reports.

    e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.

    f. Responsibilities for the release of information to the press.

7. Recommendations of committees will be based upon research and fact.

8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.

The Committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

SOURCE: MASC

CROSS REF.: JIB, Student Involvement in Decision-making

FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTED:	03-09-05
Reviewed:	08-19-19

File: BDFA

SCHOOL COUNCILS

The Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school District.

A school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee.

All meetings of the school council shall conform to the Open Meeting Law. The scope of the school council does not require, and therefore does not qualify for, executive session.

The Superintendent shall receive agendas and minutes of all school council meetings. The Superintendent shall provide copies of these materials to members of the School Committee upon request.

The following guidelines define the role of the school council:

The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.
3. Review of the school building budget.
4. Formulation of a school improvement plan that may be implemented only after review and approval by the Superintendent and the School Committee.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:38Q, 71:59C

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Reviewed: 08-19-19

Amend First Reading: 04-26-23
Amend Second Reading: 05-16-23
Amended: 05-16-23

SCHOOL IMPROVEMENT PLAN

The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan annually.

This plan shall be written and submitted for approval to the Superintendent no later than July 1 of the year in which the plan is to be implemented and reviewed by the School Committee. The plan should be drafted with the following in mind:

1. The educational goals for the school, consistent with District mission and goals, and the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education.

2. An assessment of the needs of the school in light of the proposed educational goals.

3. The means to address student performance, with focus on improvement of student learning.
   a. Specify expected student outcomes and measurable/observable results.
   b. Clearly identify actions to be taken to implement the goals.
   c. Indicate anticipated costs and available funding sources.
   d. Delineate the method of evaluating and reporting progress and results.
4. Professional development for the school's professional staff.

5. The enhancement of parent/guardian involvement in the life of the school, safety, and discipline.
   a. Include a plan on how to solicit community support for the changes being developed.

6. The development of means for meeting the diverse learning needs of every child.

7. The establishment of a culture of inclusion and respectful of diversity.

8. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
   a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
   b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval.

SOURCE: MASC

First Reading:	04-26-23
Second Reading:	05-16-23
Adopted:	05-16-23

File: BDG

SCHOOL ATTORNEY

The School Committee shall vote to appoint a law firm of record. However, because the complexity of school department operations often requires specialized legal services, the Committee and the Superintendent may also retain an attorney or law firm to provide additional legal services.

It will be the duty of the counsel for the Committee to advise the School Committee and the Superintendent on the specific legal problems submitted to them. They will attend meetings upon request and will be sufficiently familiar with Committee policies, practices, and actions under these policies, and with requirements of the school law to enable them to offer the necessary legal advice.

A decision to seek legal advice or assistance on behalf of the school District will be made by the Committee. The Superintendent may also take such action at the direction of the Committee.

Many types of legal assistance are routine and do not require specific Committee approval or prior notice. However, when the Superintendent concludes that unusual types or amounts of professional legal service may be required, they will advise the Committee and seek either initial or continuing authorization for such service.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37E; 71:37F

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

AMEND FIRST READING: 09-17-19
AMEND SECOND READING: 10-15-19
AMEND ADOPTION: 10-15-19

File: BE

SCHOOL COMMITTEE MEETINGS

The School Committee will transact all business at official meetings of the Committee. These may be either regular or special meetings, defined as follows:

1. Regular meeting: the usual official legal action meeting, held regularly

2. Special meeting: an official legal action meeting called between scheduled regular meetings to consider specific topics.

Every meeting of the School Committee, regular or special, will be open to the public unless an executive session is held in accordance with state law.

SOURCE: MASC

LEGAL REFS.: M.G.L. 39:23A; 39:23B; 39:23C

CROSS REFS.: BEC, Executive Sessions
BEDA, Notification of School Committee Meetings

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Reviewed: 08-19-19

EXECUTIVE SESSIONS

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.

2. The Chair (or, in their absence, the presiding member) will state the purpose for the executive session by stating all subjects that may be revealed without compromising the purpose for which the executive session was called.

3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.

4. The Chair or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate:

1. To discuss the reputation, character, physical condition or mental health, rather than the professional competence, of a particular individual. The individual has certain rights enumerated in the law including requiring the Committee to hold an open session should the individual so request.

2. To consider the discipline or dismissal of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual. The individual has certain rights enumerated in the law including requiring the Committee to hold an open session should the individual so request.

3. To discuss strategy with respect to collective bargaining, bargaining or litigation, if an open meeting might have a detrimental effect on the bargaining or litigating position of the governmental body; to conduct strategy sessions in preparation for negotiations with non-union personnel; and to conduct collective bargaining sessions or contract negotiations with non-union personnel..

4. To discuss the deployment of security personnel or devices.

5. To investigate allegations of criminal misconduct or to discuss the filing of criminal complaints.

6. To consider the purchase, exchange, lease or value of real property, if an open discussion may have a detrimental effect on the negotiating position of the governmental body with a person, firm or corporation.

7. To comply with the provisions of any general or special law or federal grant-in-aid requirements.

8. To consider and interview applicants for employment by a preliminary screening committee or a subcommittee appointed by a governmental body if an open meeting will have a detrimental effect in obtaining qualified applicants; provided, however, that this clause shall not apply to any meeting, including meetings of a preliminary screening committee or a subcommittee appointed by a

governmental body, to consider and interview applicants who have passed a prior preliminary screening.

1. To meet or confer with a mediator with respect to any litigation or decision on any public business.

2. To discuss trade secrets or confidential competitively-sensitive or other proprietary information conducted by a government body as an energy supplier.

Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session. The School Committee Chair and the Superintendent will review executive session minutes for possible declassification on, at least, a quarterly basis and, if necessary, will consult with legal counsel. The School Committee Chair will bring minutes recommended for declassification to the School Committee for a vote either as part of a consent agenda or for individual action. In either case, there shall be an announcement of the declassification of minutes.

When a specific set of executive session minutes, not yet declassified, is requested by a member of the public, the School Committee shall render a decision on declassification at its next meeting or within 30 days after the request, whichever occurs first.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.

Established by law and Committee policy.

SOURCE: MASC
LEGAL REFS.: M.G.L. 30A ss 18-25 (effective 7-1-2010)
CROSS REFS.: BDE, Subcommittees of the School Committee
BE, School Committee Meetings
KEB, Public Complaints about School Personnel

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Amended First Reading: 11-15-11
Amended Second Reading: 12-20-11
Adopted: 12-20-11

Amended First Reading: 10-16-12
Amended Second Reading: 11-20-12
Adopted: 11-20-12

Amended First Reading: 09-17-19
Amended Second Reading: 10-15-19
Amended Adoption: 10-15-19

File: BEDA

NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

As required by law, a minimum of 48 hours advance notice (excluding Saturdays, Sundays and legal holidays) will be given for any meeting of the School Committee, including all subcommittee meetings. The only exception permitted is in case of emergency, which the law defines as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action." All School Committee agendas will be posted on the regional website.

Notification of the dates, times, and places of regular meetings will be accomplished by periodic publication of the schedule for the ensuing months. However, a minimum of 48 hours prior to each meeting the Committee shall cause to be posted a listing of each subject the Chair reasonably anticipates will be discussed at the meeting (the agenda). Notification of a change in a regular meeting time or place and notification of a special meeting will be posted on the Tantasqua Regional School District website at least 48 hours in advance, as required by law.

SOURCE: MASC

LEGAL REFS.: M.G.L. 39:23A; 39:23B

CROSS REF.: BE, School Committee Meetings

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Amended First Reading: 05-19-15
Amended Second Reading: 06-16-15
Adopted: 06-16-15

Amended First Reading: 09-17-19
Amended Second Reading: 10-15-19
Adopted: 10-15-19

Amend First Reading: 04-26-23
Amend Second Reading: 05-16-23
Amended: 05-16-23

Reviewed: 04-29-26

AGENDA FORMAT

The Superintendent, conferring with the Chairperson of the School Committee, will arrange the order of items on meetings agendas so that the Committee can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

The Committee will follow the order of business established by the agenda except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the Committee, or to expedite Committee business.

Any School Committee member, staff member, or citizen may suggest items of business. The inclusion of such items, however, will be at the discretion of the Chairperson of the Committee. A staff member who wishes to have a topic scheduled on the agenda should submit the request through the Superintendent.

Any school committee member may place an item on the agenda provided that he/she notifies the Superintendent or Chair seven (7) days in advance of the scheduled meeting.

The agenda will also provide for time when any citizen who wishes may speak briefly before the School Committee.

The agenda, together with supporting materials, will be distributed to School Committee members three days prior to the meeting to permit adequate time to prepare for the meeting.

Agendas will be posted and made available to the press.

SOURCE: MASC

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Reviewed: 08-19-19

Reviewed: 04-04-23 by subcommittee

File: BEDD

RULES OF ORDER

Robert's Rules of Order, Newly Revised will govern the proceedings of the Committee, except when those rules are in conflict with the Committee's approved policies and regulations.

In accordance with Robert's Rules, the Committee may suspend parliamentary rules of order by a two-thirds vote.

SOURCE: MASC

FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTED:	03-09-05
Reviewed:	10-24-19

MINUTES

The minutes of a School Committee meeting constitute the written record of Committee actions; they are legal evidence of what the action was. Therefore, the secretary of the School Committee will be responsible for reporting in the minutes all actions taken by the Committee.

Minutes will include:

1. The date, time, place, the members present or absent, annotated as to arrival and departure times, if during the meeting, a summary of each subject, and a list of documents and exhibits used at the meeting,

2. A complete record of official actions taken by the Committee relative to the Superintendent's recommendations, to communications, and to all business transacted. Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.

3. Notation of formal adjournment.

Copies of the minutes will be sent to all Committee members at least 48 hours in advance of the meeting at which the minutes are to be approved. Minutes of all meetings shall be created and approved in a timely manner which is defined in regulation as within the next 3 meetings of the body or within 30 days, whichever is later.

The approved minutes will become permanent records of the Committee. Minutes of public meetings and minutes of executive sessions that have been declassified will be in the custody of the Superintendent who will make them available to interested citizens upon request.

SOURCE: MASC

LEGAL REFS.: M.G.L. 30A:22; 66:10; 940 CMR 29.00

CROSS REF.: KDB, Public's Right to Know; BEC, Executive Session

NOTE: Specific comments and/or discussion should only be included in the minutes as a result of a vote of the Committee. The minutes are not a transcript of the meeting. Documents used during a School Committee meeting become part of the official record and must be maintained, based upon their content, in accordance with the Commonwealth's Municipal Public Records Retention Schedule.

First Reading: 02-15-05
Second Reading: 03-09-05
Adopted: 03-09-05

Amended First Reading: 02-24-16
Amended Second Reading: 03-15-16
Amended Adoption: 03-15-16

Amended First Reading: 11-18-19
Amended Second Reading: 01-21-20
Amended Adopted: 01-21-20

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear the thoughts of the public, with regard to matters under school committee jurisdiction.

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. During each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. The Chair shall determine the length of the public participation segment.

2. Speakers will be allowed three (3) minutes to present their material. The presiding Chair may permit extension of this time limit.

3. All remarks will be addressed through the Chair of the meeting.

4. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

5. The Chair may terminate that individual's privilege of address if comments extend beyond areas within school committee jurisdiction.

6. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.

SOURCE: MASC

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Amended First Reading: 09-17-19
Amended Second Reading: 10-15-19
Amended Adoption: 10-15-19

SPECIAL PROCEDURES FOR CONDUCTING HEARINGS

In conducting all public hearings required by law, and others, as it deems advisable, the School Committee will:

1. Give due and public notice in line with statutory requirements and seek to publicize the meeting in local media.

2. Make available printed information on the topic of the hearing.

3. Give all persons an equal opportunity to be heard in accordance with the Committee's policy.

The Chairperson of the Committee will preside at the hearing.

The public will be informed at the beginning of the hearing the particular procedure that will be followed in regard to questions, remarks, rebuttals, and any time limitations or other rules that must be followed to give everyone an opportunity to be heard.

In conformance with customary hearing procedures, statements and supporting information will be presented first by the Committee, or by others for the Committee; to comment, citizens must be recognized by the chair, and all remarks must be addressed to the chair and be germane to the topic. To assure that all who wish get a chance to speak, the chair will recognize persons who have not commented previously during the hearing before recognizing persons who wish to remark a second time.

SOURCE: MASC

FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTED:	03-09-05

Amended First Reading:	11-18-19
Amended Second Reading	01-21-20
Adopted:	01-21-20

File: BG

SCHOOL COMMITTEE POLICY DEVELOPMENT AND ADOPTION

The School Committee will develop policies and put them in writing so that they may serve as guides for the discretionary action of those to whom it delegates authority.

The formulation and adoption of these written policies will constitute the basic method by which the School Committee will exercise its leadership in providing for the successful and efficient functioning of the school district. Through the study and evaluation of reports concerning the execution of its policies, the School Committee will exercise its control over school operation.

Policies are principles adopted by a School Committee to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting day-to-day problems, yet be specific enough to give clear guidance.

The policies of the School Committee are framed, and are meant to be interpreted in terms of state law, regulations of the Massachusetts Board of Elementary and Secondary Education, and other regulatory agencies of the various levels of government.

SOURCE: MASC

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Amended First Reading: 11-18-19
Amended Second Reading: 01-21-20
Adopted: 01-21-20

Amend First Reading: 05-16-23
Amend Second Reading: 06-13-23
Adopted: 06-13-23

File: BGC

POLICY REVISION AND REVIEW

In an effort to keep its written policies up to date so that they can be used consistently as a basis for School Committee action and administrative decision, the Committee will review its policies on a regular basis.

In its review, the Committee will evaluate how policies have been implemented. It will consider feedback from school staff, students, and the community when revising policies, as appropriate.

The Superintendent is expected to call attention to the Committee of all policies that are out of date or for other reasons appear to need revision.

SOURCE: MASC

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Amended First Reading: 01-21-20
Amended Second Reading: 02-26-20
Adopted: 02-26-20

Amend First Reading: 05-16-23
Amend Second Reading: 06-13-23
Adopted: 06-13-23

File: BGD

SCHOOL COMMITTEE REVIEW OF PROCEDURES

It is expected that the Superintendent and administrative staff will need to issue procedures implementing policies of the School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific directions from the Committee.

The Committee may review the procedures developed by the Superintendent for the school system whenever they appear inconsistent with policy, goals, or objectives of the District, but it will revise or veto such regulations only when, in the Committee's judgment, they are inconsistent with policies adopted by the Committee.

The Committee will not officially approve procedures except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for a procedure to have the Committee's advance approval.

Rules Pertaining to Staff and Student Conduct

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." Codes of discipline, as well as procedures used to develop such codes, shall be filed with the Department of Education for information purposes only. Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the School Committee.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:37H

FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTED:	03-09-05

Amended First Reading:	11-18-19
Amended Second Reading:	01-21-20
Adopted:	01-21-20

File: BGE

POLICY DISSEMINATION

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Committee and the procedures needed to put them into effect.

Accessibility extends to all employees of the school system, to members of the Committee, and to all persons in the community.

All School Committee policies will be posted on the Tantasqua web site as soon as they are available. On-line accessibility will be provided in the Superintendent's Office.

SOURCE: MASC

FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTED:	03-09-05

Amended First Reading:	11-18-19
Amended Second Reading:	01-21-20
Adopted:	01-21-20

File: BGF

SUSPENSION OF POLICIES

The operation of any section or sections of School Committee policies not established by law or contract may be temporarily suspended by a two-thirds vote of Committee members present at any regular or special meeting. Any action to suspend policy must be reviewed at the next scheduled meeting and will be so noted on the agenda for that meeting.

SOURCE: MASC

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Reviewed: 10-24-19

File: BHC

SCHOOL COMMITTEE-STAFF COMMUNICATIONS

The School Committee wishes to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the School Committee

All communications or reports to the Committee or any of its subcommittees from Principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Committee for administrative decisions on important matters, except those matters that are outside of the Committee's legal authority, provided the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first hand the Committee's deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Committee's problems, concerns and actions.

Visits to Schools

Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Committee members will be carried on only under Committee authorization.

SOURCE: MASC

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

AMEND FIRST READING: 01-21-20
AMEND SECOND READING: 02-26-20
AMEND ADOPTION: 02-26-20

USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including, but not limited to, electronic mail (e-mail), text messages, social media postings, internet web forums, and internet chat rooms.

Under the Open Meeting Law, deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including, but not limited to, the sharing of an opinion regarding business over which the Committee has supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss Committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law, electronic messages between public officials may be considered public records. Therefore, in order to ensure compliance, the district shall provide district email addresses, which are archived.

SOURCE: MASC

LEGAL REF.: M.G.L.4:7; 30A:18-25, 66:10

FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTED:	03-09-05
Amended First Reading:	01-21-20
Amended Second Reading:	02-26-20
Adopted:	02-26-20
Reviewed:	05-30-23 (by ByLaw Subcommittee)
Amended First Reading:	10-24-24
Amended Second Reading:	11-19-24
Adopted:	11-19-24

NEW SCHOOL COMMITTEE MEMBER ORIENTATION

In accordance with the requirements of law, each new School Committee member elected to the School Committee is required to complete, within one year of their election or appointment, at least eight hours of orientation training. This orientation shall include, but is not limited to, a review of School Finance, the Open Meeting Law, Public Records Law, Conflict of Interest Law, Special Education Law, Collective Bargaining, School Leadership Standards and Evaluations, and the Roles and Responsibilities of School Committee Members.

The School Committee chairperson and the Superintendent shall assist each new member to understand the policies and procedures of the Committee as soon after election as possible. All new members shall receive copies of all agendas, reports, and other communications received by Committee members. Each new member shall be given the following materials:

1. A copy of the School Committee policy manual
2. A copy of the Open Meeting Law
3. A copy of the Conflict of Interest Regulations
4. A copy of the District's budget
5. Collective bargaining agreements and contracts
6. Student and staff handbooks

Each new member shall also receive any other materials the Chairperson and/or the Superintendent determines to be necessary. The Massachusetts Association of School Committees, Inc. shall furnish a copy of the latest Massachusetts General Laws relating to education.

The Chairperson and/or Superintendent will clarify policies that involve:

1. Arranging visits to schools or administrative offices.
2. Requesting information regarding School District operations.
3. Responding to community requests/complaints concerning staff or programs.
4. Handling confidential information.

In districts where members are appointed as well as elected, prior to assuming their official duties (i.e.: cities), they may be invited to attend all meetings of the Committee with the exception of executive sessions.

Whether appointed or elected, new members should be advised that they are also members of the Massachusetts Association of School Committee, Inc. and should be encouraged to utilize the services and resources MASC provides by attending meetings or workshops specifically designed for new Committee members. Their expenses at these meetings or workshops will be reimbursed in accordance with established Committee policy.

SOURCE: MASC

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Amended First Reading: 01-21-20
Amended Second Reading: 02-26-20
Adopted: 02-26-20

File: BIBA

SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS

To provide continuing in-service training and development for its members, the School Committee encourages the participation of all members at appropriate School Committee conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the Committee establishes these principles and procedures for its guidance:

The School Committee shall be made aware of School Committee conferences, conventions and workshops. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school district.

Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Committee will designate which of its members would be the most appropriate to participate at a given meeting.

Reimbursement to Committee members for their travel expenses will be in accord with the travel expense policy for staff members.

When a conference, convention, or workshop is not attended by the full Committee, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

SOURCE: MASC

LEGAL REFS.: M.G.L. 40:5

FIRST READING: 02-15-05
SECOND READING: 03-09-05
ADOPTED: 03-09-05

Amended First Reading: 01-21-20
Amended Second Reading: 02-26-20
Adopted: 02-26-20

Reviewed: 05-30-23 (by ByLaw Subcommittee)

SCHOOL COMMITTEE LEGISLATIVE PROGRAM

The School Committee, as an agent of the state, must operate within the bounds of state and federal laws affecting public education. The Committee may work for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.

To this end the Committee will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level.

SOURCE: MASC

FIRST READING:	02-15-05
SECOND READING:	03-09-05
ADOPTED:	03-09-05
Amended First Reading:	01-21-20
Amended Second Reading:	02-26-20
Adopted:	02-26-20
Reviewed:	05-30-23 (by ByLaw Subcommittee)

REGIONAL SCHOOL SUPERINTENDENT

The Committee shall employ a Superintendent of Schools and fix their compensation. The Superintendent shall act in accordance with Massachusetts General Laws and shall perform such other duties consistent with this section as the Committee may determine. They shall also prepare such reports as may be required by the State Department of Elementary and Secondary Education and shall submit materials for the Committee's annual report to the Select Board/Boards of Selectmen of the member towns in sufficient time for printing in the annual reports of the member municipalities.

SOURCE: MASC

LEGAL REFS: M.G.L. 71:59, 72:3

FIRST READING: 08-31-04
SECOND READING: 10-19-04
ADOPTED: 05-17-05

Amended First Reading: 01-21-20
Amended Second Reading: 02-26-20
Adoption: 02-26-20

Reviewed: 05-30-23 (by ByLaw Subcommittee)

SUPERINTENDENT'S CONTRACT

The Committee, upon the appointment of a candidate to be Superintendent will enter into a written contract with the Superintendent which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent. In accordance with said contract or, in the absence of specific contract language, by vote of the members, the Committee may choose to negotiate a successor contract with an incumbent Superintendent.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:41; 71:42

FIRST READING:	08-31-04
SECOND READING:	10-19-04
ADOPTED:	05-17-05
Amended First Reading:	01-21-20
Amended Second Reading:	02-26-20
Adopted:	02-26-20
Reviewed:	05-30-23 (by ByLaw Subcommittee)

File: CBI

EVALUATION OF THE SUPERINTENDENT

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation are met by the Superintendent.
2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among their responsibilities.
3. Provide excellence in administrative leadership of the school district.
4. Develop a respectful and productive working relationship between the School Committee and Superintendent.

