SECTION A

FOUNDATIONS AND BASIC COMMITMENTS

1.	School District Legal Status	A 2
2.	Non-Discrimination/Equal Opportunity	A 3
3.	Workplace Safety	A 4
4.	Statement on Diversity	A 11
5.	Overall Philosophy and Mission	A 12
6.	Parental and Early Childhood Education	A 14
7.	The Philosophy of Brookline High School	A 15
8.	District and Administrative Goals and Objectives	A 17
9.	Wellness Policy	A 18
10.	Commitment to Accomplishment	A 25
11.	Sustainability	A 26

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
1. School District Legal Status **(Voted 9/22/81; #81-431)**

The legal basis for education in the Town of Brookline derives from the Constitution of Massachusetts, Chapter V, Section II; from Massachusetts statutes pertaining to education (See MASC's Selected General Laws, Constitution of Massachusetts); and from court interpretations of these laws and the powers implied in them.

The official name of the district shall be THE PUBLIC SCHOOLS OF BROOKLINE, MASSACHUSETTS. Brookline's public schools have been established under Chapter 71, Section 1 of the Massachusetts General Laws which reads in part:

> "every town shall maintain, for at least the number of days required by the Board of Education, in each school year...a sufficient number of schools for the instruction of all children who may legally attend a public school therein".

The Public Schools of Brookline, Massachusetts serve the Town of Brookline, which was incorporated in 1705. A street list which defines the territorial jurisdiction of the Public Schools of Brookline, and a map of the attendance areas are available in the Superintendent's office.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
2. ***Non-Discrimination/Equal Opportunity***

The Public Schools of Brookline (PSB) is guided by its Core Values: High Achievement for All, Excellence in Teaching, Collaboration, Respect for Human Differences, and Educational Equity.

Therefore, the PSB is committed to ensuring that it is free from discrimination in education and employment, and to ensuring equal opportunity in education and employment for all its students and employees.

It is the policy of the PSB that:
a. No discrimination on the basis of race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, marital status, disability, veteran status, or genetic information will exist in any one of the public schools, in employment, in the terms or conditions of employment, in screening candidates for employment, or in retention, benefits, and promotion.
b. No otherwise qualified individual shall, solely by reason of his or her disability, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity of the PSB.
c. No person shall be excluded from or discriminated against with regard to admission to the PSB, or in obtaining the advantages, privileges, and courses of study of the PSB, on account of his or her race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, marital status, disability, veteran status, or genetic information.

This policy shall apply to all persons affiliated with the PSB, including all staff, employees, contractors, suppliers of goods and services, and all students. It will be implemented under the PSB's policies on Diversity (Section A(5)) and Safe Schools (Sections G and J).

Originally approved: 3/28/77, #77-125; Revised 10/15/79, #79-381; 9/22/81, #81-431; 3/27/84, #84-121; 5/7/87, #87-186 & 8; 3/26/92, #92-99; 11/10/92, #92-464; 9/10/98, #98-82; 10/26/06, #06-97; 5/5/11, #11-40.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
3. Workplace Safety (New Policy)

PUBLIC SCHOOLS OF BROOKLINE
WORKPLACE SAFETY POLICY

1. INTRODUCTION
A. Policy Statement
B. Support for Victims of Violence
C. Distribution, Posting and Training
D. Collective Bargaining Agreements
E. Scope of Coverage

2. PROHIBITED CONDUCT
A. Definition of Prohibited Conduct
B. Enforcement

3. REPORTING PROCEDURES
A. Reporting and Investigation
B. Reporting of Domestic Violence and Threats of Domestic Violence
C. Documentation
D. Confidentiality

4. RISK REDUCTION MEASURES
A. Hiring
B. Prohibition Against Weapons in the Workplace
C. Safety Assessment
D. Individual Assessment
E. Mail Handling Safety
F. Threatening Phone Calls or Letters

5. DOMESTIC VIOLENCE
A. Definition
B. Support and Assistance
C. Types of Support

(1) Resource and Referral Information
(2) Temporary Adjustment to Worksite or Work Location
(3) Increase Awareness of Potential Threat
(4) Scheduling of Leave and Adjustment of Work Schedule

APPENDIX A
1. CHARACTERISTICS OF RELATIONSHIPS IN WHICH THERE MAY BE DOMESTIC VIOLENCE
2. RESOURCES

PUBLIC SCHOOLS OF BROOKLINE
WORKPLACE SAFETY POLICY

1. INTRODUCTION

A. Policy Statement

Workplace Safety is everyone's responsibility. The Public Schools of Brookline ("PSB") is committed to providing a safe workplace for all PSB employees. The PSB prohibits any type of workplace violence or threats of violence committed by or against employees. All employees are encouraged to report all conduct which could pose a threat to themselves or their co-workers. This Policy is being implemented to improve workplace safety and to provide some assistance to victims of violence. However, the PSB cannot insure safety and employees cannot rely upon this Policy to protect their safety. Employees are reminded to be careful, observant of all safety rules and practices and vigilant for themselves and others. It is the obligation of all PSB employees to work with the PSB to implement this Policy.