The School Committee and Superintendent will periodically develop a set of performance objectives based on the needs of the school district and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards. Additional objectives will be established according to the evaluation cycle agreed upon with the Superintendent.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the **O**pen **M**eeting **L**aw.

SOURCE: MASC July 2016

LEGAL REF: M.G.L. 30A:18-25
603 CMR 35.00

FIRST READING:	08-31-04
SECOND READING:	10-19-04
ADOPTED:	10-19-04
Amended First Reading:	01-21-20
Amended Second Reading:	02-26-20
Adopted:	02-26-20

Reviewed: 05-30-23 (by ByLaw Subcommittee)

File: CCB

STAFF RELATIONS

The School Committee expects the Superintendent to establish clear understandings on the part of all personnel of the working relationships in the school system.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decision made by an administrative officer through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school system.

SOURCE: MASC

FIRST READING:	08-31-04
SECOND READING:	10-19-04
ADOPTED:	10-19-04
Reviewed:	12-05-19
Reviewed:	05-30-23 (by ByLaw Subcommittee)

ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets, and committees as they deem necessary for assuring staff participation in decision making, for implementing policies and procedures and for the improvement of the educational program.

Functioning in an advisory capacity, all councils, cabinets and committees created by the Superintendent may make recommendations for submission to the School Committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the Committee and authority for implementing policy remains with the Superintendent.

The membership, composition and responsibilities of administrative councils, cabinets and committees will be defined by the Superintendent and may be changed at their discretion. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school district, but only within budgetary allotments and when approved in advance by the Superintendent.

SOURCE: MASC

FIRST READING:	08-31-04
SECOND READING:	10-19-04
ADOPTED:	10-19-04
Amend First Reading:	11-17-20
Amend Second Reading:	12-15-20
Amend Adoption:	12-15-20
Reviewed:	05-30-23 (by ByLaw Subcommittee)

File: CH

POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through procedures, the policies established by the School Committee.

The policies developed by the Committee and the procedures developed to implement policy are designed to increase the effectiveness and efficiency of the school district. Consequently, it is expected that all School Committee employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and procedures and for seeing that they are implemented in the spirit intended.

SOURCE: MASC

FIRST READING:	08-31-04
SECOND READING:	10-19-04
ADOPTED:	10-19-04
Amend First Reading:	11-17-20
Amend Second Reading:	12-15-20
Amend Adoption:	12-15-20
Reviewed:	05-30-23 (by ByLaw Subcommittee)

DEVELOPMENT AND DISSEMINATION OF PROCEDURES

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school district will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school district will be governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. They must weigh with care the counsel given by representatives of staff, student, and community organizations. They will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, they may issue procedures without prior Committee approval unless Committee action is required by law; or the Committee has specifically asked that certain types of procedures be given Committee approval; or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

It will be the responsibility of the Superintendent to see that the procedures developed to implement Committee policies and administer the school district are appropriately coded and included as procedures in the School Committee's policy manual.

A procedure concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the procedure.

CROSS REF.: BDG, School Attorney

SOURCE: MASC

First Reading: 04-26-23
Second Reading: 05-16-23
Adopted: 05-16-23

File: CHCA

APPROVAL OF HANDBOOKS AND DIRECTIVES

The Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect at the beginning of the next school year.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school district or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent.

Committee approval will be necessary for any handbooks that pertain to required standard of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation. The Superintendent will use their judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37H

CROSS REF.: BGD, School Committee Review of Procedures

FIRST READING: 08-31-04
SECOND READING: 10-19-04
ADOPTED: 10-19-04

AMENDED FIRST READING: 01-21-20
AMENDED SECOND READING: 02-26-20
ADOPTION: 02-26-20

Amend First Reading: 05-16-23
Amend Second Reading: 06-13-23
Amended: 06-13-23

File: CHD

ADMINISTRATION IN POLICY ABSENCE

When action must be taken within the school system where the Committee has provided no *guidelines* for administrative action, the Superintendent will have the power to act. The Superintendent's decisions, however, will be subject to review by the Committee.

SOURCE: MASC

FIRST READING:	08-31-04
SECOND READING:	10-19-04
ADOPTED:	10-19-04
Reviewed:	01-02-20

REGIONAL SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the school district will be prepared by the Superintendent and presented to the School Committee. The report shall be submitted to each member community and will be made available to the public and used as one means for informing parents/guardians and citizens, the Commissioner of Education, and others of the programs and conditions of the District's schools. Said report shall contain a detailed financial statement, a statement showing the method which computes the annual charges against each town, and any other information regarding the operation of the School District as may be necessary. The Superintendent shall issue the Annual Report in compliance with local and state regulations.

SOURCE: MASC

LEGAL REFS.: M.G.L. 72:4
M.G.L. 71:16(k)

FIRST READING: 08-31-04
SECOND READING: 10-19-04
ADOPTED: 10-19-04

AMENDED FIRST READING: 01-21-20
AMENDED SECOND READING: 02-26-20
ADOPTION: 02-26-20

Reviewed: 05-30-23 (by ByLaw Subcommittee)

FISCAL MANAGEMENT GOALS

As trustee of local, state, and federal funds allocated for use in public education, the Committee will fulfill its responsibility to see that allocated funds are used wisely for achievement of the purposes to which they are allocated.

Because of resource limitations, it is essential that the school district take specific action to make sure education remains central and that fiscal matters are ancillary and contribute to the educational program. This concept will be incorporated into Committee operations and into all aspects of school district management and operation.
It is the Committee's intent:

1. To engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.

2. To establish levels of funding that will provide high quality education for the students.

3. To use the best available techniques for budget development and management.

4. To provide timely and appropriate information to all staff with fiscal management responsibilities.

5. To establish maximum efficiency procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

SOURCE: MASC
FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

AMENDED FIRST READING: 01-21-20
AMENDED SECOND READING: 02-26-20
ADOPTION: 02-26-20

ANNUAL BUDGET

Public school budgeting is regulated and controlled by legislation, state regulations, and local School Committee requirements. The operating budget for the school district will be prepared and presented in line with state policy and will be developed and refined in accordance with these same requirements.

The Superintendent will serve as budget officer but they may delegate portions of this responsibility to members of their staff, as they deem appropriate. The three general areas of responsibility for the Superintendent as budget officer will be budget preparation, budget presentation, and budget administration.

The budget shall be in compliance with the foundation budget. It is acknowledged that the foundation budget reflects the minimum recommended spending for a District, and excludes transportation costs, debt service costs, and costs associated with the acquisition of fixed assets. The aforementioned items must, therefore, be budgeted in addition to the foundation budget, and funds to support those expenditures must be raised from the member communities, after the use of any offsetting revenues received from the state.

Assessments to member communities shall be made in compliance with the foundation budget, which may, in certain instances, differ from the apportionment under the District Agreement. When there is a conflict, state law shall prevail. In assessing for expenditures which are excluded from the foundation budget, the District Agreement shall determine the apportionment of assessments after the District Committee has applied all applicable state aid. The District Agreement notwithstanding, there shall be no requirement for the annual operation and maintenance budget for the District to be adopted prior to the receipt of funding estimates from the state.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:34; 71:37; 71:38N; 71:16B

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

AMENDED FIRST READING: 01-21-20
AMENDED SECOND READING: 02-26-20
ADOPTION: 02-26-20

Reviewed: 10-29-20

Amend First Reading: 03-21-23
Amend Second Reading: 04-26-23
Adopted: 04-26-23

File: DBC

BUDGET DEADLINES AND SCHEDULES

Preparation of the annual budget will be scheduled in stages throughout the school year with attention to certain deadlines established by law and the Tantasqua Regional School District Agreement:

The calendar year for budget preparation will be determined by calculating backwards from the final adoption date for the five annual town meetings so that the budget process meets all mandated deadlines.

Whatever dates assigned the above, the final date for the submission of the budget to the ~~Selectmen~~ Select Board/Board of Selectmen of each member town will be arranged cooperatively in each town with the School Committee and finance committee.

In reaching its decision on the budget amount that it will submit to the Select Board/Board of Selectmen of each member town, the School Committee will also observe the statutory requirement of holding a public hearing on the proposed budget not less than seven days after the notice for this hearing has been published in a local newspaper.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:38N
TRSD Agreement VI Annual Budgets and Reports

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Amend First Reading: 03-21-23
Amend Second Reading: 04-26-23
Adopted: 04-26-23

BUDGET PLANNING

The first priority in the development of an annual budget will be the educational welfare of the children in our schools. However, the District will also attempt to balance the valid interest of the taxpayers.

In the budget planning process for the school system, the Superintendent and/or designee will strive to:

1. Engage in thorough advance planning, with staff and community involvement, in order to develop budgets and guide expenditures in a manner that will achieve the greatest educational returns and contributions to the educational program in relation to dollars expended.

2. Establish levels of funding that will provide high quality education for all our students.

3. Use the best available techniques for budget development and management.

The Superintendent will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar.

SOURCE: MASC

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Amend First Reading: 11-17-20
Amend Second Reading: 12-15-20
Amend Adoption: 12-15-20

AMEND FIRST READING: 03-21-23
AMEND SECOND READING: 04-26-23
ADOPTED: 04-26-23

BUDGET ADOPTION PROCEDURES

Authority for adoption of the final school budget lies with the citizens who comprise, and who are entitled to vote at, the town meeting. The school budget is presented as part of the total town budget for action at each annual town meeting.

The annual Regional School District budget as adopted by two-thirds vote of the Regional School District Committee shall require the approval of two-thirds of the local appropriating authorities of the member municipalities.

In the event the regional school budget is not approved by at least two-thirds of the member municipalities as required the Regional School District Committee shall have thirty days to reconsider, amend and resubmit a budget on the basis of the issues raised.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:34, 71:16B
Regional Agreement

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Amend First Reading: 11-17-20
Amend Second Reading: 12-15-20
Amend Adoption: 12-15-20

AMEND FIRST READING: 03-21-23
AMEND SECOND READING: 04-26-23
ADOPTED: 04-26-23

File: DBJ

BUDGET TRANSFER AUTHORITY

In keeping with the need for periodic reconciliation of the school department's budget, the School Committee will consider requests for transfers of funds as they are recommended by the Superintendent.

The Committee wishes to be kept abreast of the need for these adjustments so that it may act promptly and expedite financial record keeping for the school system.

Accordingly, not less than quarterly the Superintendent will provide a budget status report to the School Committee.

All funds in the general account not expended by the close of the fiscal year will be placed in an excess and deficiency fund that shall not exceed five percent of the operating budget and its budgeted capital costs for the succeeding fiscal year. Any added funds exceeding five percent shall be returned to the member communities to reduce their assessments in accordance with law.

SOURCE: MASC

Legal Ref: MGL 71:37

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Amended First Reading: 11-17-04
Amended Second Reading: 12-15-20
Amended Adoption: 12-15-20

Amend First Reading: 03-21-23
Amend Second Reading: 04-26-23
Adopted: 04-26-23

FUNDING PROPOSALS AND APPLICATIONS

In accordance with state law, all grants and gifts to the District must be reviewed and accepted by the School Committee before expenditure. The School Committee will encourage the administration to seek and secure possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in alignment with district goals. The Superintendent will submit for School Committee approval spending plans at the same cost center level as the district budget.

The Superintendent will be responsible for coordinating the development of proposals for all specially funded projects and for keeping the committee apprised and updated on all such projects.

The Superintendent shall ensure the district has and follows a written set of procedures in grants administration that aligns with state and federal laws and regulations.

SOURCE: MASC

LEGAL REF.: M.G.L. 44.53; 71.37A
2 CFR 200 Federal Uniform Administrative Requirements

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Reviewed: 10-29-20

AMEND FIRST READING: 03-21-23
AMEND SECOND READING: 04-26-23
ADOPTED: 04-26-23

AUTHORIZED SIGNATURES

The majority of the committee members shall be responsible for the review and approval of all warrants as correct and approved for payment. A record of these will be made available on the next regular Committee agenda. Such designation does not limit the responsibility of each member.

The school department treasurer signs all checks drawn against school department funds. No other signature is valid.

The treasurer and the assistant treasurer are authorized to sign the appropriate bank forms for the Regional School District

SOURCE: MASC
LEGAL REF.: M.G.L. 71:16A

Cross Ref: DK Payment procedures

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-043

Amended First Reading: 11-17-20
Amended Second Reading: 12-15-20
Amended Adoption: 12-15-20

AMEND FIRST READING: 03-21-23
AMEND SECOND READING: 04-26-23
ADOPTED: 04-26-23

File: DI

FISCAL ACCOUNTING AND REPORTING

The Superintendent will be ultimately responsible for receiving and properly accounting for all funds of the school system.

The accounting system used will conform with state requirements and with good accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The School Committee will receive periodic financial statements from the Superintendent showing the financial condition of the school department. Such other financial statements as may be determined necessary by either the Committee or the administration will be presented as found desirable.

SOURCE: MASC

LEGAL REF.: MGL Ch. 44:38
603 CMR 10:00
2 CFR 200.303

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Reviewed: 10-29-20

AMEND FIRST READING: 03-21-23
AMEND SECOND READING: 04-26-23
ADOPTED: 04-26-23

AUDITS

An independent audit of the school department's accounts shall be conducted annually within nine months of the close of the fiscal year. This review shall be conducted by an independent public accounting firm in accordance with the generally accepted accounting principles and the government Auditing Standards issued by the U.S. Comptroller General.

Upon the completion of each audit, the resulting report shall be made to the Chair of the School Committee, and a copy sent to the Chair of the Select Board/Board of Selectman in the member municipalities. The Committee will consider recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

Additionally, the district is also subject to the following:

- End of Year Financial Compliance report: Every Massachusetts school district must submit the results of this report to the Department. The End of Year report must be submitted to the Department on or before September 30 each year.

- Government Accounting Standards Board 34: The District is covered in these government financial statements of revenue and expenditures of the municipality.

- Federal grant audits: As a district that spends above thresholds required, the district is subject to the Single Audit Act.

- Student Activity Account: As required by state law, student activity accounts are audited annually. For accounts exceeding $25,000, the committee shall consider an audit conducted by an outside firm every three years.

In addition, the Committee may request and additional audit of the school district's accounts at its discretion.

SOURCE: MASC

LEGAL REF: MGL 44:38-40; 71:47; 71:16E; 72:3

CROSS REFS.: DI, Fiscal Accounting and Reporting
JJF, Student Activity Accounts

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Reviewed: 10-29-20

AMEND FIRST READING: 03-21-23
AMEND SECOND READING: 04-26-23
ADOPTED: 04-26-23

PURCHASING

The School Committee declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended.

The acquisition of materials, equipment and services will be centralized in the Superintendent's office of the school system.

The Superintendent or the Superintendent's Designee will serve as purchasing agent. He/she will develop and administer the purchasing program for the schools in keeping with legal requirements and with the adopted school budget.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the Superintendent or the Superintendent's Designee, with such exceptions as may be made by the latter for emergency purchases.

SOURCE: MASC

LEGAL REFS.: M.G.L. 7:22A; 7:22B; 30B; 71:49A

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Reviewed: 10-29-20

Reviewed: 10-26-22

PURCHASING AUTHORITY

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through the detailed listing of such items compiled as part of the budget-making process.

The purchase of items and services on such lists requires no further Committee approval except when by law or Committee policy the purchases or services must be put to bid.

SOURCE: MASC

LEGAL REF.: M.G.L. 30B

CROSS REF.: DJE, Bidding Requirements

FIRST READING:	10-19-04
SECOND READING:	11-16-04
ADOPTED:	11-16-04
Reviewed:	10-29-20

File: DJE

BIDDING REQUIREMENTS

All purchases of materials and equipment and all contracts for construction or maintenance in amounts exceeding $100,000 will be based upon competitive bidding. All purchases valued between $10,000 and $100,000 shall require the procurement officer to attempt to secure 3 quotes for all materials, equipment, or services. All purchases valued at less than $10,000 shall require the use of sound business practices to secure the best quality at the best price.

All purchases in excess of $100,000 will follow a formal bid process. When recommending acceptance of a bid, the Superintendent will inform the School Committee, whenever possible, of the competitive price of a reasonable substitute for the item specified.

When bidding procedures are used, bids will be advertised appropriately. Suppliers will be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding.

All bids will be submitted in sealed envelopes, addressed to the Superintendent and plainly marked with the name of the bid and the time of the bid opening. Bids will be opened in public at the time specified, and all bidders will be invited to be present.

The Committee reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the school system. The Committee reserves the right to waive any informality in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of the bids. Any bid received after the time and date specified will not be considered. All bids will remain firm for a period of 30 days after opening.

The bidder to whom an award is made may be required to enter into a written contract with the school system.

SOURCE: MASC
LEGAL REFS.: M.G.L. 7:22A; 7:22B; 30B; 30:39M
CROSS REF.: DJA, Purchasing Authority

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Amended First Reading: 11-17-20
Amended Second Reading: 12-15-20
Amended Adoption: 12-15-20

Amend First Reading: 06-13-23
Amend Second Reading: 09-19-23
Amend Adoption: 09-19-23

PAYMENT PROCEDURES

All claims for payment from the School District's funds will be processed in accordance with procedures developed by the Superintendent. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the School Committee.

The Superintendent will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated.

The committee will receive monthly lists of bills (warrants) for payment from school department funds. The majority of Committee members will be responsible for the review and approval of the warrants as correct and approved for payment. Warrants then will be forwarded to the municipal auditor for processing and subsequent payment by the municipal treasurer. A record of this action will be made available to the Committee on the agenda of the next regular meeting.

Actual invoices, statements, and vouchers will be available for inspection by the School Committee upon request.

SOURCE: MASC

LEGAL REFS.: M.G.L. 41:41; 41:52; 41:56; 71:16A

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Amended First Reading: 11-17-20
Amended Second Reading: 12-15-20
Amended Adoption: 12-15-20

AMEND FIRST READING: 03-21-23
AMEND SECOND READING: 04-26-23
ADOPTED: 04-26-23

EXPENSE REIMBURSEMENTS

Personnel and school department officials who incur expenses in carrying out their authorized duties will be reimbursed by the school department upon submission of a properly completed and approved voucher and any supporting receipts required by the Superintendent.

When official travel by a personally owned vehicle is authorized, mileage payment will generally be made at the Federal rate. A monthly travel stipend, in an amount established by the Committee, will be paid to the Superintendent, Associate Superintendent, Assistant Superintendent**,** Special Education Director, Technology Director and others authorized by the Committee who are required to travel regularly within the school system on official business.

SOURCE: MASC

LEGAL REFS.: M.G.L. 40:5; 44:58

FIRST READING: 10-19-04
SECOND READING: 11-16-04
ADOPTED: 11-16-04

Amended First Reading: 11-17-20
Amended Second Reading: 12-15-20
Amended Adoption: 12-15-20

File: EB

SAFETY PROGRAM

The School Committee will take every possible precaution to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

The Committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will include accident prevention as well as fire prevention; emergency procedures; traffic, and pedestrian safety.

The Superintendent will have overall responsibility for the safety program of the school system. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:55C and Acts of 1985c 614 Sec 1
Board of Education 603 CMR 36:00

CROSS REFS.: EEAE, School Bus Safety Program
GBGB, Staff Personal Security and Safety
IHAM, Health Education
JLI, Student Safety

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Reviewed: 01-07-21

Amend First Reading: 09-19-23
Amend Second Reading: 10-17-23
Adopted: 10-17-23

File: EBAB

PEST MANAGEMENT POLICY

The Tantasqua Regional School District Public Schools are committed to providing a safe and properly maintained environment for all staff, students and visitors. To achieve this end, the School District will implement integrated pest management procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation.

Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

I. OVERVIEW AND GOALS

A. The Tantasqua Regional School District shall develop and implement an integrated pest management program.

B. An integrated pest management program is a pest control j, approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.

C. Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.

D. The integrated pest management program shall strive to:

1. Reduce any potential human health hazard.
2. Reduce loss or damage to school structures or property.
3. Minimize the risk of pests from spreading in the community.
4. Enhance the quality of facility use for school and community.
5. Minimize health and environmental risks as well as liability.

II.. RESTRICTIONS ON USE OF PESTICIDES AND HERBICIDES

A. When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.

B. Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours.

III. NOTIFICATION OF PESTICIDE AND HERBICIDE USE

A. If pesticides or herbicides are used outdoors, during school sessions, notice of their use will be provided to parent/guardians, staff and students and will also be posted in a common area.

B. When pesticides and herbicides are used in a building, the site will provide a 48-hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.

C In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application.

IV. RECORD-KEEPING

A. The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides. In accordance with 29 CFR 1910.1200 OSHA "Right to Know".

B. All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

V. STAFF RESPONSIBILITIES AND EDUCATION

A. Designated staff (School Nutrition, Buildings and Grounds, etc.) will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly out.

B. Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

C. Staff participating in the direct application of Pesticides and Herbicides should be Certified and Licensed in accordance with Massachusetts CMR 333 at the level appropriate to their title/position and in the category and sub category appropriate to the type of application they are engaged in.

SOURCE: MASC

LEGAL REF.: Chapter 85 of the Acts of 2000, "An Act to Protect Children and Families from "Harmful Pesticides."
333 CMR 10.00 Certification and License of Pesticide Applicators
29 CFR 1910.1200 OSHA "Right to Know"

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Reviewed: 01-07-21

File: EBB

FIRST AID

The school attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency medical services. In the case of illness that may include an infectious disease the school physician shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the student to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a student or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.

2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately.

3. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent or guardian in advance if at all possible.

4. The teacher or other staff member to whom a student is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.

5. All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 71:55A; 71:56

CROSS REF.: JLC, Student Health Services and Requirements

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Amend First Reading: 01-19-21
Second Reading: 02-24-21
Adopted: 02-24-21

Reviewed: 09-19-23

AUTOMATED EXTERNAL DEFIBRILLATORS IN THE EDUCATIONAL ENVIRONMENT

The safe and effective protocol for the use and management of Automated External Defibrillators (AEDs) in District schools shall comply with applicable state and federal regulations and outlined in the District's Health Services Protocol and Procedure Manual, which identifies guidelines and responsibilities of administration, the medical director and AED responders.

LEGAL REF.: M.G.L. - Chapter 112, Section 12v.5
M.G.L. - Chapter 112, Section 12v

FIRST READING: 5-20-08
SECOND READING: 6-17-08
ADOPTED: 6-17-08

Reviewed: 01-07-21

File: EBC

EMERGENCY PLANS

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

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.

2. A determination of EMS response times to any location on the campus.

3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.

4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.

5. Safety precautions to prevent injuries in classrooms and on the school campus.

6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.

7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent or designee shall annually review the response sequence with local police and fire officials. Plans shall be submitted at least every 3 years by September 1. Plans must be updated in the case of new construction or other physical changes to the school campus.

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

LEGAL REF: M.G.L. 69:8A Section 363 of Chapter 159 of the Acts of 2000
CROSS REF.: EBCD, Emergency Closings
JL, Student Welfare
JLC, Student Health Services and Requirements

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Amended First Reading: 10-16-12
Amended Second Reading: 11-20-12
Adopted: 11-20-12

Amend First Reading: 01-19-21
Amend Second Reading: 02-24-21
Amend: 02-24-21

Reviewed: 09-19-23

File: EBCD

EMERGENCY CLOSINGS

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.

2. Driving, traffic, and parking conditions affecting public and private transportation facilities.

3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.

4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring districts. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:4; 71:4A

CROSS REF.: EBC, Emergency Plans

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Reviewed: 01-07-21

Reviewed: 09-19-23

File: EBCF

ENERGY MANAGEMENT CONSERVATION POLICY

As the School Committee of the Tantasqua Regional School District, we believe it is our responsibility to ensure that every effort is made to conserve energy and natural resources while exercising sound financial management.

The implementation of this policy is the joint responsibility of the school committee members, administrators, teachers, students and support personnel and its success is based on cooperation at all levels.

The district will maintain accurate records of energy consumption and cost of energy and will provide information as requested.

The principal will be accountable for energy management on their campus with energy audits being conducted and conservation program outlines being updated. Judicious use of the various energy systems will be the joint responsibility of the principal and head custodian to ensure that an efficient energy posture is maintained on a daily basis.

All district personnel will be expected to contribute to energy efficiency in our district. Every person will be expected to be an "energy saver" as well as an "energy consumer."

Further, to maintain a safer and healthier learning environment and to complement the energy management program, the district shall develop and implement a preventive maintenance and monitoring plan for its facilities and systems, including HVAC, building envelope, and moisture management.

FIRST READING:	02-13-08
SECOND READING:	03-05-08
ADOPTED:	03-05-08

Amend First Reading:	01-19-21
Amend Second Reading:	02-24-21
Amend:	02-24-21

File: EBCFA

TANTASQUA REGIONAL SCHOOL DISTRICT
FACE MASKS

The District is mindful of the evolving need for emergency measures to respond to the COVID-19 pandemic. In consideration of the recommendations issued by the Centers for Disease Control and Prevention, the Massachusetts Department of Health, and the Massachusetts Division of Elementary and Secondary Education (DESE), the School Committee is adopting this emergency policy for all students, employees and visitors of Tantasqua Regional Schools.

Until further action of the School Committee, all students, employees and visitors attending Tantasqua Regional School District shall be required to wear a mask including **(a)** while attending school or a school function in any school building, facility or other area of a school campus, and **(b)** when riding in school-provided transportation. All masks must cover the nose and mouth of the student.

This policy applies to students waiting outside school buildings, before and after school, and to students waiting at bus stops. Students shall wear masks at all times except for the following:

- Students may remove masks for eating or drinking, only as authorized by school staff and in designated areas;
- Students may remove masks when appropriate social distancing measures are in place as determined by a teacher or school administrator, consistent with DESE Guidance;
- Students may be exempted from wearing a mask by Building Administration when providing medical documentation from a physician of a medical condition prohibiting mask wearing. These students will instead be required to wear a face shield.;
- Individual students may remove masks on a case-by-case basis for specific instructional needs, as determined by a staff member, in which case the staff member will ensure appropriate social distancing measures consistent with DESE guidelines; or
- Students may be exempted from this policy due to special behavioral or individualized needs as determined by the Special Education Director or Building Principal.

Masks worn by students and staff can be disposable or reusable and shall:

- fully cover the nose and mouth and secure under the chin
- be made with at least 2 layers of breathable material
- fit snugly but comfortably against the side of the face
- be secured with ties or ear loops

Based on guidance from health authorities, neck gaiters, open-chin triangle bandanas and face coverings containing valves, mesh material or holes of any kind will not be considered appropriate masks.

If a staff member or student does not have an appropriate mask, or soils, loses, or breaks theirs during the day, they will be provided with a mask by the school nurse.

If a student attends in-person learning, the failure of a student to comply with these expectations and the willful defiance to follow direction from school staff will be considered insubordination. Violation of this policy will result in the student being removed from class for dismissal, and a parent/guardian being notified to pick up the student within 45 minutes. Further discipline with be progressive up to and including a requirement to be shifted to fully remote learning.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 –

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks -

- Massachusetts Department of Elementary and Secondary Education – Reopening Guidelines –
- Commonwealth of Massachusetts – Mask Up MA! –

SOURCE: MASC – August 2020

FIRST READING:	09-15-2020
SECOND READING:	09-15-2020 waived
ADOPTED:	09-15-2020
Suspended	09-09-2021
Reviewed:	09-19-23

File: EC

BUILDINGS AND GROUNDS MANAGEMENT

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Facilities Manager. They will work with member communities, as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that each school is equally well maintained, equipped, and staffed.

The Facilities Manager will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within each school, the building administrator will be responsible for proper care, maintenance, and cleanliness of building, equipment and grounds.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:68

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Amend First Reading: 01-19-21
Amend Second Reading: 02-24-21
Amend: 02-24-21

Amend First Reading: 09-19-23
Amend Second Reading: 10-17-23
Adopted: 10-17-23

BUILDINGS AND GROUNDS SECURITY

Security includes maintenance of a secure (locked) building, protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds during regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Additional security may be approved in situations where special risks are involved.

SOURCE: MASC

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Reviewed: 01-07-21

Amend First Reading: 09-19-23
Amend Second Reading: 10-17-23
Adopted: 10-17-23

VANDALISM

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee may support various programs aimed at reducing the amount of vandalism.

Every citizen of the district, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible.

The Principals and the Superintendent are authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as they see fit, authority to sign such complaints and to press charges.

Parents/guardians and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

SOURCE: MASC

FIRST READING:	05-17-05
SECOND READING:	06-21-05
ADOPTED:	06-21-05
Amend First Reading:	01-19-21
Amend Second Reading:	02-24-21
Amend:	02-24-21

SECURITY CAMERAS IN SCHOOLS

The School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system as the situation requires.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC

First Reading:	09-19-23
Second Reading:	10-17-23
Adopted:	10-17-23

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

The School Committee wishes to be of assistance, whenever possible, to other district departments, community organizations, staff members and students. Therefore, permission to use school equipment may be granted at the discretion of the Principals upon request by responsible parties or organizations.

Proper controls will be established by the Principal to assure the user's responsibility for, and return of, all school equipment.

SOURCE: MASC

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Amended First Reading: 11-18-19
Amended Second Reading: 01-21-20
Adopted: 01-21-20

File: EEA

STUDENT TRANSPORTATION SERVICES

The major purpose of the school system's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school system will contract for transportation services. The School Committee will award contracts on a competitive bid basis. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

SOURCE: MASC

LEGAL REFS.: M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12Bi; 76:14

CROSS REF.: EEAA, Walkers and Riders

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Reviewed: 01-07-21

WALKERS AND RIDERS

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws. Reimbursement to the school system for transportation costs is given by the Commonwealth only for (a) students living at least one and one half miles from school, (b) students who live more than one mile from the nearest bus stop, and (c) students with special needs for whom transportation must be provided.

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

SOURCE: MASC

LEGAL REFS.: M.G.L. 40:5; 71:7A; 71:68; 71B:5

CROSS REF.: EEA, Student Transportation Services

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Reviewed: 01-07-21

Reviewed: 09-19-23

File: EEAE

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.

2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.

3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.

SOURCE: MASC

LEGAL REFS.: M.G.L. 90:7b as amended by Ch. 246 Acts of 1986
M.G.L. 90:1 et seq.; 713:2; 713:7L
Highway Safety Program Standard No. 17

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Reviewed: 01-07-21

Reviewed: 09-19-23

File: EEAEA

BUS DRIVER EXAMINATION AND TRAINING

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.

2. No person under 18 years old will be allowed to operate school buses.

3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.

4. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.

5 The contractor will notify school officials as soon as possible of any change of bus drivers.

6. Each driver must authorize a CORI check to be performed prior to being hired, and every 3 years thereafter.

SOURCE: MASC

LEGAL REFS.: Highway Safety Program Standard No. 17
M.G.L. 90:7B; 90:8A; 90:8A ½

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Reviewed: 01-07-21

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS

The District shall adhere to federal law and Department of Transportation regulations requiring a drug and alcohol-testing program for school bus drivers and commercial vehicle drivers. Such testing will be conducted for five different situations: pre-employment, randomly, following an accident, following an authorization to return to duty, and upon reasonable suspicion that a driver is under the influence of alcohol or using drugs.

The District will comply with Department of Transportation protocols regarding the collection and testing necessary to establish whether alcohol or drugs are present in the driver's system, and regulations will be established for the steps to be taken in the event that test results are positive.

This program shall comply with the requirements of the Code of Federal Regulations, Title 49, Section 382 et seq. The Superintendent or designees shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for testing.

SOURCE: MASC

LEGAL REF.: 49 U.S.C. sec. 2717 et seq. (Omnibus Transportation Employee Testing Act of 1991)
49C.F.R. Part 40 Procedures for Transportation Workplace and Drug and Alcohol Testing Programs
49C.F.R. Part 382 Controlled Substance and Alcohol Use and Testing
49 C.F.R. Part 391 Qualification of Drivers

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Reviewed: 01-07-21

Reviewed: 10-17-23

File: EEAF

DIGITAL VIDEO CAMERAS ON SCHOOL TRANSPORTATION

Digital video cameras may be installed on school buses operated by the Tantasqua Regional School Committee or its transportation contractor. The operation of the digital cameras must be the type initiated by the ignition switches and not controlled in any way by the vehicle driver. All digital recordings will remain in custody of the school for a period of ten (10) working days and will be accessed only by school administrators. The use of digital video cameras is primarily intended to be an extension of the disciplinary procedures employed by school administrators and for driver/student training purposes. Digital recordings may be used to supplement or support the investigations of disciplinary infractions.

Signs will be posted on all buses notifying riders that video cameras are in use.

CROSS REF.: EEA, Student Transportation Services
EEAEC, Student Conduct on School Bus

FIRST READING:	5-19-15
SECOND READING:	6-16-15
ADOPTED:	6-16-15
Reviewed:	01-07-21

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities.

However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall with the academic day or extend the school day, provided Principal has approved this option and the parents/guardians of students to be transported in this manner are fully informed as to this means of transportation and will sign a statement to this effect.

SOURCE: MASC

POLICY SUBCOMMITTEE:

FIRST READING:	05-17-05
SECOND READING:	06-21-05
ADOPTED:	06-21-05
Amend First Reading:	01-19-21
Amend Second Reading:	02-24-21
Amend:	02-24-21

POLICY REGARDING MOTOR VEHICLE IDLING ON SCHOOL GROUNDS

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations.

The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground.

Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Tantasqua Regional School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Tantasqua Regional School District shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

NO IDLING
PENALTIES OF $100 FOR FIRST OFFENSE AND $500
FOR SECOND AND SUBSEQUENT OFFENSES
M.G.L. C. 90, § 16B AND 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.
Legal References: M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

FIRST READING:	2-24-10
SECOND READING:	3-16-10
ADOPTED:	3-16-10
Reviewed:	01-07-21
Reviewed:	09-19-23

SCHOOL FOOD AND NUTRITION (MEAL MODIFICATIONS)

The District is committed to complying with USDA nondiscrimination regulation governing the Child Nutrition Program and DESE's Office for Food and Nutrition Programs requirements.

In compliance with USDA and DESE regulations, the District will provide substitutions to the school food service program's regular school meals at no extra cost for children who are unable to eat meals served because of their disabilities or other special dietary reasons.

1. Our programs will ensure that school meals offered through the district meet the meal pattern requirements set by the USDA.

2. The District will make substitutions to meals at no extra charge for students with disabilities or other special dietary reasons that restrict the student's diet on a case-by-case basis, at the discretion of the program operator and consistent with the meal pattern regulations.

3. Families must complete the necessary request form that can be provided by the School Food and Nutrition Program staff, or accessed via in the link below.

LEGAL REF: USDA SP 59-2016: Policy Memorandum on Modifications to Accommodate Disabilities in the School Meal Programs and CACFP 14-2017, SFSP 10-2017 Modifications to Accommodate Disabilities in the Child and Adult Care , Program (SFSP) sponsors, 7 CFR 15b

DESE Meal Modifications in Child Nutrition Programs

Meal Modification Request Form

CROSS REF: STUDENT HANDBOOKS

SOURCE: MASC

New First Reading: 02-25-2026
New Second Reading: 03-11-2026
Adopted: 03-11-2026

UNIVERSAL FREE SCHOOL MEALS

The District will participate in the National School Lunch Program, the Massachusetts Universal Free Meals Program, and other food programs that may become available to assure that all students in the schools receive healthy, nutritious school meals.

In accordance with guidelines for participation in these programs, the District will provide universal free meals to all students in the District.
Students seeking additional meals or a la carte items will be charged accordingly for those additional items.

Each student in the District is entitled to (1) free breakfast, (1) free lunch, and (1) free snack (where provided by the District.)

- It remains important that families complete the annual Household Application for Free and Reduced Price Meals. This form allows the school district to serve families more effectively for other important programs such as P-EBT benefits, fee waivers for school district programs/ services, (as determined by each school district), state and federal grant eligibility, and more.

- Districts participating through the Community Eligibility Provision (CEP), serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

As required by state and federal regulations, the School Committee approves this policy statement pertaining to eligibility for universal free school meals for all students in the District.

SOURCE: MASC

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
M.G.L. 15:1G; 15:1L; 69:1C; 71:72

FIRST READING: 05-17-05
SECOND READING: 06-21-05
ADOPTED: 06-21-05

Reviewed: 01-07-21

Reviewed: 09-19-23

Amend First Reading: 3-19-24
Amend Second Reading: 4-30-24
Adopted: 4-30-24

SCHOOL NUTRITION PROGRAM CHARGE POLICY

The District provides free meals to all students (one free meal per meal service period.). However, unpaid charges for additional meals, or a la carte items place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student balances.

Charges and Balances

Each student will be allowed to take one regular meal per meal service period. Students may want to receive additional meals, or to purchase a la carte items. Students will pay for additional meals at the regular rate approved by the School Committee. Student Accounts will be maintained by the District Food and Nutrition Program as prescribed by the District and delineated in the Student Handbook.

The parent/guardian is responsible for any meal charges incurred beyond the free meals provided. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Payments for additional food purchases beyond the regular meal will be made to the District Food and Nutrition Program. Parents will be notified of account balances or deficits at regular intervals as prescribed by the District. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have issues with student purchases they should contact for assistance.

Parents/Guardians may pay in advance for anticipated purchases beyond the free meal allowed during each meal service period. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without a positive balance in their account on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's food service manager. The point of sale system is designed to prevent direct identification of a student's account status. Parents/guardians will receive automated low-balance notices. If notices do not result in payment, the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

Each school handbook shall contain detailed instructions for family assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017,

Chapter 28 of the Acts of 2023

SOURCE: MASC

First Reading: 03-19-24
Second Reading: 04-30-24
Adopted: 04-30-24

FACILITIES DEVELOPMENT GOALS

It is the Committee's goal to provide the facilities needed for the number and educational requirements of students in the school district, and to provide the kind of facilities that will best support the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.

The Committee will develop projects that reflect cost-effective designs, are consistent with good engineering practice, and use high quality construction, with attention to current and future technological practices for students, faculty and school staff. Sites will be chosen to meet the educational need, maximize the use of any available community resources and minimize any possible adverse education, environmental, social or economic impacts on the community.

SOURCE: MASC August 2016

LEGAL REF.: M.G.L 70B
963 CMR 2.00

FIRST READING: 04-27-05
SECOND READING: 05-17-05
ADOPTED: 05-17-05

Amend First Reading: 03-16-21
Amend Second Reading: 04-28-21
Amend Adoption: 04-28-21

RETIREMENT OF FACILITIES

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committee, which facilities appear to justify further analysis.

The School Committee may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities

2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions

3. Reassignment of children, including alternative plans according to Committee policy

4. Transportation factors, including numbers of children bussed, time, distance, and safety

5. Alternative uses of the building

6. Cost/Savings

    a. Personnel
    b. Plant Operation
    c. Transportation
    d. Capital Investment
    e. Alternative Use

7. Continuity of instructional and community programs

SOURCE: MASC

FIRST READING: 04-27-05
SECOND READING: 05-17-05
ADOPTED: 05-17-05

REVIEWED: 03-16-21

File: FF

NAMING NEW FACILITIES

Naming a school is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a school name. A name with educational significance or inspiration should be chosen.

The Superintendent will prepare for the approval of the Committee a procedure to follow in recommending names for school buildings. Whenever possible, the wishes of the community, including parents and students, should be considered in naming new facilities.

It is expected that an orderly, announced procedure will lessen the community or factional pressures that so quickly build up when the selection is delayed or seems uncertain. A prompt decision will reduce disappointments and advance community solidarity. Much confusion in accounts, files, and records can be avoided if a new school can be identified by name before the planning starts.

SOURCE: MASC

FIRST READING:	04-27-05
SECOND READING:	05-17-05
ADOPTED:	05-17-05

Amended First Reading:	03-16-21
Amended Second Reading:	04-28-21
Amended Adoption:	04-28-21

File: FFA

COMMEMORATION POLICY

Purpose

This policy establishes the principles and the process by which individuals may be commemorated by the School District and by which the School Committee may grant or rescind such a commemoration.

Scope

1. No Commemoration shall be made without the approval of the School Committee pursuant to this policy.

2. Commemoration may only be made for the following:

    a) Individuals who have made outstanding contributions consistent with the mission and goals of the District, and

    b) Individuals who were faculty, staff, or students.

3. Forms of commemoration

    a) Permanent

        i. Items consistent with the overall aesthetic characteristics of the campus including plaques, portraits, name plates, trees, and appropriately sized memorials may be considered.

        ii. School buildings or parts of school buildings shall not be named in commemoration of an individual.

        iii. Athletic fields shall not be named in commemoration of an individual.

    b) Temporary

        i. An immediate memorial of finite duration may be erected in an area deemed appropriate by the administration. This memorial will be removed within four school days.

4. Exceptions

    a) This policy shall not affect commemorations made prior to July 1, 2018.

    b) This policy shall not apply to yearbooks, administrative commemoration of students at graduation ceremonies, scholarships, trophies, academic achievements or the athletic hall of fame display in the athletic foyer.

Procedures to adopt a Commemorative Proposal

1. A proposal for commemoration of an individual may be submitted to the Office of the Superintendent on a district-approved form which shall be forwarded to the School Committee no later than the second succeeding full school committee meeting after the date of submission provided that

    a) The date of submission is no sooner than one year after the death of the individual

b) The proposal contains a brief biography of the individual including information that the individual complies with the standards set forth in this policy, a completed description of the form of commemoration, and how any financial obligations of the commemoration will be funded.

2. The School Committee shall then review the commemoration proposal for the following:

   a) The individual qualifies for commemoration consistent with this policy.

   b) The form of the commemoration is consistent with this policy and the overall aesthetic characteristics of the campus.

   c) The financial obligations for the installation have been met by the parties making the proposal including the ongoing maintenance of the commemoration that is beyond incidental maintenance of all other structures and facilities of the District.

3. The School Committee shall hold at least one public hearing to allow the public the opportunity to submit oral or written comments regarding the proposal. Anonymous comments will not be accepted. The School Committee shall provide notice of the public hearing at least one month in advance in its public notice. The notice shall include the date of the hearing and a deadline for written comments.

4. Upon completion of the public hearing and its review of the proposal and public comment, the School Committee shall vote on the proposal along with any conditions it may deem necessary. If the vote is affirmative, the Superintendent shall be granted the authority to execute all agreements necessary to implement the proposal.

5. Nothing in this policy excludes the Superintendent or the School Committee from initiating a proposal to commemorate an individual.

Procedures to Rescind

1. The School Committee on its own or at the request of a community member may rescind an established commemoration. Anonymous requests shall not be considered.

2. Such a request from a community member must be submitted to the Superintendent who shall then submit the request to the School Committee for consideration. The request should include the reasons for rescinding the commemoration as well as any anticipated financial obligations and how such obligations shall be met.

3. The School Committee shall review the request and may hold a public hearing to receive oral and written comment from the public. Anonymous written comments shall not be accepted.

   The School Committee shall provide notice of the public hearing at least one month in advance in its public notice. The notice shall include the date of the hearing and a deadline for written comments.

4. After consideration of any public comment or any other considerations that may be relevant, the School Committee may vote to rescind the commemoration along with any conditions necessary. A two-thirds vote is required to rescind.

Permanent Commemoration Special Circumstances

1. Death by Suicide

   The School District, as an educational institution, has different obligations than other organizations or the deceased person's family. Further, because the reasons for adolescent suicide are complex and adolescents can be imitative in the setting of a peer's suicide, the primary responsibility of the School District in the setting of a student suicide is prevention of further suicides among the School District student body.

   Therefore, in lieu of any other commemorative gift or event, death by suicide shall be handled with an event, workshop or program targeted at suicide prevention that may be done in the name of the student who has died of suicide. Such an event will only be held with the consent of the deceased family. The Superintendent will maintain a representative list of examples.

2. Death as a Consequence of Drug or Alcohol Use by the Student or Peer.

   The School District, as an educational institution, has different obligations than other organizations or the deceased person's family. The primary responsibility of the Tantasqua Regional School District in the setting of a student's death as the result of alcohol or drug use is prevention of further similar deaths among the Tantasqua Regional School District student body.

   Therefore, in lieu of any other commemorative gift or event in these circumstances shall be handled with an event, workshop or program targeted at the prevention of further deaths from a similar cause. This event may be held in the name of the student who has died and only with the consent of the deceased family. The Superintendent will maintain a representative list of examples.

FIRST READING: 06-19-18
SECOND READING: 10-16-18
ADOPTED: 10-16-18

REVIEWED 10-26-22 (BY BYLAW SUBCOMMITTEE)

EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the principle of the dignity of all people and of their labors. Any individual who is responsible for hiring and/or personnel supervision must understand that applicants are employed, assigned, and promoted without regard to their race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit, and ability.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

SOURCE: MASC
LEGAL REF.: M.G.L. 151B:4;
603 CMR 26:00
Acts of 2022, Chapter 117
CROSS REF.: AC, Nondiscrimination

FIRST READING:	09-20-05
SECOND READING:	11-15-05
ADOPTION:	11-15-05
First Reading Amended:	10-16-12
Second Reading Amended:	11-20-12
Adoption:	11-20-12
First Reading Amended:	04-25-18
Second Reading Amended:	05-22-18
Adoption:	05-22-18
Amend First Reading:	03-16-21
Amend Second Reading:	04-28-21
Amend Adoption:	04-28-21
Amend First Reading:	11-22-22
Amend Second Reading:	12-20-22
Amend Adoption:	12-20-22
Reviewed:	10-17-23

File: GBEA

STAFF ETHICS / CONFLICT OF INTEREST

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

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

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

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

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

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Municipal or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

SOURCE: MASC September 2016

LEGAL REFS.: M.G.L. 71:52; 268A:1 et seq.

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

Amend First Reading: 03-16-21
Amend Second Reading: 04-28-21
Amend Adoption: 04-28-21

Reviewed: 10-17-23

File: GBEB

STAFF CONDUCT

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.

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

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

SOURCE: MASC

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

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

REVIEWED: 03-16-21

Amend First Reading: 10-17-23
Amend Second Reading: 11-29-23
Adopted: 11-29-23

File: GBEBC

GIFTS TO AND SOLICITATIONS BY STAFF

Gifts

The acceptance of gifts worth $50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than $50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth $50 or more that is given because of the employee's public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than $50 may be accepted, but a written disclosure to the employee's appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of $20 value is the same as 1 gift of $80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc), handpicked flowers, and handmade gifts worth less than $10 (ten) dollars.

Class Gifts

There is a specific exception to the prohibition against accepting gifts worth $50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to $150 or several class gifts in a single year with a total value up to $150 from parents/guardians and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the $50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made among staff members. Staff members of course remain free to support charitable causes of their own selection.

SOURCE: MASC

LEGAL REFS.: M.G.L. 268A:3; 268A:23
930 CMR 5.00

CROSS REFS.: GBEBD, Online Fundraising and Solicitations - Crowdfunding
KCD, Public Gifts to Schools

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

Amended First Reading: 03-01-17
Amended Second Reading: 03-21-17
Adopted: 03-21-17

REVIEWED: 03-16-21

Amend First Reading: 10-17-23
Amend Second Reading: 11-29-23
Adopted: 11-29-23

Online Fundraising And Solicitations - Crowdfunding

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

The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy (KCD). The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation.

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

Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents of student's in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents who have shared email addresses with the teacher for purposes of communicating about their student).

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

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

If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

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

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

LEGAL REFS: MGL 44:53A; 71:37A; 268A:3; 268A:23; Ethics Commission Advisory Opinion EC-COI-12-1;

CROSS REFS: GBEA, Staff Ethics/Conflict of Interest;
GBEBC, Gifts To and Solicitations by Staff;
KCD, Public Gifts to Schools

SOURCE: MASC February 2018

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

First Reading: 05-21-19
Second Reading: 06-04-19
Adoption: 06-04-19

Reviewed: 10-17-23

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 work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.

3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.

4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.

6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.

7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

SOURCE: MASC

LEGAL REFS.: 41 USC 81

CROSS REFS.: IHAMB, Teaching about Drugs, Alcohol, and Tobacco
JICH, Drug and Alcohol Use by Students

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

Amended First Reading: 03-01-17
Amended Second Reading: 03-21-17
Adopted: 03-21-17

REVIEWED: 3-16-21

Amend First Reading: 10-17-23
Amend Second Reading: 11-29-23
Adopted: 11-29-23

File: GBGB

STAFF PERSONAL SECURITY AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school district whenever that employee's health appears to be a hazard to children or others in the school district or when a doctor's certificate is legally required to verify need for sick leave.

School employees, their families and members of their household are eligible to use the confidential services provided by the municipality's employee assistance program.

SOURCE: MASC
LEGAL REFS.: M.G.L. 71:54;71:55C

CROSS REFS.: EB, Safety Program

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

Amend First Reading: 03-16-21
Amend Second Reading: 04-28-21
Amend Adoption: 04-28-21

Amend First Reading: 10-17-23
Amend Second Reading: 11-29-23
Adopted: 11-29-23

File: GBGF

FAMILY AND MEDICAL LEAVE

The Tantasqua Regional School District shall comply with the mandatory provisions of the Family Medical Leave Act of 1993. The Superintendent shall issue, and from time to time amend, procedures setting forth the rights and procedures granted by the Act, and shall ensure compliance with those procedures either personally or by delegation, or by some combination of personal oversight and delegation.

SOURCE: MASC, September 2016

LEGAL REF: P.L. 103-3 "Family and Medical Leave Act of 1993"

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

Amended First Reading: 12-18-18
Amended Second Reading: 01-15-19
Adopted: 01-15-19

Reviewed: 10-17-23

File: GBI

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The School Committee recognizes that employees of the school system have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office or ballot initiatives and holding an elective or appointive office.

In connection with personal campaigning, an employee will not: use school district facilities, equipment or supplies; discuss their campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Public employees are prohibited under state law from soliciting funds for political campaigns.

Under no circumstances will students be pressured into campaigning for any staff member.

SOURCE:	MASC
LEGAL REF.:	M.G.L. 55:11-13; 71:44
FIRST READING:	09-20-05
SECOND READING:	11-15-05
ADOPTED:	11-15-05
Amend First Reading:	03-16-21
Amend Second Reading:	04-28-21
Amend Adoption:	04-28-21
Amend First Reading:	10-17-23
Amend Second Reading:	11-29-23
Adopted:	11-29-23

PERSONNEL RECORDS

Information about staff members is required for the daily administration of the school system, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:

1. A personnel folder for each present and former employee will be accurately maintained. In addition to the application for employment and references, the folders will contain records and information relative to compensation, payroll deductions, evaluations, and any other pertinent information.

2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.

3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.

4. Each employee will have the right, upon written request, to review the contents of his own personnel file.

5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become part of the employee's personnel file. Further, no negative comment will be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include his written response in the file.

6. Lists of school system employees' names and home addresses will be released only to governmental agencies as required for official reports or by the laws.

SOURCE: MASC

LEGAL REFS.:	Family Educational Rights and Privacy Act, Sec. 438, P.L. 90-247 Title IV, as amended 88 Stat. 571-574 (20 U.S.C. 1232g) and regulations M.G.L. 4:7; 71:42C Teachers' Agreement
CONTRACT REF.:	All Agreements
CROSS REF.:	KDB, Public's Right to Know

FIRST READING:	09-20-05
SECOND READING:	11-15-05
ADOPTED:	11-15-05

REVIEWED: 03-16-21

Reviewed: 10-17-23

File: GBK

STAFF COMPLAINTS AND GRIEVANCES

The School Committee encourages the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and School Committee.

It is the Committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. That teachers and other school employees may appeal a ruling of a Principal or other administrator to the Superintendent.

2. That all school employees may appeal a ruling of the Superintendent to the Committee, except in those areas where the law has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with that law.

3. That all hearings of complaints before the Superintendent or Committee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.

The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

SOURCE: MASC

LEGAL REFS.: M.G.L. 150E:5 and 8

CONTRACT REFS.: All Contract Agreements

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

REVIEWED: 03-16-21

File: GCA

PROFESSIONAL STAFF POSITIONS

All professional staff positions in the school district will be created initially by the School Committee. It is the Committee's intent to activate a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the Committee may abolish a position it has created.

Each time a new position is established by the Committee, or an existing position is modified, the Superintendent will present for the Committee's approval a job description for the position, which specifies the jobholder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

SOURCE: MASC

NOTE: Job descriptions for professional staff positions are available for review in the office of the Superintendent.

FIRST READING:	09-20-05
SECOND READING:	11-15-05
ADOPTED:	11-15-05
REVIEWED:	03-16-21
Amend First Reading:	10-17-23
Amend Second Reading:	11-29-23
Adopted:	11-29-23

File: GCBA

PROFESSIONAL STAFF SALARY SCHEDULES

Teachers

The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.

Principals

Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for salary increases.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:40; 71:42B; 71:43;

CROSS REF.: GCBB, Employment of Principals

CONTRACT REF.: Teachers' Agreement

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

REVIEWED: 03-16-21

Amend First Reading: 02-28-24
Amend Second Reading: 03-19-24
Adopted: 03-19-24

File: GCBB

EMPLOYMENT OF PRINCIPALS

Principals shall be employed by the School District under individual contracts of employment. Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal. The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.

Initial contracts issued to Principals may be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.

As a condition of employment, each Principal must maintain current certification, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under their direction.

SOURCE: MASC September 2016

LEGAL REF: MGL 71:41; 71:59B

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTION: 11-15-05

Amend First Reading: 03-16-21
Amend Second Reading: 04-28-21
Amend Adoption: 04-28-21

Reviewed: 12-07-23 (by subcommittee)

Reviewed: 02-28-24

PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they may receive extra compensation.

Assignments that are to be accorded extra compensation will be designated by the Committee. Appointments to these positions will be made by the Superintendent for District-wide positions or by the Principal with the approval of the Superintendent for building based personnel. The amount of compensation for the position will be established by the Committee at the time the position is created.

A teacher who is offered and undertakes a supplementary pay assignment will receive a supplementary contract each year specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, he or she will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease.

SOURCE: MASC

LEGAL REF.: Collective Bargaining Agreement

FIRST READING:	09-20-05
SECOND READING:	11-15-05
ADOPTED:	11-15-05
REVIEWED:	03-16-21
Amend First Reading:	02-28-24
Amend Second Reading:	03-19-24
Adopted:	03-19-24

File: GCCC

PROFESSIONAL STAFF FAMILY AND MEDICAL LEAVE

The School System shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall issue, and from time to time amend, regulations setting forth the rights and procedures granted by the Act, and shall ensure compliance with those regulations either personally or by delegation, or by some combination of personal oversight and delegation.

SOURCE: MASC

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993"

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

REVIEWED: 03-16-21

DOMESTIC VIOLENCE LEAVE POLICY

It shall be the policy of the Tantasqua Regional School District to permit an employee to take up to 15 days of domestic violence leave from work in any 12 month period. In order to be eligible for said leave:

(i) the employee, or a family member of the employee must be a victim of abusive behavior;

(ii) the employee must be using the leave from work to: seek or obtain medical attention, counseling, victim services or legal assistance; secure housing; obtain a protective order from court; appear before a grand jury; meet with a district attorney or other law enforcement official; or attend child custody proceedings or address other issues directly related to the abusive behavior against the employee or family member of the employee; and

(iii) the employee must not be the perpetrator of the abusive behavior against such employee's family member.

An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.

Except in cases of imminent danger to the health or safety of an employee, advanced notice of domestic violence leave shall be required. If such imminent danger exists the employee shall notify the employer within 3 workdays that the leave was taken. The notification may be communicated to the employer by the employee, a family member of the employee or the employee's counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior. If an unscheduled absence occurs, an employer shall not take any negative action against the employee if the employee, within 30 days from the unauthorized absence or within 30 days from the employee's last unauthorized absence in the instance of consecutive days of unauthorized absences, provides any of the documentation found in (1) to (7) below. An employer may require documentation that the employee or employee's family member has been a victim of abusive behavior and that the leave is consistent with clauses (i) to (iii) as above referenced; provided, however, that an employer shall not require an employee to show evidence of an arrest, conviction or other law enforcement documentation for such abusive behavior. The documentation shall be provided to the employer within a reasonable period after the employer requests it.

An employee shall satisfy this documentation requirement by providing anyone of the following documents to the employer:

(1) a protective order, order of equitable relief or other documentation issued by a court of competent jurisdiction as a result of abusive behavior against the employee or employee's family member;

(2) a document under the letterhead of the court, provider or public agency which the employee attended for the purposes of acquiring assistance as it relates to the employee or family member;

(3) A police report or statement of a victim or witness provided to police documenting the abusive behavior;

(4) documentation that the perpetrator of the abusive behavior against the employee or family member of the employee has: admitted to sufficient facts to support a finding of guilt; or has been convicted of, or has been adjudicated a juvenile delinquent by reason of any offense constituting abusive behavior;

(5) medical documentation of treatment as a result of the abusive behavior;

(6) a sworn statement, signed under the penalties of perjury, provided by a counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee or employee's family member in addressing the effects of the abusive behavior;

(7) a sworn statement, signed under the penalties of perjury, from the employee attesting that the employee has been a victim of or is a family member of a victim of abusive behavior.

All information related to the employee's leave shall be kept confidential and shall not be disclosed, except to the extent that disclosure is:

(i) requested or consented to, in writing, by the employee;
(ii) ordered to be released by a court of competent jurisdiction;
(iii) otherwise required by applicable federal or state law;
(iv) required in the course of an investigation authorized by law enforcement, including, but not limited to, an investigation by the Attorney General; or
(v) necessary to protect the safety of the employee or others employed at the workplace.

The Superintendent shall ensure that notice is provided to all employees in the next school year and beyond by appropriately amending the district's employee handbooks or by direct notice about the Domestic Violence Law and securing the employees signature acknowledging receipt of the handbook/notice. The Superintendent shall be responsible for notifying all current employees, unless they have been notified through the handbook, of this policy in a manner that he/she deems appropriate.

No employer shall coerce, interfere with, restrain or deny the exercise of, or any attempt to exercise, any rights provided herein or to make leave requested or taken contingent upon whether or not the victim maintains contact with the alleged abuser. No employer shall discharge or in any other manner discriminate against an employee for exercising the employee's rights under law. The taking of domestic violence leave shall not result in the loss of any employment benefit accrued prior to the date of such leave. Upon the employee's return from such leave, he/she shall be entitled to restoration to the employee's original job or to an equivalent position. Definitions of 'abuse", "abusive behavior", "domestic violence", "employees" and "family members" may be found in the laws referenced below.

SOURCE: MASC October 2014
LEGAL REF.:: M.G.L. 149:52E; Section 10 Chapter 260 of the Acts of 2014

FIRST READING: 02-25-15
SECOND READING: 03-17-15
ADOPTED: 03-17-15

REVIEWED: 03-16-21

File: GCE

PROFESSIONAL STAFF RECRUITING/POSTING OF VACANCIES

It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and it is the responsibility of the Principal, in consultation with the Superintendent, to determine the personnel needs of the individual schools. In addition, School Councils may review personnel requirements as a means of evaluating the needs of a school. Any recommendations for the creation or elimination of a position must be approved by the School Committee.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas**.** It will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Any current employee may apply for any position for which he or she has certification and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

SOURCE: MASC

LEGAL REFS.: Collective Bargaining Agreements

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

AMENDED FIRST READING: 04-28-21
AMENDED SECOND READING: 05-18-21
AMENDED ADOPTION: 05-18-21

Reviewed: 12-07-23 (by subcommittee)

Reviewed: 02-28-24

File: GCF

PROFESSIONAL STAFF HIRING

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee.

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the Committee for the type of position in which they will serve.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.

3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) may establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School committee a representative screening committee may be established by the School Committee or the School committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his recommendation to the School Committee.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

SOURCE: MASC
LEGAL REFS.: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45
603 CMR 7:00, 26:00, and 44:00
Acts of 2022, Chapter 117

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTION: 11-15-05

First Reading Amended: 10-16-12
Second Reading Amended: 11-20-12
Adoption: 11-20-12

First Reading Amended: 04-25-18
Second Reading Amended: 05-22-18
Adoption: 05-22-18

AMENDED FIRST READING: 04-28-21
AMENDED SECOND READING: 05-18-21
AMENDED ADOPTION: 05-18-21

Amend First Reading: 11-22-22
Amend Second Reading: 12-20-22
Amend Adoption: 12-20-22

Amend First Reading: 02-28-24
Amend Second Reading: 03-19-24
Adopted: 03-19-24

File: GCIA

PHILOSOPHY OF STAFF DEVELOPMENT

All staff members will be encouraged in and provided with suitable opportunities for the development of increased competencies beyond those they may attain through the performance of their assigned duties and assistance from supervisors.

Opportunities for professional growth may be provided through such means as the following:

1. Planned in-service programs and workshops offered within the school system from time to time; these may include participation by outside consultants.

2. Membership on curriculum development committees drawing personnel from within and without the school system.

3. Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other professional meetings.

4. Leaves of absence for graduate study, research, and travel.

5. Payment or reimbursement of tuition for approved courses, as outlined in the collective bargaining agreement.

The Superintendent will have authority to approve or deny released time for conferences and visitations and reimbursements for expenses, provided such activities are within budget allocations for the purpose.

SOURCE: MASC

REFERENCE: Collective Bargaining Agreement Unit A

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

REVIEWED: 04-28-21

Reviewed: 12-07-23 (by subcommittee)

Reviewed: 02-28-24

PROFESSIONAL TEACHER STATUS

The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base their decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent, or the Superintendent's Designee, to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15 or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system subject to satisfactory evaluations. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which they are legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he or she is not legally qualified.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:38; 71:38G; 71:38H; 71:41; 71:42; 71:42B**;** 71:43

FIRST READING: 09-20-05
SECOND READING: 11-15-05
ADOPTED: 11-15-05

AMENDED FIRST READING: 04-28-21
AMENDED SECOND READING: 05-18-21
AMENDED ADOPTION: 05-18-21

Amend First Reading: 02-28-24
Amend Second Reading: 03-19-24
Adopted: 03-19-24

File: GCO

EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance and to advance the instructional programs of the schools, a continuous program for teacher and administrator evaluation will be established. Regular reports will be made to the Superintendent concerning the outcomes of these evaluations.

The evaluation process will include:

1. The development and periodic review of techniques and procedures for making evaluations.
2. Interpretation of the information gained in the evaluative process in terms of the objectives of the instructional program.
3. The application of the information gained to the planning of staff development and in-service training activities, which are designed to improve instruction and increase teacher competence.

The evaluation process will include self-evaluation, supervisor initiated observations, and teacher initiated observations.

The formal evaluations will be written and will be discussed by the supervisor and the person being evaluated. The discussions may either precede or follow the writing of the evaluation document. Copies of the written document will be signed by both parties and incorporated into the personnel files of the teacher or administrator. In addition, the individual and his or her supervisor will receive a signed copy. The signature should indicate that the evaluation has been read and discussed. The person being evaluated shall have an opportunity to respond in writing to the evaluation report.

The written evaluation should be specific in terms of the person's strengths and weaknesses. Those areas where improvement is needed should be clearly set forth and recommendations for improvement should be made. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

SOURCE: MASC

LEGAL REFS.: M.G.L. 69:1B; 71:38; 71:38Q; 150E; 152B
603 CMR 35:00

CONTRACT REF.: Collective Bargaining Agreements

FIRST READING: 11-21-06
SECOND READING: 12-19-06
ADOPTED: 12-19-06

REVIEWED: 04-28-21

TUTORING FOR PAY

Definition: "Tutoring" means giving private instruction or help to an individual or group for which the teacher receives remuneration other than through the School Committee.

A teacher cannot recommend that one of his or her own students get tutoring, and then be paid to tutor that same student in a second job.

A teacher may not tutor students who are currently in their class. Even if the teacher does not recommend that the current student receive private tutoring, the teacher should not tutor current students.

Teachers and other public employees may not approach a student, or the student's parents/guardians, seeking private tutoring work. A teacher may provide tutoring when the relationship is initiated by the parents/guardians or a student, but, if the student is, or in the future may be, under the teacher's authority, the teacher will need to provide a written disclosure.

A teacher cannot use school resources such as classrooms or materials in connection with a private tutoring business. A public school employee cannot use a school or district website to advertise private tutoring services. Schools cannot send home brochures for a particular tutoring service with the children.

Tutoring is not to be recommended for a student unless the appropriate teacher of the student involved is consulted and agrees that it will be of real help. If tutoring seems advisable, the Principal may give the parents/guardians a list of persons who are willing to tutor. This list may include teachers, but not the student's teacher of the subject in which he or she is to be tutored.

Tutoring for pay is not to be done in the school building.

LEGAL REF: M. G. L. 268A Mass. Ethics Commission FAQs for Public School Teachers

SOURCE: MASC

FIRST READING: 11-21-06
SECOND READING: 12-19-06
ADOPTED: 12-19-06

AMENDED FIRST READING: 04-28-21
AMENDED SECOND READING: 05-18-21
AMENDED ADOPTION: 05-18-21

SUPPORT STAFF POSITIONS

Education is a cooperative enterprise in which all employees of the school system must participate intelligently and effectively for the benefit of the children. This school system will employ support staff members in positions that function to support the education program.

All support staff positions will be established initially by the Committee. In each case, as reasonable and appropriate, the Superintendent will submit a job description or job specification for the Committee's consideration and action.

Although positions may remain temporarily unfilled or the number of persons holding the same type of position reduced in event of de-staffing requirements, only the Committee may abolish a position it has created.

SOURCE: MASC

FIRST READING:	01-16-07
SECOND READING:	02-28-07
ADOPTED:	02-28-07
REVIEWED:	04-28-21

File: GDE

SUPPORT STAFF RECRUITING/POSTING OF VACANCIES

The School Committee will establish and budget for support staff positions in the school system on the basis of need.

The recruitment and selection of candidates for such positions will be the responsibility of the Principal for building based positions, and the Superintendent for District-wide positions, who will confer with Principals and other supervisory personnel, as appropriate, in making a selection.

All support staff vacancies will be made known to all support staff personnel.

SOURCE: MASC; Collective Bargaining Agreements

FIRST READING:	01-16-07
SECOND READING:	02-28-07
ADOPTED:	02-28-07
REVIEWED:	04-28-21

File: GDF

SUPPORT STAFF HIRING

All candidates will be considered on the basis of their merits, qualifications, and the needs of the school system. In each instance, the Superintendent and others playing a role in the selection process will seek to employ the best qualified person within the available fiscal resources for the job.

Vacancies in positions will be filled by the Superintendent and/or the Principal in accordance with the law and with the applicable regulations.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:55B; 71:59B; Collective Bargaining Agreements

FIRST READING:	01-16-07
SECOND READING:	02-28-07
ADOPTED:	02-28-07
REVIEWED:	04-28-21

File: GDJ

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

The Superintendent will make Tantasqua District assignments and transfers of support staff members for the efficient operation of the school department as necessary.

The preferences of employees will be taken into consideration in making assignments and transfers; however, the best interests of students and the school system must be given priority.

Within an individual school, the Principal may assign support staff members to tasks appropriate to their positions and qualifications.

SOURCE: MASC

CONTRACT REFS.: Collective Bargaining Agreements

FIRST READING:	01-16-07
SECOND READING:	02-28-07
ADOPTED:	02-28-07
REVIEWED:	04-28-21

EVALUATION OF SUPPORT STAFF

A program of continuous observation and evaluation will be developed to find qualified employees to fill vacancies, determine assignments and equitable work loads, and establish wage and salary policies that encourage employees to put forth their best efforts.

Each employee will be informed of the basis upon which they are to be evaluated in advance of evaluation.

SOURCE: MASC

CONTRACT REFS.: Collective Bargaining Agreements

FIRST READING:	01-16-07
SECOND READING:	02-28-07
ADOPTED:	02-28-07
REVIEWED:	04-28-21

File: GDQD

SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS

Support staff employees employed by the Tantasqua School District may be terminated by the Principal of the building in which they serve, with the approval of the Superintendent. However, employees may request the Superintendent to review the circumstances of their termination.

Support staff employees will generally be given notice of their dismissal two weeks prior to the effective date, unless the Principal determines that to do otherwise is in the best interest of students.

The Superintendent, or the Principal, with the approval of the Superintendent, may also suspend employees from their assignments.

SOURCE: MASC

CONTRACT REFS: Collective Bargaining Agreements

FIRST READING:	01-16-07
SECOND READING:	02-28-07
ADOPTED:	02-28-07
REVIEWED:	04-28-21

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Chapter 150E of the Massachusetts General Laws.

Basic to all employer/employee negotiations is the concept of "bargaining in good faith," including respecting established ground rules. It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

SOURCE: MASC

LEGAL REF.: M.G.L. 150E:1 et seq.

FIRST READING: 03-20-07
SECOND READING: 04-25-07
ADOPTED: 04-25-07

AMEND FIRST READING: 02-15-22
AMEND SECOND READING: 03-15-22
AMEND ADOPTED: 03-15-22

Reviewed: 12-07-23 (by subcommittee)

Reviewed: 02-28-24

File: HF

SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized bargaining units. The Committee may choose to designate and/or hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed. Members of the Negotiating Subcommittee will also serve on the Negotiating Team for all collective bargaining agreements.

The School Committee will appoint the negotiator and the fee or salary for their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator(s) will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and other terms and conditions of employment.

    a. The negotiator may recommend members of the administration to the Superintendent to serve on the negotiation team, subject to approval by the Subcommittee. They will not be members of any unit that negotiates with the Subcommittee.

    b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.

    c. They will follow guidelines set forth by the Subcommittee as to acceptable agreements and will report on the progress of negotiations.

    d. They will make recommendations to the Subcommittee as to acceptable agreements.

2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

SOURCE: MASC
LEGAL REF.: M.G.L. 71:37E

FIRST READING: 05-20-08
SECOND READING: 06-17-08
ADOPTED: 06-17-08

Amend First Reading: 05-18-21
Amend Second Reading: 06-15-21
Amend Adoption: 06-15-21

Reviewed: 12-07-23 (by subcommittee)
Reviewed: 02-28-24

DEMOCRATIC TRADITION

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth.

SOURCE: MASC

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

FIRST READING: 09-19-06
SECOND READING: 10-17-06
ADOPTED: 10-17-06

Reviewed: 05-18-21

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

1. The School Committee shall schedule a school year which includes at least 185 school days for each school in the District

2. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulations. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents/guardians, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. 4:7; 15:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
Board of Education Regulations for School Year and School Day, effective 9/1/75
Board of Education, Student Learning Time Regulations
603 CMR 27.00, Adopted 12/20/94

FIRST READING: 09-19-06
SECOND READING: 10-17-06
ADOPTED: 10-17-06

Amended First Reading: 10-20-20
Amended Second Reading: 11-17-20
Amended Adoption: 11-17-20

File: ID

SCHOOL DAY

The length of the school day is established in the collective bargaining agreements with the various school unions. The specific opening and closing times of the schools will be recommended by the Superintendent and set by the Committee.

The Superintendent is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to Committee approval.

Parents and guardians will be informed of the opening and closing times set by the Committee. To help insure the safety of all children, parents will also be notified that students will not be admitted into the school building until 10 minutes prior to the start of the official day unless authorized by the Principal or unless bus schedules require earlier admittance.

SOURCE: MASC

LEGAL REFS.: M.G.L. 15:1G; 71:1; 71:59
Board of Education Regulations for School Year and Day, effective 9/1/75

FIRST READING: 09-19-06
SECOND READING: 10-17-06
ADOPTED: 10-17-06

Reviewed: 09-24-20

Reviewed: 05-18-21

File: IGA/IGD

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

SOURCE: MASC - Updated 2023

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E

603 CMR 26:05

NEW FIRST READING: 9-19-24
NEW SECOND READING: 10-24-24
ADOPTED: 10-24-24

SUPPORT SERVICES PROGRAMS

The Student Services staff will work in cooperation with District building staff and administration to coordinate and supervise the implementation of curriculum, the instructional program, and support services including the coordination of psychological services, speech correction, homebound and hospital teaching and such other programs to meet the needs of all students.

Curricular Supervision and Coordination

Coordinating personnel for specific curricular areas shall be assigned by the administration. These coordinators shall assist in the organization, supervision, and coordination of subject material and activities in the schools.

SOURCE: MASC April 2019

CROSS REF.: ACE, Nondiscrimination on the Basis of Disability

FIRST READING:	09-19-06
SECOND READING:	10-17-06
ADOPTED:	10-17-06
Amend First Reading:	10-20-20
Amend Second Reading:	11-17-20
Amend Adoption:	11-17-20

TITLE I

The Tantasqua Regional School Committee directs the school administration to establish procedures for the appropriate use of Title I grant funds and the effective implementation of the support programs supported by those funds, including procedures on parental involvement.

CROSS REF: IGBE, Supplement, Not Supplant Policy for Targeted Assistance
IHBD, Compensatory Education

FIRST READING: 05-20-08
SECOND READING: 06-17-08
ADOPTED: 06-17-08

REVIEWED: 10-19-21

File: IHAM-1

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

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

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

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

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

The Superintendent of Schools will distribute a copy of this policy to each Principal at the start of each year.

REF.: Department of Education

LEGAL REF.: MGL 71:32

FIRST READING: 11-15-05
SECOND READING: 12-20-05
ADOPTED: 12-20-05

Amend First Reading: 01-18-22
Amend Second Reading: 02-15-22
Amend Adoption: 02-15-22

File: IHAMB

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades 7-12.

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

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

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

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent.

In order to prevent students from starting to use substances, delay the start of use, and connect students at risk for substance abuse with important resources and support, Tantasqua Regional School District staff will be providing interview-based screening for students in targeted grades and as determined beneficial to students with at risk behaviors, about the use of tobacco, alcohol, marijuana and other drugs. The screening is known as SBIRT (screening, brief intervention, referral to treatment).

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

SOURCE: MASC March 2016
LEGAL REFS.: M.G.L. 71:1 ;71:96
CROSS REFS: GBEC, Drug Free Workplace Policy
JICH, Drug and Alcohol Use by Students

FIRST READING: 03-01-17
SECOND READING: 03-21-17
ADOPTED: 03-21-17

Amended First Reading: 03-20-18
Amended Second Reading: 04-25-18
Amended Adoption: 04-25-18

Replaces policy IHAMA

HEALTH EDUCATION
(Exemption Procedure)

Exemption will be granted from a specific portion of health education curriculum on the grounds that the material taught is contrary to the sincerely held religious beliefs and/or teachings of the student or the student's parent/guardian.

A request for exemption must be submitted in writing to the Principal in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.

The Principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

The Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:1

FIRST READING: 11-15-05
SECOND READING: 12-20-05
ADOPTED: 12-20-05

REVIEWED 01-18-22

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs will be eligible for special education services from the age of three until reaching their 22nd birthday, provided they have not attained a high school diploma or its equivalent.

Most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

Parents/guardians will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents/guardians will be accorded the right of due process.

The District will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the committee will make every effort to obtain financial assistance from all sources.

SOURCE: MASC

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 7/1/81
603 CMR 28:00 inclusive

FIRST READING: 05-15-07
SECOND READING: 06-19-07
ADOPTED: 06-19-07

Amended First Reading: 10-20-21
Amended Second Reading: 11-17-21
Amended Adoption: 11-17-21

PROGRAMS FOR STUDENTS WITH DISABILITIES

The District shall provide appropriate educational opportunities to all resident students to lead fulfilling and productive lives in accordance with the requirements of state and federal statutes

SOURCE: MASC

LEGAL REFS: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 7/1/81
603 CMR 28:00 inclusive

FIRST READING: 05-15-07
SECOND READING: 06-19-07
ADOPTED: 06-19-07

REVIEWED: 10-19-21

COMPENSATORY EDUCATION
(Title I)

Title I funds shall be used to provide educational services that are in addition to the regular services provided for District students. The School Committee will provide to the Title I students comparable curriculum materials, supplies and teaching staff as found in the regular educational program.

SOURCE: MASC
LEGAL REF: Title I, ESSA

FIRST READING: 05-15-07
SECOND READING: 06-19-07
ADOPTED: 06-19-07

REVIEWED: 10-19-21

TARGETED ASSISTANCE PROGRAMS FOR TITLE I SCHOOLS

A Targeted Assistance program is one in which the District uses Title I funds in a school to provide supplemental educational services to students who are failing or most at risk of failing to meet the Department of Education's academic achievement standards. The District is then required to:

- identify participants using educationally-related, objective, and uniformly applied criteria;
- exclusively serve children with greatest academic needs and in targeted area(s),

Title I services must be *supplementary* to regular services, i.e. services that would be offered in the absence of Title I.

Individual staff members identified as "Title I staff" may only serve Title I children. For staff who are split-funded, i.e. salaries paid in part by Title I, the District must keep accurate time and effort reports to show that Title I funds are being used according to the federal program guidelines for the percentage of time the staff member is funded by Title I.

SOURCE: NCLB §1120A;
NCLB §§1114~1116

FIRST READING: 05-20-08
SECOND READING: 06-17-08
ADOPTED: 06-17-08

REVIEWED: 10-19-21

ENGLISH LEARNERS

The Tantasqua School District shall provide suitable research-based language instructional programs for all identified English learners in grades 7 through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English. Identification methods shall also include observations, intake assessments, and recommendations of parents/guardians, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to the Massachusetts Department of Elementary and Secondary Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by the Massachusetts Department of Elementary and Secondary Education to comply with federal law.

SOURCE: MASC 2006

LEGAL REFS.: Elementary and Secondary Education Act, as amended
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

FIRST READING: 05-15-07
SECOND READING: 06-19-07
ADOPTED: 06-19-07

Amended First Reading: 11-17-20
Amended Second Reading: 12-15-20
Amended Adoption: 12-15-20

HOMEBOUND INSTRUCTION

The schools shall furnish homebound instruction to those students who are unable to attend classes for at least fourteen consecutive school days due to a physical injury, medical situation, or a severe emotional problem and who provide a written statement from a medical doctor requesting such instruction, stating the reasons why, and estimating the time the student will require the service.

This statement must be sent to the building principal for initial review. The principal will coordinate such services with special education director for eligible students.

Homebound instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization. The instruction is subject in all cases to the availability of qualified teachers. All reasonable efforts shall be made to accommodate student needs and curriculum requirements. **T**eachers are assigned to homebound instruction by the principal with the approval of the Superintendent.

SOURCE: MASC

FIRST READING: 03-05-08
SECOND READING: 04-15-08
ADOPTED: 04-15-08

Amend First Reading: 01-18-22
Amend Second Reading: 02-15-22
Amend Adoption: 02-15-22

HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meets the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Committee delegates the approval of home instruction to the Superintendent. Any rejection of an application by the Superintendent is subject to review by the committee.

The Superintendent shall give the parent/guardian notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent in deciding whether or not to approve a home education proposal may include:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents to teach the children,
3. The textbooks, workbooks, and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards or an independent report made by someone approved by the Superintendent and acceptable to both the Superintendent and parents. Additional approved assessments may include daily logs, journals, progress reports or portfolios. All evidence of assessment must include dated work samples.

A student being educated in a home-based educational program within the District may only have access to public school activities that are of a non-credit, non-graded extracurricular nature upon approval of the Superintendent.

SOURCE: MASC

LEGAL REFS.: M.G.L. 69:1D; 76:1,
Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324 (1987)

FIRST READING: 11-17-09
SECOND READING: 12-15-09
ADOPTED: 12-15-09 Cont'd

Amended First Reading: 09-17-19
Amended Second Reading: 10-15-19
Amended Adoption: 10-15-19

Reviewed: 10-24-24

Reviewed: 10-21-25

File: IJ

INSTRUCTIONAL MATERIALS

Instructional materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary approval**.**

The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Pursuant to federal and state laws, all materials must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, homelessness, sex, gender identity, physical disabilities or sexual orientation, and that allows sufficient accommodation to meet the special needs of individual students and groups of students. The following criteria should also be utilized in the selection process:

1. They must strive to present balanced views of international, national, and local issues and problems of the past, present and future.

2. They must stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.

3. They must help students develop abilities in critical reading and thinking.

4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.

The responsibility for determining which materials shall be withdrawn shall rest with the professional staff. A vote of the School Committee to declare items obsolete will be required prior to disposal of instructional and supplementary materials.

SOURCE: MASC
LEGAL REFS.: M.G.L. 71:48; 71:49; 71:50
BESE Regulations 603 CMR 26:00

FIRST READING: 12-18-07
SECOND READING: 01-15-08
ADOPTED: 01-15-08

Amended First Reading: 10-16-12
Amended Second Reading: 11-20-12
Adopted: 11-20-12

Amended First Reading: 01-18-22
Amended Second Reading: 03-15-22
Amended: 03-15-22

File: IJL

LIBRARY MATERIALS SELECTION, ADOPTION AND WITHDRAWAL

The School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.

2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.

4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all instructional personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The library teacher will recommend materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building Principal subject to the approval of the Superintendent.

Gifts of library books will be accepted in keeping with the above policy on selection.

A vote of the School Committee to declare items obsolete will be required prior to disposal of library or integrated learning center materials.

SOURCE: MASC
LEGAL REF.: 603 CMR 26:05

FIRST READING: 12-18-07
SECOND READING: 01-15-08
ADOPTED: 01-15-08

AMEND FIRST READING: 01-18-22
AMEND SECOND READING: 02-15-22
ADOPTED 02-15-22

ACCESS TO DIGITAL RESOURCES

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

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

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

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

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

Empowered Digital Use

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

Employee Use

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

Community Use

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

Disregard of Rules and Responsibility for Damages

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

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

SOURCE: MASC

LEGAL REFS: 47 USC § 254

EMPOWERED DIGITAL USE FORM

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

FIRST READING: 09-17-19
SECOND READING: 10-15-19
ADOPTION: 10-15-19

Reviewed: 10-24-24

File: IJNDD

POLICY ON SOCIAL NETWORKING

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

1) improper fraternization with students using social networks, such as Facebook, internet sites, email, cell phone, texting or telephone.
2) inappropriateness of posting items with sexual content
2) inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
2) examples of inappropriate behavior from other districts, as behavior to avoid
2) monitoring and penalties for improper use of district computers and technology
2) the possibility of appropriate disciplinary action pursuant to the applicable contract, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees may periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When computers and websites are used by staff inappropriately, as described above, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and apply appropriate disciplinary action pursuant to the applicable contract.

FIRST READING: 02-15-11
SECOND READING: 04-27-11
ADOPTED: 04-27-11

REVIEWED 01-18-22

FIELD TRIPS

The School Committee encourages field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Principal.

The Principal will establish regulations to assure that:

1. All students have parental permission for trips.

2. All trips are properly supervised.

3. All safety precautions are observed.

4. All trips contribute to the educational program.

SOURCE: MASC
CROSS REF: Policy GBJC, C.O.R.I.
Policy JJA, Late Night and Overnight Student Travel

FIRST READING: 02-13-08
SECOND READING: 03-05-08
ADOPTED: 03-05-08

AMEND FIRST READING: 01-18-22
AMEND SECOND READING: 02-15-22
AMEND ADOPTION: 02-15-22

Reviewed: 03-21-23 (by the School Committee)

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel. All progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

In addition to the periodic reports, parents will be notified when a student's performance requires special notification as may be determined by federal or state law.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers and the building principal, who will submit the proposal to the Central Office review. A copy of major changes in the school's reporting system will be shared with School Committee prior to its implementation.

SOURCE: MASC
FIRST READING: 12-18-07
SECOND READING: 01-15-08
ADOPTED: 01-15-08

AMEND FIRST READING: 02-15-22
AMEND SECOND READING: 03-15-22
AMEND ADOPTED: 03-15-22

PROMOTION AND RETENTION OF STUDENTS

The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

In grades 7 and 8 students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal. In grades 9-12 promotion to the next grade is credit based.

SOURCE: MASC
FIRST READING: 12-18-07
SECOND READING: 01-15-08
ADOPTED: 01-15-08

AMEND FIRST READING: 02-15-22
AMEND SECOND READING: 03-15-22
AMEND ADOPTED: 03-15-22

COMPETENCY DETERMINATION

This policy establishes the requirements for students at Tantasqua Regional High School (TRHS) to meet the Massachusetts Competency Determination (CD) for graduation. The CD requires students to demonstrate mastery of skills, competencies, and knowledge in specific subject areas.

General Requirements

To satisfy the CD, all students must:

- Demonstrate mastery in English Language Arts (ELA), Mathematics, Science, and, beginning with the graduating class of 2027, U.S. History.
- Complete relevant coursework aligned with state standards.
- Successfully complete and achieve a 70 (C-) in each course or an equivalent measure.

Coursework and Mastery Requirements

TRHS students must meet specific course and grade requirements to demonstrate mastery. If a student does not meet the initial minimum passing grade, they may be required to take additional coursework.

English Language Arts (ELA)

To demonstrate mastery, a student must:

- Take and pass Literature and Composition I and II with a minimum combined average grade of 70 (C-).
- If the combined average grade is 60 to 69, the student must also take and pass one additional ELA course from the World Literature, American Literature, or British Literature selections in the Program of Studies. This does not increase the total ELA credit requirement for graduation but restricts course selection.

Mathematics

To demonstrate mastery, a student must:

- Take and pass Algebra I Part I and Part II with a minimum combined average grade of 70 (C-) and Geometry with a minimum grade of 70 (C-).
- If the grade for these courses is 60 to 69, the student must also take and pass one additional mathematics course from the Program of Studies. This increases the total mandatory mathematics credits from 15 to 20.

Science

To demonstrate mastery, a student must:

- Take and pass Physical Science or Biology with a minimum grade of 70 (C-).
- If the grade for these courses is 60 to 69, the student must also take and pass one additional science course. This increases the total mandatory science credits from 15 to 20.

U.S. History

Starting with the graduating class of 2027, a student must:

1. Take and pass U.S. History with a minimum grade of 70 (C-).
2. If the grade for this course is 60 to 69, the student must also take and pass one additional history course. This increases the total mandatory history credits from 15 to 20.

Alternative Pathways to Competency Determination

Students who do not meet the minimum course grade requirements can also demonstrate competency by:

1. Scoring at least 500 on the relevant MCAS subject-matter test.
2. Completing additional identified coursework as specified by the District.

Additional Considerations

Students with Disabilities

- TRHS is committed to providing a Free and Appropriate Public Education (FAPE) and ensuring students with disabilities meet CD and local graduation requirements.
- The CD must be a part of the IEP Team's transition planning.
- Students with out-of-district placements must meet the CD policy of the placing school district.

English Language Learners (ELLs)

- The school will determine, on a case-by-case basis, the necessary courses for ELLs to achieve language proficiency and meet CD requirements.

Late-Enrolling Students

Students who enroll in TRHS after their ninth-grade year may be granted a CD based on:

5. A transcript review by the district administration.
6. Additional course requirements as determined by the district administration.
7. A qualifying MCAS score of at least 500 or a substituted equivalent that the district certifies satisfies the same academic standards.

Appeals Process

(a) Current students, parents, and guardians may appeal a competency determination decision through the established district appeals procedures.

(b) In the event of a dispute regarding the accuracy or content of academic transcripts, a written appeal may be filed to the building administration team for a formal review. The appeals process provides an opportunity for students to request a comprehensive examination of their transcript, addressing any potential discrepancies or concerns.

LEGAL REFS.: M.G.L. c.69, §1D; 603 CMR 30.00; DESE Competency Determination Guidance
CROSS REF.: IKF, Graduation Requirements; Student Handbook
SOURCE: MASC

FIRST READING: 10/21/25
SECOND READING: 11/19/25
ADOPTION: 11/19/25

GRADUATION REQUIREMENTS

To graduate from Tantasqua Regional High School, an enrolled student must earn at least 140 credits and comply with District competency determination requirements. Course requirements are as follows:

1. A minimum of four courses of English (20 credits)
    - Take one 5-credit English course every year
    - Pass Literature & Composition I & II
    - Pass other English elective(s)

2) A minimum of three math courses (15 credits)

3) A minimum of three courses of lab-based Science, which may include Technology/Engineering (15 credits)

    - Pass Physical Science (or Honors Biology in grade 9)
    - Pass Biology
    - Pass other Science elective(s)

4) A minimum of three courses of History/Social Science, including US History & World History (15 credits)

    - Pass World History
    - Pass US History I (or AP US History)
    - Pass US History II (or AP US History)

5) Four years of participation Physical Education (10 credits, plus required activities in Grades 11-12)

    - 9th Grade – all freshmen take First Year Foundations
    - 10th Grade – all sophomores take Health
    - 11th Grade – all juniors participate in Relay for Life
    - 12th Grade – all seniors participate in Credit for Life
    - ALL STUDENTS take two additional gym classes at some point during their high school career

6) Once course of Visual or Performing Arts (5 credits)

Additional credits needed for graduation may be selected from among elective courses. Attendance requirements must also be met as outlined in the student handbook.

LEGAL REFS.: M.G.L. C.69, 1d; 603 CMR 30.00, dese Competency Determination Guidance
CROSS REF.; IKF, Graduation Requirements; Student Handbook
SOURCE: MASC

First Reading: **10/21/25**
Second Reading: **11/19/25**
Adoption: **11/19/25**

File: ILD

STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if he/she is at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
SOURCE: MASC

First Reading: 05-21-19
Second Reading: 06-04-19
Adoption: 06-04-19
Reviewed: 02-15-22

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. Controversial issues are defined as those problems, subjects or questions about which there are significant differences of opinion, for which there are no easy resolutions and discussion of which generally creates strong feelings among people. Such issues may vary according to region, community, prevailing political, economic and sociological climate and time.

One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Classroom Discussions

1. Controversial issues selected for classroom discussion must relate directly to adopted curriculum.

2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.

3. The approach to discussion of these issues in the classroom should strive to be objective and scholarly with minimum emphasis on opinion and maximum emphasis on fact-based, intelligent analysis.

4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.

5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).

6. In all cases teachers must obtain permission from the appropriate Principal to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.

2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least two weeks before the scheduled date of presentation.

3. Principals will provide parental notification prior to an approved student-initiated forum. If parents choose to not have their children participate in an approved student-initiated forum, it is their responsibility to notify the Principal's office.

4. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

No permission will be granted to non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Committee's policy on community use of school facilities, state and federal law.

No permission will be granted to outsiders for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

SOURCE: MASC

FIRST READING: 11-21-06
SECOND READING: 12-19-06
ADOPTED: 12-19-06

REVIEWED: 02-15-22

OBSERVANCE OF RELIGIOUS HOLIDAYS

The observance of religious holidays is not the responsibility of the public schools.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

FIRST READING: 03-05-08
SECOND READING: 04-15-08
ADOPTED: 04-15-08

REVIEWED: 02-15-22

File: IMG

ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the building Principal.

The Tantasqua Regional School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public health publication “Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the Tantasqua School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).
Fur-Bearing Animals (pet dogs*, cats, wolf-hybrids, ferrets, etc.,) **-** These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.
Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.
Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs -** These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The Tantasqua Regional School District Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability". The regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability".

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist individuals with mobility impairments with balance.

The Tantasqua Regional School District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the dog shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the dog will be required to remove the service animal from Tantasqua Regional School District premises immediately.

If any student or staff member assigned to the classroom in which an service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate Tantasqua School District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom assignment. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the students.

When a student will be accompanied by an service animal at school or in other Tantasqua Regional School District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance dog in District facilities and on school transportation vehicles.

FIRST READING:	04-27-11
SECOND READING:	05-17-11
ADOPTED:	05-17-11

Source: MASC
Legal References: ADA 28 CFR Part 35

REVIEWED:	02-15-22

REVIEWED:	05-23-22

USE OF THERAPY (COMFORT) DOGS IN SCHOOLS

The school district supports the use of therapy dogs for the benefit of its students, subject to the conditions of this policy and to district procedures promulgated by the Superintendent.

A therapy dog is a dog that has been individually trained, evaluated and registered with their handler to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school or other facility. Therapy dogs are not "emotional support animals" or "service animals."

A handler is an individual who has been trained, evaluated and registered with their therapy dog to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school or other facility.

A therapy dog is the personal property of the handler and is not the property of the school district. The handler shall assume full responsibility for the therapy dog's care, behavior and suitability for interacting with students and others in the school while the therapy dog is on school district property.

At the request of the principal or their designee, a handler who wishes to bring a therapy dog to school district property shall submit a completed written request form to the Superintendent or the Superintendent's designee, for approval. The request form is available through the Superintendent's Office. A request form shall be submitted for approval each school year and/or whenever the handler wishes to use a different therapy dog. Such approval may be rescinded at any time at the sole discretion of the superintendent. Once the Superintendent or the Superintendent's designee approves the request, a plan for dog visits shall be developed with the Principal or the Principal's designee.

The use of a therapy dog will be communicated to the staff and families annually. Any request to be excluded from access to service animal(s) should be communicated directly to administrators.

FIRST READING: 09-19-23
SECOND READING: 10-17-23
ADOPTED: 10-17-23

Reviewed 10-24-24

File: JB

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

To accomplish this, the District and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

SOURCE: MASC

LEGAL REFS: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
603 CMR 26:00
603 CMR 28:00
The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015
Acts of 2022, Chapter 117 –

CROSS REF.: AC, Nondiscrimination

First Reading: 02-13-08
Second Reading: 03-05-08
Adoption: 03-05-08
Amended First Reading: 10-16-12
Amended Second Reading: 11-20-12
Adoption: 11-20-12
Amended First Reading: 04-25-18
Amended Second Reading: 05-22-18
Adoption: 05-22-18

Reviewed: 12-07-24 (by Subcommittee)
Reviewed: 02-28-24

Educational Equity

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will strive to:

1. Systematically, when appropriate, use district wide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.

2. Raise the achievement of all students.

3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.

2. Seek to promote educational equity as a priority in professional development and educator evaluation.

3. Endeavor to create schools with a welcoming and inclusive culture and environment.

4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

SOURCE: MASC

FIRST READING: 02-28-24
SECOND READING: 03-19-24
ADOPTED: 03-19-24

File: JF

SCHOOL ADMISSIONS

All children of school age who reside in the Tantasqua Regional School District towns are entitled to attend the public schools, as are children who do not reside in said towns but who are admitted under school committee policies relating to non-resident students.

Every student seeking admission to the Tantasqua Regional School District who has not attended the elementary school of a member town from Union 61, must present the following at the time of enrollment: transfer card (if coming from a Massachusetts public school), a birth certificate or equivalent proof of age acceptable to the principal, proof of vaccination and immunization as required by the state and the school committee, and proof of residency, as detailed below, in a member town.

Two forms documenting proof of residency of the parent/guardians are required for students not transferring from the elementary schools of the member towns as detailed in the student handbook.

If a child is residing in the home of a guardian, a notarized letter from the guardian will be required or formal Division of Social Services notification, whichever is applicable. Legal proof of guardianship shall be required along with proof of residency. Proof of residency and/or guardianship may be required by school officials at any time.

A school selected must immediately enroll a homeless child or youth, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization, and other required health records, proof of residency and/or guardianship, birth certificates or other documentation), has missed application or enrollment deadlines during a period of homelessness, or has outstanding fees.

SOURCE: MASC
LEGAL REFS.: M.G.L. 76:1; 76:5; 76:13; 76:15; 76:15A
603 CMR 26:01; 26:02; 26:03
CROSS REFS.: JLCA, Physical Examination of Students
JLCB, Inoculations of Students
JFBB, School Choice
JFABD Homeless Students: Enrollment Rights and Services
JFABE Educational Opportunities for Military Children
JFABF Educational Opportunities for Foster Children

FIRST READING:	03-5-08
SECOND READING:	04-15-08
ADOPTED:	04-15-08

Amended First Reading:	10-16-18
Amended Second Reading:	11-20-18
Adopted:	11-20-18

Reviewed:	09-24-20

JUNIOR HIGH PATHWAY EXPLORATION POLICY

Tantasqua Junior High School provides all students with opportunities to explore academic and career pathways, develop personal interests, and prepare for high school and beyond. Consistent with 603 CMR 4.00, this policy describes how students and families are informed about high school options, career technical education (CTE) programs, and exploratory courses that support career-connected learning.

GOALS

- Ensure every student has equitable access to information about secondary school pathways, including Tantasqua Regional High School's Career & Technical programs, regional vocational schools, and agricultural high schools.
- Embed career awareness and self-discovery into academic experiences using a college and career exploration platform in grades 7-8.
- Offer Exploratory courses that foster creativity, problem-solving, and foundational skills across multiple disciplines, helping students connect personal interests with potential careers.

HIGH SCHOOL PATHWAY OPTIONS

Students are introduced to:

- Tantasqua Regional Vocational High School and its CTE programs in fields such as culinary, health services, information technology, manufacturing, and trades.
- Approved regional vocational/technical and agricultural high schools.

Presentation and written materials explain how these options align with postsecondary education and workforce opportunities.

EXPLORATORY AND CAREER CONNECTIONS

Exploratories provide hands-on experiences that help students identify strengths and interest while supporting future planning:

- **Physical Education:** Students engage in fitness, lifetime activities, and sports skills that promote health and teamwork.
- **Grade 7 Technology Education:** Courses include digital tools, spreadsheets, coding and engineering challenges such as air skimmers, gliders and Project Lead the Way activities.
- **Health Education:** Courses develop healthy behaviors, decision-making, stress management, SEL, and wellness awareness.
- **Art:** Students learn the Elements of Art and Principles of Design, experiment with diverse media, and develop creativity and confidence.

These offerings, combined with college and career exploration activities, help students see how interests link to high school pathways, postsecondary education, and careers.

Career Exploration Activities

- Lessons are embedded in grades 7 and 8, supporting goal setting, interest inventories, and academic planning.
- Each Fall, students receive presentations from guidance counselors, high school CTE staff, and vocational school representatives.

- Information is distributed via the school communications including school website, email, and print materials.

Regional Vocational Technical Tours

Tantasqua Junior High will collaborate with the Regional Vocational School to allow interested students to participate in tours during the school day as follows.

- The Junior High School Principal or their designee will partner with the Vocational Director or their designee of the Regional Vocational Technical School to identify a mutually agreeable date or dates when 8th graders can tour the Regional Vocation Technical Schools.
- Tours will be scheduled to take place during school hours, consistent with state law, and will not exceed 3 hours, to minimize the loss of instructional hours mandated by the state. In addition, no individual student will be permitted to participate in more than one tour during the school day.
- Consistent with School Committee Policy and administrative procedures, student participation in the tour will be contingent on informing the student's parent or guardian of the touring date every Fall.
- Student Absences for tours will not be recorded as an unexcused absence and students will be responsible for completing any missed assignments.
- The Regional Vocational Technical School will be responsible for the provision of chaperones throughout the tour.

Records and Admission Support

- Guidance staff will maintain records of student participation in a college and career readiness program, CTE tours, and exploratory course enrollment.
- Necessary student data will be provided to CTE schools during admissions, following applicable laws and regulations.

Maintenance of Records

The Superintendent of Schools or their designee will maintain an annual project plan for middle school pathway exploration opportunities and will log the dates and number of participants in all activities including pathways exploration assemblies and school tours to the Regional Vocational Technical School. Student participation in middle school career exploration activities will also be tracked.

LEGAL REFS.: 603cmr 4.00

CROSS REF.: Student Handbook, Program of Studies

FIRST READING & ADOPTION: 10/21/2025

File: JFABB

INTERNATIONAL EXCHANGE STUDENTS

The Tantasqua Regional School District actively promotes international understanding and global awareness among young people from this country and from other countries by hosting international exchange students.

Selection and acceptance of International Foreign Exchange Students shall be at the discretion of the building principal, acting in accordance with the Acceptance of International Foreign Exchange Students Procedures.

REF: Procedures for Selection and Acceptance of International Exchange Students

FIRST READING: 02-13-08
SECOND READING: 03-05-08
ADOPTED: 03-05-08

AMEND FIRST READING: 03-15-22
AMEND SECOND READING: 04-27-22
AMENDED: 04-27-22

Reviewed: 01-16-24 (by Subcommittee)

Reviewed 03-19-24

ADMISSION OF TRANSFER STUDENTS

The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.

To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.

SOURCE: MASC
LEGAL REFS.: Chapter 12, Section 11 of the Acts of 2010

FIRST READING: 05-17-11
SECOND READING: 06-21-11
ADOPTED: 06-21-11

Reviewed: 03-15-22

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

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

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

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

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

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

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

SOURCE: MASC

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as most recently amended.

FIRST READING: 10-16-18
SECOND READING: 11-20-18
ADOPTED: 11-20-18

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

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

Definitions

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

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

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

Eligible students are children of military families as well as children of veterans who have been severely injured and medically discharged, and active duty personnel who die**d** on active duty.

Children of retired active-duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

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

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.

- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.

- Students of active duty personnel shall have additional excused absences**,** as necessary, for visitations relative to leave or deployment.

- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.

- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. Part I, Title II, Chapter 15E; Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC

FIRST READING:	10-16-18
SECOND READING:	11-20-18
ADOPTED:	11-20-18
Amend First Reading:	03-19-24
Amend Second Reading:	04-30-24
Adopted:	04-30-24

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with The Department of Children and Families (DCF) to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or**,** if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care**;** however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

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

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

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information

is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

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

SOURCE: MASC

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

FIRST READING:	10-16-18
SECOND READING:	11-20-18
ADOPTED:	11-20-18
Amend First Reading:	03-19-24
Amend Second Reading:	04-30-24
Adopted:	04-30-24

SCHOOL CHOICE

It is the policy of this school district to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law. This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing. Unless the School Committee votes to not participate, the following local conditions will apply:

1. That by May 1 of every school year, the administration will determine the number of spaces available to choice students in each grade.
2. That by June 1st of every school year, a public hearing will be held to review participation in the school choice program.
3. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces at a particular grade level. Drawing will take place by July 1st. Further slots will be filled from waiting list of the initial drawing.
4. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school unless state funding is not available for the program. Per Department of Elementary and Secondary Education regulation, through academic year 2026-27 any student that attends a Union 61school under school choice for a minimum of three consecutive years, grade 4, 5, and 6 will be given priority acceptance. Thereafter acceptance will be based only on the random drawing.
5. Siblings of accepted children will be automatically accepted provided that the grade level has sufficient spaces as voted by the Committee.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, or proficiency in the English language.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

SOURCE: MASC
LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B
603 CMR 26:00
Acts of 2022, Chapter 117 -

First Reading: 02-11-09
Second Reading: 03-11-09
Adoption: 03-11-09

First Reading Amended: 10-16-12
Second Reading Amended: 11-20-12
Adoption: 11-20-12

First Reading Amended: 04-25-18
Second Reading Amended: 05-22-18
Adoption: 05-22-18

Amended First Reading: 01-21-20
Amended Second Reading: 02-26-20
Adopted: 02-26-20

Amended First Reading: 10-20-20
Amended Second Reading: 11-17-20
Adopted: 11-17-20

Amend First Reading: 11-22-22
Amend Second Reading: 12-20-22
Amend Adoption: 12-20-22

Reviewed: 01-11-24 (by Subcommittee)

Reviewed 03-19-24

TANTASQUA TECHNICAL DIVISION ADMISSIONS POLICY

I. Introductory Statement

The Technical Division program at Tantasqua Regional High School is fully integrated with the academic Program and is taken by students as additional education to their regular academics. The technology based Educational goals facilitate student attainment of national standards of competency in their technical areas. The admissions process is conducted as a straight lottery when the number of applicants exceeds available Openings. An admission process is necessary for vocational technical programs where there are more Applicants then openings. All applicants to the vocational technical education programs for grades nine Through twelve at Tantasqua Regional High School will be evaluated using the selection process contained in this Admission Policy. The Tantasqua Regional School committee approved this policy on October 19, 2021.

Applications for admission to Tantasqua CTE programs will be made available to students and families no Later than November 1st , prior to the February 1st submission deadline.

II. Equal Educational Opportunity

Tantasqua Regional High School Technical Division admits students, and makes available to them its Advantages, privileges, and courses of study, without regard to race, color, sex, gender identity, religion, National origin, sexual orientation, disability or homelessness. These are assurances are made in Compliance with federal standards: Title VI, Title IX and Section 504.

III. Eligibility Statement

Any eighth, ninth, or tenth grade student who is a student in Tantasqua Regional School District is eligible to apply for all admission or admission during the school year subject to the availability of openings to the Vocational technical education programs at Tantasqua.

School Choice:

Students who begin their enrollment as School Choice students may remain as School Choice students Throughout their enrollment at Tantasqua. All School Choice students must be able to arrange transportation to school. For the purposes of this policy, all School Choice students will be considered In-District.

Nonresident:

Nonresident applicants must file a *Chapter 74 Vocational Technical Nonresident Student Tuition Application* (located at: www.doe.mass.edu/cte/admissions) with the Superintendent of the student's district of residence in accordance with the MA Department of Elementary & Secondary Education Guidelines for the *Vocational Technical Education Program Nonresident Student Tuition Process* pursuant to M.G.L. c. 74: http//www.doe.mass.edu/cte/admissions/nonres_guidelines. M.G.L. c. 74 Section 8A requires that the municipality of residence provide transportation to students admitted to Tantasqua Regional High School – Technical Division as nonresidents under M.G.L. c.74, Sections 7 and 7C.

Transfer Students:

Transfer students from other chapter 74 state-approved vocational education programs are eligible to apply for fall admission or admission during the school year to the vocational technical education programs grades 9-12 at Tantasqua provided they expect to be promoted to the grade they seek to enter by their current school.

McKinney-Vento:
Students who are homeless will be accepted to Tantasqua Regional High School Technical Division according to the selection process contained in this admissions policy.

Home Schooled Applicants:
Students who are formally home schooled may apply for admission to Tantasqua Regional High School Technical Division, including admission during the school year, provided all Admissions Policy processes are followed. The Home School student's parent(s)/guardian(s) must submit a copy of the Home School approval letter from the local school superintendent. Home Schooled students will be accepted to Tantasqua Regional High School. For the purposes of this policy, Home Schooled students will be considered In-District.

IV. Organizational Structure

Tantasqua Regional High School is a public school located in Fiskdale, Massachusetts. Tantasqua is accredited by the New England Association of Schools and Colleges. Tantasqua is committed to providing quality vocational technical education programs.

It is the responsibility of the Technical Division Director to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy. The Technical Division has an Admission Committee appointed by the Technical Division Director. The committee consists of members of the Administration, members of the school counseling office, and members of student support services. Responsibilities of the Admissions Committee include:

A. determination of standards for admission
B. development and implementation of admission procedures
C. processing of applications
D. numbering of students' application for the lottery
E. acceptance of students
F. establishment and maintenance of a waiting list of acceptable candidates

The district will maintain accurate records of all students who apply for admission, students who enroll, and students placed on a waitlist. These records will be stored securely and made available to DESE upon request.

The Tantasqua Vocational Technical Division Director is responsible for disseminating information about Tantasqua vocational technical education programs through local school assemblies and press releases, and for collecting applications from students.

Tantasqua's Technical Division does not participate in the School Choice Program.

V. Recruitment Process

The School Counseling Department at the sending school (Tantasqua Regional Junior School) will be initially contacted in early November by a member of the school counseling office. Marketing information, applications, a current year application timeline, and any other relevant information will be shared with them.

Notification will be sent to the parents of all in-district eighth grade students by the beginning of November. It will be followed up with a Brite Arrow notification. This communication will provide

information about the 8th grade tour, the Tech Informational Night and how to access the information on Tanatsqua's website.

In late November all of the district eighth grade students will be transported during the school day to the high school. Members of the school counseling department and administration as well as current technical students will give a tour of the Technical program areas offered. Visiting students will also attend an

assembly presentation where team members will describe in detail the application process and remind participants of the upcoming tech night.

In that same week, the Technical Division will hold a Tech Night. All district and out-of-district students and parents have the option of attending.

In early December, district and out-of-district students will identify themselves by requesting an application from their School Counselor, as being interested in the Technical Division. All students and families can access the application of the website as well.

The School Counselor from the sending school is responsible for confirming that the student is on track for grade promotion. No other academic, attendance, or behavior information will be requested.

VI. Application Process

Students interested in applying to the Technical Division may attend voluntary information sessions and open houses as described above.

Application Process for Fall Admission to Ninth, Tenth, and Eleventh Grades:

1. Students interested in applying to Tantasqua Regional High School - Technical Division for fall admission must:
   a. Obtain an application from the local school Guidance Counselor.
   b. Return the completed application form to the local school Guidance Counselor by the deadline set by the Guidance Counselor.

2. It is the responsibility of the local school Guidance Counselor to:
   a. Confirm that the student is on track for grade promotion. No other academic, attendance, or behavior information wi be provided.

Application Process for Admission During the Current School Year:

1. Students interested in applying for mid-year admission must:
   a. Obtain an application from their local school School Counselor or online.
   b. Return the completed application form by the deadline set by the School Counselor.

2. Local school School Counselors are responsible for:
   a. Confirming that the student is on track for grade promotion only.

Late Applications:

Applications received after the deadline may not be accepted. If accepted, they will be evaluated using the same lottery process.

Waiting List:

The established waiting list for Tantasqua Regional High School Technical Division will expire February 1st. Students will need to reapply for admission for the following year at that time.

Transfer Students, Withdrawn Students, and Home School Students:
Processes remain as described above, with the school counselor providing only grade promotion confirmation.

VII. Selection Process

The Admission Committee processes received applications. Each application will be assigned a number to be used later for the purpose of the lottery draw.

All applications will be assigned a number. There will be two separate categories, in-district and out-of-district. All applications will be due on February 1.

The lottery process will begin with the in-district students. All applications will be numbered and on or before February 10th numbers will be drawn to create the list of accepted students. Once in-district student's names have been identified, it will be determined how many additional spots remain for the Freshmen class. If there are more applicants than seats, the remaining applicants will be placed on a waiting list using the same lottery process.

VIII. Maintenance of Records

Tantaqua High School maintains records of all students who apply, enroll, or waitlisted. The records are maintained by the Admissions Committee under the oversight of the Technical Director. This information is available to the DESE upon request.

IX. Enrollment and Conditional Admission

Enrollment in the Technical Division shall be conditional upon applicants having been promoted to the grade they seek to enter by their local school.

X. Program Placement

Students who complete an application for admission to the vocational technical education programs participate in a full school year exploratory program designed to help them learn about their talents, interests, and abilities relative to a variety of vocational technical programs. In addition, vocational technical program (shop) teachers use a common assessment to evaluate students during the exploratory program while students explore each program for one week. At the end of this exploratory period, each student selects his/her program of choice, as well as a second choice from the nine explored shops. If the number of enrollees seeking a particular program exceeds the number of openings, the evaluative points for the exploratory program received by the students rank order would determine the enrollee or enrollees who are placed in the particular program. Scores from the common rubric are used to create a rank order for shop selection.

Tech I offers exploratory opportunities that promote career awareness and planning. Through activity based instruction, students begin to develop employability skills. To acquire these skills, students will have the opportunity to work as a member of a team to interpret, analyze, and apply knowledge to solve problems while assuming responsibility for their own work. These experiences provide students a foundation that enables them to make informed decisions about career, technical school, or college opportunities. At the completion of Tech I students choose a shop of choice as a "Major" for the balance of the year, also known as Tech II. If there is no room in the student's first choice, they will be placed in an alternative selection and placed on a waitlist for their first choice.

Tech II offers students an opportunity to spend time in their shop for a deeper exploration. They report to their shop of choice to hone technical skills specific to the program. At the completion of Tech II, students may choose to remain in their shop or choose a different shop that will begin in grade 10. If a student seeks to change shops and there is no available space in that shop, the student will be placed on a waitlist.

Tantasqua is committed to supporting the ongoing success of all students. In regards to students enrolled into their permanent placements, students will receive continuous academic, technical, and career-focused support. Students will participate in a structure orientation that will introduce program expectations, available resources, safety protocols, and academic requirements. Students will receive periodic progress meetings guided by their school counselors to develop and implement their College and Career Plan. Additionally, when students show signs of change in any area, i.e. Attendance, Grades, Engagement, school staff intervene to provide targeted intervention strategies. To strengthen student motivation and retention, our Tech Program offers upperclassmen the opportunity to secure internships and/or cooperative education placements within their career area.

XI. Review and Appeals

The applicant's parent(s)/guardian(s), upon receipt of a letter from Tantasqua Technical Division indicating that the applicant was not accepted or placed on a waiting list for admission to the Technical Division, may request a review of the decision by sending a letter requesting a review to the Vocational Principal within thirty days of the receipt of the letter. The Principal will respond in writing to the letter with the findings of the review within thirty days. If after the review, the parent/guardian wishes to appeal the findings of the review they may do so by sending a letter requesting a review by the Superintendent of Schools to appeal the Principal's decision. The Superintendent will respond in writing to the letter with the findings of the review within thirty days.

The applicant's parent/guardian, upon receipt of a letter from Tantasqua Technical Division indicating that the applicant was not accepted or placed on a waiting list for a particular program, may request a review of the decision by sending a letter requesting a review to the Principal/Director within thirty days of the receipt of the letter. The Principal will respond in writing to the letter with the findings of the review within thirty days.

First Reading:	02-25-2026
Second Reading:	03-11-2026
Adoption:	03-11-2026

STUDENT ABSENCES AND EXCUSES

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

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; and observance of major religious holidays.

A student may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents/guardians can help their children by not allowing them to miss school needlessly.

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

Student Absence Notification Program

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

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

A student who has not graduated from high school and has been absent from school for ten (10) consecutive days of unexcused absence shall not be considered permanently removed from school unless the Principal has sent notice to the student, and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC February 2019

LEGAL REFS.: M.G.L. 76:1; 76:1A; 76:1B; 76:16; 76:18; 76:19; 76:20

CROSS REFERENCE: School Handbook

FIRST READING:	01-20-15
SECOND READING:	02-25-15
ADOPTED:	02-25-15

Amended First Reading:	10-20-20
Amended Second Reading:	11-17-20
Amended Adoption:	11-17-20

Amended First Reading:	03-19-24
Amended Second Reading:	04-30-24
Adopted:	04-30-24

File: JI

STUDENT RIGHTS AND RESPONSIBILITIES

Students' rights and responsibilities under Federal and State constitutions and statutes include the following:

1. Civil rights–including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.

2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.

3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injures his rights.

4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.

5. The right to privacy, which includes privacy with respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the School Committee to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents/guardians through handbooks distributed annually.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86; MA Constitution, Part I, Art. 16

FIRST READING: 05-15-07
SECOND READING: 06-19-07
ADOPTED: 06-19-07

AMEND FIRST READING: 04-27-22
AMEND SECOND READING: 05-23-22
ADOPTED: 05-23-22

ACADEMIC FREEDOM POLICY

Tantasqua Regional School District

In an effort to promote diversity and tolerance, Tantasqua Regional High School will strive to offer a climate of "academic freedom" in which students will be allowed to express controversial opinions as provided under the First Amendment. Students will be allowed to state their opinions in speech and writing,, provided that they restrain from profanity and personal attacks on other individuals, whether fellow students, teachers, or staff.

The administration will make a concerted effort to create a climate of tolerance and respect in which students can exchange opinions and ideas. The administration and teachers will work with students to develop tolerance towards all viewpoints, even those that some may find disagreeable or offensive.

LEGAL REF.: Bill of Rights Amendment I
Constitution of the Commonwealth of Massachusetts Part the First, Article XVI

FIRST READING: 05-15-07
SECOND READING: 06-19-07
ADOPTED: 06-19-07

REVIEWED 04-27-22

STUDENT ADVISORY COMMITTEE

As required by state law, the Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The chair of the student advisory committee shall be an ex-officio non voting member of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee.

SOURCE: MASC - Reviewed 2021

LEGAL REF.: M.G.L. 71:38M

CROSS REF.: BDF, Advisory Committees to the School Committee

ADOPT FIRST READING: 05-23-22
ADOPT SECOND READING: 06-23-22
ADOPT: 06-23-22

STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Academic work will not be used as punishment for behavioral issues. However, students who engage in academic dishonesty (such as cheating or plagiarism) may receive appropriate academic consequences, including a zero on the assignment.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension
In every case of student misconduct for which suspension may be imposed, a Principal or designee shall consider methods to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Specifically, the Principal or designee will consider and use alternative remedies including but not limited to mediation, conflict resolution, restorative justice, and collaborative problem solving. The use and results of such alternative remedies will be documented in writing. The Principal and/or designee shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

Notice of Suspension:
Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

Emergency Removal
A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to

alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; provide written notice to the student and parent/guardian as required above; provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – not more than 10 days consecutively or cumulatively
The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 days
The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the

primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting
The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC
LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H ½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

FIRST READING: 02-25-15
SECOND READING: 05-19-15
ADOPTED: 05-19-15

AMEND FIRST READING: 05-23-22
AMEND SECOND READING: 06-23-22
AMENDED: 06-23-22

AMEND FIRST READING: 01-17-23
AMEND SECOND READING: 03-19-23

AMEND FIRST READING: 03-19-24
AMEND SECOND READING 04-30-24
ADOPTED: 04-30-24

AMEND FIRST READING:	02-25-26
AMEND SECOND READING;	03-11-26
ADOPTED:	03-11-26

File: JICA

STUDENT DRESS CODE

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

LEGAL REF.: Acts of 2022, Chapter 117

M.G.L. 71:83

SOURCE: MASC

CROSS REF.: Student Handbook

FIRST READING: 11-22-22
SECOND READING: 12-20-22
ADOPTED: 12-20-22

Reviewed: 01-11-24 (by Subcommittee)

Reviewed 03-19-24

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

SOURCE: MASC

FIRST READING: 12-14-04
SECOND READING: 02-08-05
ADOPTED: 02-08-05

AMEND FIRST READING: 04-13-21
AMEND SECOND READING: 05-11-21
AMEIND: 05-11-21

Reviewed: 09-19-23

Reviewed: 10-17-23

File: JICE

STUDENT PUBLICATIONS

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school. Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities.

Student publications will be encouraged to comply with the rules for responsible journalism. The Superintendent will establish guidelines that are in keeping with this policy and provide for review of student publications prior to their distribution, to address matters that are not protected forms of expression.

Each student publication shall contain the following: "Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students."

Distribution of Literature

The time, place and manner of distribution of literature will be reasonably regulated by the Principal.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:82

FIRST READING: 03-05-08
SECOND READING: 04-15-08
ADOPTED: 04-15-08

AMENDED FIRST READING: 04-27-22
AMENDED SECOND READING: 05-23-22
ADOPTED: 05-23-22

AMENDED FIRST READING: 03-19-24
AMENDED SECOND READING: 04-30-24
ADOPTED: 04-30-24

File: JICFA

PROHIBITION OF HAZING

The School Committee prohibits students, employees or school organizations from engaging in the activity of hazing, as defined by Massachusetts General Law and in the student handbook, on school property or at any school-sponsored event regardless of the location. The Committee also prohibits any organization that uses the facilities or school grounds from engaging in the activity of hazing.

Additionally, any student who observes what appears to them to be the activity of hazing another student or person shall report such information to the Principal**.** Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who participates in the hazing of another student or other person may, upon the approval of the Principal, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

SOURCE: MASC

LEGAL REF.: **M.G.L. 269:17, 18, 19**
CROSS REF.: Policy IJNDB, Acceptable Electronic Network Use
Student Handbook

FIRST READING: 02-13-08
SECOND READING: 03-05-08
ADOPTED: 03-05-08

AMEND FIRST READING: 03-15-22
AMEND SECOND READING: 04-27-22
ADOPTED: 04-27-22

AMEND FIRST READING: 03-19-24
AMEND SECOND READING: 04-30-24
ADOPTED: 04-30-24

BULLYING PREVENTION

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

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

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

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature

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

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

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

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

Bullying is prohibited:

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

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

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

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

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

Reporting

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

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

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

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

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

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The School Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students, and/or witnesses.

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

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

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

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether

the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

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

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

Retaliation

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

Target Assistance

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

Training and Assessment

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

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

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

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

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

The Superintendent shall annually report in September to the school committee the number of confirmed bullying incidents and within that report identify the number of verbal, cyber, and physical bullying instances as long as such report is consistent with the confidentiality provisions of this policy and state law.

REFERENCES: Massachusetts Department of Elementary and Secondary Education’s Model Bullying Prevention and Intervention Plan

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
MGL 71:37O
MGL 265:43, 43A
MGL 268:13B
MGL 269:14A

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JIC, Student Discipline
JICFA, Prohibition of Hazing

FIRST READING: 10-19-10
SECOND READING: 11-16-10
ADOPTED: 11-16-10

Amended First Reading: 04-15-14
Amended Second Reading: 06-17-14
Adopted: 06-17-14

AMEND FIRST READING: 05-23-22
AMEND SECOND READING: 06-23-22
AMENDED: 06-23-22

Reviewed: 01-16-24 (by Subcommittee)

Reviewed 03-19-24

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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

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

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis to students in targeted grades. Additionally, the tool may be used when determined beneficial to students with at risk behaviors, who are not in the target grades.

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

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

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

SOURCE: MASC February 2018

LEGAL REFS.: M.G.L.71:2A; 71:96; 71.97; 272:40A

CROSS REFS.: IHAMB, Teaching About Alcohol, Tobacco and Drugs
GBEC, Drug Free Workplace Policy

First Reading: 03-01-17
Second Reading: 03-21-17
Adoption: 03-21-17

Amended First Reading: 05-21-19
Amended Second Reading: 06-04-19
Amended Adoption: 06-04-19

File: JICHA

Prohibit Alcohol Use at School Events

The possession and /or use of alcoholic beverages, beverages that contain alcohol, or substances including but not limited to medication which contain alcohol, such that alcohol is present in the body, at school, or a school sponsored event is prohibited as stated in the student handbook. This policy applies to all students and their guests at Tantasqua Regional School sponsored events, which include on-site and off-site events such as dances, prom, concerts, field trips, travel, etc.

In order to support our goal of deterring student use of alcohol and providing a safe and healthy environment, Tantasqua may use Evidential Breath Testing Devices (EBT). Administration will be trained in the use of EBTs as well as the physical, behavioral, speech, and performance indicators associated with probable alcohol use.

Refer to student handbook for testing guidelines and procedures.

FIRST READING: 11-21-17
SECOND READING: 12-19-17
ADOPTED: 12-19-17

AMEND FIRST READING: 04-27-22
AMEND SECOND READING: 05-23-22
ADOPTED: 05-23-22

HARASSMENT OF STUDENTS

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

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

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

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

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

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

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

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

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

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

The District will respond promptly and reasonably investigate allegations of sexual harassment through designation of the Title IX Coordinator or building based employees to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action.

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

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

SOURCE: MASC - December 2021

ADOPT FIRST READING: 05-23-22
ADOPT SECOND READING: 06-23-22
ADOPTED: 06-23-22

Reviewed: 04-04-23 by subcommittee

PREGNANT STUDENTS

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.

The school district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.

LEGAL REFS.: M.G.L. 71:84

Title IX: 20 U.S.C. § 1681

34 CFR § 106.40(b)

SOURCE: MASC - Reviewed 2021

FIRST READING: 05-20-08
SECOND READING: 06-17-08
ADOPTED: 06-17-08

AMEND FIRST READING: 04-27-22
AMEND SECOND READING: 05-23-22
ADOPTED: 05-23-22

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES DEVELOPMENT

The following will serve as guides in the organization of student activities:

1. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians, and the student. This should be a shared responsibility.

2. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.

3. All activities will be supervised.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:47
603 CMR 26:06

FIRST READING: 10-21-08
SECOND READING: 11-18-08
ADOPTED: 11-18-08

AMEND FIRST READING: 05-23-22
AMEND SECOND READING: 06-23-22
AMENDED: 06-23-22

Reviewed: 01-16-24 (by Subcommittee)

Reviewed 03-19-24

OVERNIGHT STUDENT TRAVEL

All student trips which include overnight travel must have prior approval of the School Committee. The School Committee shall grant approval of the trip before students engage in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level. The School Committee requires that approval be sought no less than sixty (60) days prior to the scheduled trip dates.

Transportation

Trips planned to include overnight student travel should generally use commercial motor carriers. Trips planned to include overnight student travel will include a pre-trip check of companies, drivers and vehicles. CORI and/or background checks will be conducted in accordance with Massachusetts General Laws and school committee policy.

The Superintendent or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at https://ai.fmcsa.dot.gov/SMS/.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor's qualifications.

Trip Scheduling

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements. (The Massachusetts Department of Education Publication Student Learning Time Regulations Guide).

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

Fundraising

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

Once the School Committee has given approval of the trip, the Administration may establish remaining conditions that must be met before the trip is undertaken.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval, school-sanctioned trips (i.e. trips approved by principal and/or Superintendent designee). The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

SOURCE: MASC

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: CHAPTER 346 OF THE ACTS OF 2002 (et al) approved on October 9, 2002
M.G.L. 69:1B; 71:37N; 71:38R
603 CMR 27.00

FIRST READING: 03-07-06
SECOND READING: 04-26-06
ADOPTED: 04-26-06

Amended First Reading: 10-20-20
Amended Second Reading: 11-17-20
Amended Adoption: 11-17-20

AMEND FIRST READING: 04-27-22
AMEND SECOND READING: 05-23-22
ADOPTED: 05-23-22

AMEND FIRST READING 03-21-23
AMEND SECOND READING: 04-26-23
ADOPTED: 04-26-23

File: JJB

STUDENT ORGANIZATIONS

Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

Each building Principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall also require approval by the superintendent.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization.

A faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

SOURCE: MASC February 2019

Cross Reference: JICFA, Prohibition of Hazing

LEGAL REFS.: 603 CMR 27.00

FIRST READING: 10-20-20
SECOND READING: 11-17-20
ADOPTED: 11-17-20

AMEND FIRST READING: 04-27-22
AMEND SECOND READING: 05-23-22
ADOPTED: 05-23-22

File: JJF

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of the students and managed in accordance with sound business practices, which include accepted budgetary and accounting and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law, the School Committee:

1. Authorizes the principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the Town or District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the procedures established by the Superintendent.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with maximum balance limits that exceed $25,000.00, the School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm every three years

Graduating Class Funds

Funds held on behalf of graduation classes are to be held with the Student Activity Checking Account for the High School. Such Funds shall be designated by the class Year of Graduation.
Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than two years from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account within two years of their graduating, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

Inactive Student Activity Funds

When a student activity ceases to be active for a period of three (3) years or more, the Principal or other authorized administrator shall require the following actions:

1. obtain written notice from the faculty advisor or student officer that the activity will cease to be a viable account. If unable to obtain such notification the Principal shall request action to close the account from the School Committee.

2. Identify in writing all assets of the student activity. The disposition of any assets shall be determined by the School Committee and may not benefit specific individuals.

3. Annually notify all students of the required actions if an activity ceases to exist.

Student Activity Deficits

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.

FIRST READING: 10-21-08
SECOND READING: 11-18-08
ADOPTED: 11-18-08

Amended First Reading: 04-27-16
Amended Second Reading: 05-17-16
Adopted: 05-17-16

Amended First Reading: 10-16-18
Amended Second Reading: 11-20-18
Adopted: 11-20-18

Amended First Reading: 03-19-24
Amended Second Reading: 04-30-24
Adopted: 04-30-24

INTERSCHOLASTIC ATHLETICS

Participation in interscholastic athletics will be subject to approval by the School Committee and will be in accordance with regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

Interscholastic athletic competition will include a variety of sports. Students will be allowed to participate in individual sports on the basis of their abilities and desire. Additionally, intramural athletic activities may be offered as an outgrowth of class instruction in physical education.

The School Committee is aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. Therefore, the Superintendent will establish regulations to ensure the safety and well-being of students and staff members who participate in these activities.

Program protocols will be detailed in the District's Athletics Handbook and updated annually. The handbook will be posted on the District's athletic website and will be available from the Athletic Director on request.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:47; 71:54A
603 CMR 26.06

CROSS REFS.: AC, Nondiscrimination (and subcodes);
Tantasqua Warrior Athletic Philosophy

FIRST READING: 10-21-08
SECOND READING: 11-18-08
ADOPTED: 11-18-08

Amend First Reading: 05-18-21
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ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. In June of 2010 the legislature of Massachusetts adopted into law Bill S.2469: "An Act relating to safety regulations for school athletic programs". The task of setting regulations for this law fell to the DPH and the result was 105 CMR 201.000, a stringent program for head injury management, specifically concussions for student athletes in playing extracurricular sports in grades 6-12. Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, advisor, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling or other activities as determined by the Principal. All interscholastic athletics are deemed to be extracurricular athletic activities.

The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents. The school shall maintain a record of completion of annual training for all persons mentioned above.

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

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

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

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

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

play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

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

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

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

LEGAL REFS: M.G.L. 111:222; 105 CMR 201.000

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ATHLETIC CONCUSSION REGULATIONS

CLINICAL ASPECTS OF CONCUSSION

Section I. What is a Concussion?

According to the CDC a concussion is a type of traumatic brain injury (TBI) caused by a bump, blow or jolt to the head that can change the way your brain normally works. Concussions can also occur from a fall or a blow to the body that causes the head and brain to move quickly back and forth. A concussion can happen even if you haven't been knocked out. If you think you have a concussion, you should not return to play on the day of the injury and not until a health care professional says you are OK to return to play. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, is not a structural injury but rather a functional injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete.

Section II. Mechanism of Injury:

A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care. Any student who has a suspected concussion should be removed from play immediately and cannot return to play until cleared by a medical professional.

Section III. Signs and Symptoms:

Signs (what you see):

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

Loss of consciousness (any duration) **Symptoms (reported by athlete):**

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish

- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

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

THE CONCUSSION LAW

Annual Training:

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

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

All coaches, school nurses, marching band directors, school physicians, student athletes and their parents, and athletic department personnel, as per regulation 105 CMR 201.007, are required to take annual concussion training which can be found at the following link: www.mass.gov/eohhs/gov/departments/dph/programs/community-health/dvip/injury-prevention/ and click on "Training" button. No athletic department personnel shall be permitted to work with student-athletes unless this annual training has been completed.

The Nurse is responsible for the implementation of the Tantasqua Regional High School's Sports Concussion policy and to ensure all concussion policy regulations are followed as well as ensuring updated student-athlete physicals. The school shall maintain records of completion of annual training for all coaches, athletic directors, school nurses, school physicians, volunteers, students, and parents. These records shall be kept with the school nurse and athletic department. No athletic department personnel shall be permitted to work with student-athletes unless this annual training has been completed. All coaches, certified athletic trainers, trainers and athletic department personnel are engaged in preventative concussion means and should prohibit students from engaging in unsafe athletic activities that endanger the health or safety of an athlete per the DPH sports concussion regulations. Non-compliance will result in applicable penalties including possible suspension and/or release from employment. All Tantasqua student-athletes are required to have an annual physical to be eligible to compete in interscholastic athletics. If a student-athlete does not have an updated physical exam (within the past 13 months) that student-athlete is not eligible to compete in practices or games until an updated physical is completed. Also,

if the physical exam occurs following a diagnosed concussion, Tantasqua does not take that as a medical clearance from the concussion.

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

Sports Registration and Pre-Participation:

To register a student-athlete for athletic participation at Tantasqua the parent/guardian and student-athlete must sign off that they have read and understood this document as well as other concussion-related documents through our online registration system. All Tantasqua student-athletes are required to have an annual physical to be eligible to compete in interscholastic athletics. If a student-athlete does not have an updated physical exam (within the past 13 months) that student-athlete is not eligible to
compete in practices or games until an updated physical is completed. Also, if the physical exam occurs following a diagnosed concussion, Tantasqua does not take the annual physical as a medical clearance from the concussion. The nurse is responsible to ensure all concussion policy regulations are followed as well as updated student-athlete physicals. Non-compliance will result in applicable penalties, including possible suspension and/or release from employment.

Before every sports season, the Pre-Participation Head Injury/Concussion Reporting Form for Extracurricular Activities [MDPH: link] must be filled out by the parent/guardian and student.
This report will be reviewed by the nurse, athletic trainer, and coaches to help ensure the safety of our student-athletes. If there is a found to be a previous concussion the coaching staff will meet with the nurse and athletic trainer to ensure student-athlete safety. Any student-athlete may be deemed ineligible to play based on head/face/cervical injury history ***or if recovering from a concussion.***

It is critical that nursing and athletic staff review the Pre-participation Form to determine any prior history of concussion. If a student is recovering from a concussion and starts to play while still having symptoms he is at risk for more serious injury such as Second Impact Syndrome or prolonged recovering such as Post-Concussion Syndrome.

Post-Concussion Syndrome:

Post-Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post-concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. Academic drop-offs, persistent fatigue, unresolved migraines, the loss of memory ability are all versions of long term effect from concussion. Symptoms like those listed below that persist for months are grouped together and called Post-Concussion Syndrome (PCS). The signs and symptoms of post-concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue

- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

Second Impact Syndrome:

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

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

Report of Head Injury

Emergency Procedures:

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

2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. **Worsening signs and symptoms requiring immediate physician referral include:**

    A. Amnesia lasting longer than 15 minutes
    B. Deterioration in neurological function
    C. Decreasing level of consciousness
    D. Decrease or irregularity of respiration
    E. Decrease or irregularity in pulse
    F. Increase in blood pressure
    G. Unequal, dilated, or unreactive pupils
    H. Cranial nerve deficits
    I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
    J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation

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

Identifying a Concussion:

The following are steps to follow if a student is suspected of suffering a head injury:

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

- During the school day: Report to the school nurse who notifies parent/guardian/emergency contact by phone. If suspected concussion Nurse refers student to immediate professional medical care.
- Nurse gives head injury packet information to the student and parent which includes ***CDC Concussion Fact Sheet.***

During Practice or Competition:

- The student is removed immediately from play by coach for suspected head injury. Coach cannot allow student-athlete to return to practice or game on same day with a suspected head injury.
- Coach notifies athletic director, athletic trainer and nurse by text, phone or email immediately after injury (latest end of next business day in writing).
- Coach completes a Report of a Head Injury Form [MDPH: Please put this form on your website and provide the link here] and turns it into athletic director, athletic trainer and school nurse.
- Coach and/or athletic trainer notifies parent/guardian/emergency contact by phone or in person (student-athlete will not be allowed to drive home) immediately after practice or game and next business day in writing of suspected concussion. Coach or athletic trainer gives the athlete/parent a CDC Concussion Fact Sheet.
- Any student who is symptomatic but stable is allowed to go home with the parent/guardian(s) after talking with the certified athletic trainer.
- If suspected concussion Coach refers student to immediate professional medical care.

Outside of practice or competition:

- The parent/guardian fills out a Report of Head Injury Form and notifies School nurse, athletic trainer, and coach.

Concussion diagnosis positive:

- Parent/guardian and student notify nurse/trainer/coach with all documentation from physician.
- School nurse notifies athletic trainer, guidance counselor, teachers, and administration.
- Teachers implement academic accommodations.
- Student visits nurse for daily check-in upon arrival to school in morning.
- Once student-athlete is symptom-free at rest and cleared by physician, nurse practitioner, physician assistant, neuropsychologist, or licensed athletic trainer who are licensed to give medical clearance, they will report to nurse to take post-injury ImPACT test. Student-athlete

may then begin a graduated return to play with physician approval under the direction of the athletic trainer.

Steps after Report of a Head Injury:

- A student recovering from a concussion should visit the nurse daily.
- Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.
- Student is evaluated by medical professional for head injury within 1-2 days post injury or if necessary immediately after the suspected head injury. Upon follow up visit, overseeing medical professional should complete a medical clearance authorization form and provide academic accommodations and return to play.

V. Gradual Return to Play Protocol:

The student will not return to practice or competition until the student provides medical clearance and authorization by a physician to return to play, passes the ImPACT test and receives final clearance from athletic trainer.

Each student who is removed from practice or competition and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic, extracurricular, and athletic activities. The plan will be developed by the student's teachers, the student's guidance counselor, school nurse, certified athletic trainer, neuropsychologist if available or involved parent, members of the building based support and assistance team or individualized education program team as appropriate and in consultation with the physician who is managing the student's recovery and will be responsible for clearing the student to return to academic and extracurricular athletic activities.

The written plan will include instructions for students, parents and school personnel, addressing but not be limited to: physical and cognitive rest as appropriate; graduated return to extracurricular athletic activities and classroom studies as appropriate, including accommodations or modifications as needed; estimated time intervals for resumption of activities; frequency of assessments, as appropriate, by the school nurse, school physician, certified athletic trainer, or neuropsychologist if available until full return to classroom and extracurricular athletic activities are authorized. A plan must be in place for communication and coordination between and among school personnel and between the school, parent, and student's primary care provider, the school physician, or the physician who made the diagnosis and who is managing the student's recovery.

The student must be completely symptom free at rest and medically cleared in order to begin graduated re-entry to extracurricular and athletic activities. We then utilize a 5 day graduated return to play protocol after medical clearance and passing the ImPACT test:

Day 1 - Rest/No Activity
Day 2 - Light aerobic activity: 5-10 minutes on bike or walking. No weight lifting or hard running.
Day 3 - Moderate Exercise: Jogging, brief running, light weight lifting 20-30 minutes.
Day 4 - Non-Contact Exercises: sprinting running, weight lifting, non-contact sport specific drills.
Day 5 - Full contact exercises in a controlled practice.
Day 6 - Final clearance from MD and signed Post Sports Related Head Injury Medical Clearance and Authorization Form.

*Athlete must remain asymptomatic through each day before progressing and will reset back to the previous step if any symptoms arise from exertional activities.

IMPACT TESTING:

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

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

   A. Following a concussion, the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for **5 days.**

   B. If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play. Medical clearance cannot be given by the medical provider until the student has completed the graduated return to play without symptoms.

   C. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.

   D. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.

   E. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.

   F. **Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**

   G. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 6 steps of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer. If a student has symptoms at each step, s/he should wait 24 hours and go back to the previous step.

Exertional Post Concussion Tests:

A. Step 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
B. Step 2: (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
C. Step 3: (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
D. Step 4: (80% maximum exertion). Limited, controlled sports specific practice and drills.
E. Step5: Full contact and return to sport with monitoring of symptoms.
F. Step 6: Final clearance from MD and signed Post Sports related Head Injury Medical Clearance and Authorization Form.

Medical Clearance
Only the following individuals may authorize a student to return to play: a licensed physician, a licensed certified athletic trainer in consultation with a licensed physician, a licensed nurse practitioner in consultation with a licensed physician, a physician assistant in consultation with a physician, or a licensed neuropsychologist in coordination with the physician managing the student's return. All information concerning a student-athletes history of head injury and concussion, recuperation, re-entry plan, and authorization to return to play and academic activities complies with requirements of 105 CMR 201.000 and applicable federal and state law including but not limited to the Massachusetts Student Records Regulation, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99. All student medical information, according to regulations, is shared on a need to know basis only.
Student-athlete can participate with 1) a passing score on the ImPACT test, 2) successful completion of graduated return to play-symptom free at rest, during exertion, and with cognitive activity, and 3) signed Post Sports Related Head Injury Medical Clearance and Authorization form from a physician, nurse practitioner, physician assistant, neuropsychologist, or licensed athletic trainer who is licensed to give medical clearance. All three criteria must be met.

RESPONSIBILITIES OF SCHOOL STAFF
Section VI. School Nurse Responsibilities:

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

11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

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

Section VIII. Athletic Director Responsibilities:

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

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
    A. Loss of consciousness

B. Headache
C. Dizziness
D. Lethargy
E. Difficultly concentrating
F. Balance problems
G. Answering questions slowly
H. Difficulty recalling events
I. Repeating questions
J. Irritability
K. Sadness
L. Emotionality
M. Nervousness
N. Difficulty with sleeping

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

Section X. Student and Student Athlete Responsibilities:

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

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.

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

PREVENTION

Prevention of concussion cannot be achieved through the application of specific equipment. No helmet, band or mouth guard can protect the brain from being sloshed about the skull. Thus only by teaching proper techniques and drills for protecting the head and neck from injury can we reduce the incidence of head injury. Tantasqua Regional School District will take reasonable steps to ensure that persons with Limited English Proficiency have meaningful access and an equal opportunity to participate in our services, activities, programs and other benefits. Please
contact the athletic director for more information.

Tantasqua Regional School District will take reasonable steps to ensure that persons with Limited English Proficiency have meaningful access and an equal opportunity to participate in our services, activities, programs and other benefits. Please contact the athletic director for more information.

FIRST READING: 12-20-11
SECOND READING: 02-29-12
ADOPTED: 02-29-12

Amended First Reading: 04-24-18
Amended Second Reading: 05-22-18
Adopted: 05-22-18

File: JK

STUDENT CONDUCT

The School Committee shall adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools and shall be published in the Student Handbook. Staff may develop classroom rules that need not be included in the handbook but that must be consistent with law and **S**chool **C**ommittee policy.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC October 2014

LEGAL REFS: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 71:37L; 76:16; 76:17;
603 CMR 53.00

FIRST READING: 1-20-15
SECOND READING: 2-25-15
ADOPTED: 2-25-15

AMEND FIRST READING: 05-23-22
AMEND SECOND READING: 06-23-22
AMENDED: 06-23-22

PHYSICAL RESTRAINT OF STUDENTS

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the Tantasqua Regional School District may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR 46.02.

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment (i.e. punishment intended to inflict physical pain) upon any student.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
    - Procedures for receiving and investigating complaints;
    - Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
    - A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
    - A process for obtaining Principal approval for a time out exceeding 30 minutes.

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

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

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

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

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

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

SOURCE: MASC
LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

FIRST READING: 01-16-07
SECOND READING: 02-28-07
ADOPTED: 02-28-07

Revised First Reading: 02-24-16
Revised Second Reading: 03-15-16
Adopted: 03-15-16

Amend First Reading: 05-23-22
Amend Second Reading: 06-23-22
Amended: 06-23-22

Reviewed: 01-16-24 (by Subcommittee)

Reviewed 03-19-24

WELLNESS POLICY

All students of Tantasqua Regional & Union 61 School District will be encouraged to take responsibility for their own health and adopt health enhancing attitudes and behaviors.

Tantasqua Regional & Union 61 School District comprises one regional high school (grades 9- 12), one regional junior high school (grades 7-8) and five elementary schools (Brimfield, Brookfield, Holland Sturbridge and Wales). All schools in the district will practice the Whole School, Whole Community, Whole Child (WSCC) model which consists of ten interactive components that require the involvement of school, community and parents to create a healthy environment for young people. The ten components of WSCC are: Health Education, Physical Education, Health Services, Food and Nutrition Services, Counseling, Psychological and Social Services, Healthy School Environment, Health Promotion for Staff, Parent/Community Involvement and Family and Consumer Science Education. This model promotes educational opportunities and physical and psychosocial services so that students may acquire the knowledge and skills necessary to make safe and healthy choices that enable them to become responsible, successful and productive adults.

Nutrition Education:

1. All students will receive positive nutritional education that is interactive and teaches the skills needed to practice healthy eating behaviors within the schools and community.
2. Students will receive consistent nutrition messages throughout school, classrooms, and cafeterias.
3. Nutrition Education will be provided through classroom instruction, handouts, newsletters, websites, and other multimedia sources.
4. Nutrition Education is integrated across the curriculum throughout the school day.

Physical Education/Activities:

1. K-12 Physical Education curricula will follow Massachusetts Health/Physical Education Frameworks.
2. State certified Physical Education instructors will teach all physical education classes.
3. Physical Education includes the instruction of individual activities as well as competitive and noncompetitive team sports to encourage life-long physical activity.
4. Physical Education will provide the environment where students learn and practice skills.
5. Physical Education classes will strive to have a student/teacher ratio similar to other classes.
6. Physical activity facilities on school grounds will be safe and appropriate.
7. Students and community members are encouraged to use the school's facilities outside of the school day or physical activity programs that support physical wellness.
8. The school provides a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not physically able.
9. Grades K-6 will have a daily recess period.

Guidelines for Food and Beverages:

1. Schools will provide free lunches and/or breakfasts that meet the standards developed by the USDA.
2. The District will comply with federal and state nutrition standards for all foods served in schools.
3. All snacks sold during the school day will adhere to the Smart Snacks in Schools Guidelines.
4. All students will have access to free breakfast and/or lunch per Tantasqua/Union 61 policy EFC, Universal Free School Meals.

5. School dining areas will be periodically reviewed by the building principal to ensure that the physical structure is in good repair, seating is not overcrowded, noise is maintained at a healthy level and rules for safe behavior are consistently and appropriately supervised.
6. Schools will promote hand washing or hand sanitizing practices before meals.
7. Students are encouraged to start every day with a free nutritious breakfast.
8. Free drinking water (water fountains/bottle fillers) will be available to all students during the school day.
9. The District will protect the privacy of students who qualify for free or reduced priced meals. All students will be served a meal, regardless of ability to pay or balanced owed and students will not be stigmatized if unable to pay for their meal.
10. Food service staff will be provided annual training that is in compliance with the USDA Professional Standards.

Food and Beverage Marketing:

1. All food and beverage marketing and advertising on school campuses shall be consistent with USDA Dietary Guidelines and Smart Snacks standards. Food and beverage marketing include brand names, logos, posters, menu boards, digital content, and incentives.
2. Only foods and beverages that meet Smart Snacks standards may be marketed during the school day.
3. Educational materials and partnerships shall be reviewed for alignment with wellness goals.
4. Building Principals and the Wellness Committee shall monitor compliance.

Other School-Based Activities that Promote Student Wellness:

1. All food and beverages available after school hours should strive to comply with the current USDA Dietary Guidelines.
2. In addition to the physical education program, the school environment offers areas to further engage students in activities that promote health. Some such ideas include walking clubs during and after school hours, intramural sports and activities to involve the community and parents in the overall pursuit of healthier students.
3. The district will promote parent and community support through multimedia including the school's website (availability of playgrounds, pool, tracks for walking beyond school hours) and school newsletters.
4. Any school-based food and beverage marketing shall be consistent with USDA Dietary Guidelines.

Methods for Evaluating Success:

1. The Superintendent or his/her designee shall ensure compliance with the District wide Wellness Policy. Building Principals, in consultation with school nurses, are responsible for monitoring and managing the local Wellness Policy in their building.
2. The Wellness Committee will meet annually to review current Wellness Policy standards and practices, make recommendations, and to develop up to date practices with continued efforts to move toward a healthier community.
3. Comprehensive Wellness Policy assessments will be conducted every three years to review policy accuracy, compliance, assess programs and determine areas in need of improvement. These assessments will be made available to the public for review.
4. The current Wellness Policy will be posted to the District website.

Members of the Tantasqua/Union 61 Schools' Wellness Committee include physical education teachers, school nurses, health educators, representatives from food services and parents/community members (some of whom also served in other capacities, i.e. PE teachers, school nurses, health educators, food services representatives).

FIRST READING: 09-19-06
SECOND READING: 10-17-06
ADOPTED: 10-17-06

AMEND FIRST READING: 05-23-22
AMEND SECOND READING: 06-23-22
AMENDED: 06-23-22

FIRST READING: 09-19-23
SECOND READING: 10-17-23
ADOPTED: 10-17-23

AMEND FIRST READING: 09-19-24
AMEND SECOND READING: 10-24-24
ADOPTED: 10-24-24

AMEND FIRST READING: 04-29-26
AMEND SECOND READING: 05-26-26
ADOPTED: 05-26-26

File: JLCD

ADMINISTERING MEDICINES TO STUDENTS

With specific written consent of the parents or guardian and under the written directive of a physician, the school nurse is the only staff authorized to administer medication except in 3 situations: (1) during field trips (2) in the event of a life-threatening allergic reaction requiring Epinephrine administration via auto injector and (3) self-administration for students meeting certain criteria. See below for detailed exceptions.

Exceptions:
The school district shall register with MDPH for *medication delegation* and *training of unlicensed personnel in the administration of epinephrine via auto-injector.* Medication delegation shall be limited to times when a school nurse is not available, field trips and life threatening allergic reactions. A school nurse is responsible for the supervision and training of designated staff in the administration of medication.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

SOURCE: MASC January 2016
LEGAL REF.: M.G.L. 71:54B
Dept. of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00
School Health; Policy, Protocol and Procedure Manual

FIRST READING: 04-27-16
SECOND READING: 05-17-16
ADOPTED: 05-17-16

AMEND FIRST READING: 05-23-22
AMEND SECOND READING: 06-23-11
AMENDED: 06-23-22

FIRST READING: 09-19-23
SECOND READING: 10-17-23
ADOPTED: 10-17-23

NON-CUSTODIAL PARENTS' RIGHTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by law, a non-custodial parent may have access to the student record in accordance with the following provisions.

(c) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:

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

(d) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to regulation**.**

(e) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(f) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(g) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(h) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34D; 71:34H
603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents
20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

SOURCE: MASC

FIRST READING: 12-18-07

SECOND READING: 01-15-08
ADOPTED: 01-15-08

AMEND FIRST READING: 05-23-22
AMEND SECOND READING: 06-23-22
AMENDED: 06-23-22

File: KCD

PUBLIC GIFTS TO THE SCHOOLS

The Superintendent will have authority to accept gifts and offers of equipment for the schools in the name of the Committee when the gift is of educational value and is valued under $500. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

All gifts, including in kind gifts, grants and bequests, valued at more than $500 must be considered for acceptance by the School Committee.

Gifts that would involve changes in school plants or sites will be subject to School Committee approval.

Gifts will automatically become the property of the school district. Any gift of cash, whether or not intended by the donor for a specific purpose, accepted by vote of the School Committee, will be handled as a separate account and expended at the discretion of the Committee, as provided by law.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. 71:37A

First Reading: 05-21-19
Second Reading: 06-04-19
Adoption: 06-04-19

REVIEWED 05-23-22

REVIEWED 10-26-22 (By Bylaw subcommittee)

REVIEWED 09-19-24

PUBLIC COMPLAINTS

Although no members of the community will be denied the right to bring their complaints to the Committee, complainants will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School Committee

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit their complaint in writing. Anonymous complaints will be disregarded.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The Committee expects all staff to receive complaints professionally and to make a reply to the complainant.

SOURCE: MASC

LEGAL REFS.: 603 CMR 26:000
MGL 76:5

FIRST READING: 02-24-10
SECOND READING: 03-16-10
ADOPTED: 03-16-10

AMEND FIRST READING: 05-23-22
AMEND SECOND READING: 06-23-22
AMENDED: 06-23-22

AMEND FIRST READING: 9-19-24
AMEND SECOND READING: 10-24-24
ADOPTED: 10-24-24

File: KF

COMMUNITY USE OF SCHOOL FACILITIES

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

School facilities will be made available and used pursuant to the regulations and rental fee schedules as established by the Tantasqua Regional School Committee.

SOURCE: MASC

LEGAL REFS: M.G.L. 71:71, 71:71B

FIRST READING: 12-18-07
SECOND READING: 01-15-08
ADOPTED: 01-15-08

Reviewed 05-23-22

ADVERTISING IN THE SCHOOLS

No advertising of commercial products or services will be permitted in school buildings or on school grounds or properties without the prior approval of the School Committee. Publications of the school system will not contain any advertising. Advertising in student publications is permitted, as is the use of commercially-sponsored, free teaching aids, subject to the Principal's approval.

Solicitation of sales or use of the name of the school system to promote any product shall be subject to School Committee approval.

SOURCE: MASC

CROSS REF.: KHA, Public Solicitations in the Schools

FIRST READING: 05-20-08
SECOND READING: 06-17-08
ADOPTED: 06-17-08

AMEND FIRST READING: 05-23-22
AMEND SECOND READING: 06-23-22
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