B. Support for Victims of Violence

The PSB recognizes that all forms of violence and threats of violence directed at employees, including domestic violence, regardless of whether or not an actual incident occurs at work, have an impact upon the workplace. Where possible, the PSB is committed to providing appropriate support and assistance, as outlined in this policy, to employees who are victims of violence. The PSB does not discriminate in employment based on an employee's status as a victim of domestic violence or other types of violence.

C. Distribution, Posting and Training

To improve workplace safety and to reduce the risk of violence, all employees should review and understand all provisions of the Workplace Safety Policy ("the Policy"). All employees will be provided with a copy of the Policy upon adoption. The PSB will also distribute the Policy to each new employee at the time of his/her orientation. All Administrators and supervisors will receive a copy of the Policy and will be required to attend a training program(s) concerning its implementation. The PSB will post information about the Policy in work areas, on PSB message boards, the Town's Intranet, and in the PSB Human Resources Department.

D. Collective Bargaining Agreements

This policy does not modify or supersede the provisions of any applicable collective bargaining agreements.

E. Scope of Coverage

This policy applies to all persons employed by the PSB/School Department including represented and unrepresented employees, and to volunteers, interns, and, where applicable, to appointed and elected officials of the Town of Brookline, collectively referred to as "employees" herein.

2. PROHIBITED CONDUCT

A. Definition of Prohibited Conduct

PSB Employees are prohibited from engaging in any conduct at work or on any property owned or controlled by PSB that is intended to cause physical injury to another or to cause another reasonably to be placed in fear for his/her physical safety. This includes, but is not limited to: actually causing physical injury to another person, making threatening remarks about causing physical injury to another person, engaging in aggressive or hostile behavior that creates reasonable fear of injury to another person or

intentionally damaging employer property or another person's property. Other prohibited conduct includes using PSB equipment such as telephones, e-mail, mail system, facsimile machine, copy machine, vehicles, or other equipment and resources for the purpose of causing physical injury to another or causing another reasonably to be placed in fear for his/her physical safety.

B. Enforcement

In addition to violating this Policy, prohibited conduct may also constitute violations of the PSB's Policy Against Sexual Harassment and Information Technology Resources Policy and state and/or federal law. Prohibited conduct may subject the perpetrator to criminal prosecution and/or civil liability. The PSB considers acts of violence and threats of violence by an employee while on duty or while on PSB property to constitute just cause for disciplinary action up to and including termination. The PSB also considers off-duty criminal conduct that perpetrates domestic violence, or other forms of violence, upon an individual, as incompatible with public service.

3. REPORTING PROCEDURES

A. Reporting and Investigation

Any employee who perceives an imminent threat to any person's physical safety should call 911 and notify his/her supervisor and the PSB Human Resources Director as soon as practicable. In non-emergency situations, any employee, who reasonably believes a violation of the Policy has occurred, or reasonably may occur, shall, as soon as practicable, report the violation/potential violation to his/her supervisor. Any supervisor who receives a report or has first-hand knowledge that a violation of this Policy has occurred, or reasonably may occur, shall, as soon as practicable, report this to the PSB Human Resources Director, who, shall report the violation/potential violation to the Brookline Police Department.

Any incident that may reasonably be considered a violation of this Policy will be investigated. The PSB Human Resources Director, and the Brookline Police Department, when necessary, will make a determination as to the most appropriate party to conduct the investigation and the manner and extent to which any such investigation will be conducted. This Policy notwithstanding, the PSB is not obligated to undertake any specific type or scope of investigation.

B. Reporting of Domestic Violence and Threats of Domestic Violence

In the case of Domestic Violence, in addition to the reporting requirements in 3.A. above, the supervisor must contact the Brookline Police Department Domestic Violence Unit and the Human Resources Director.

C. Documentation

A supervisor or his designee shall document, in summary form, any report of a violation of this Policy and any steps taken in response thereto.

D. Confidentiality

Reports of incidents or information that warrants confidentiality will be disclosed to others on a need-to-know basis. If an investigation ensues, all employees directly involved will be contacted, and the results of investigations may be discussed with the affected parties as the PSB Human Resources Director and/or Police Department deems appropriate.

4. RISK REDUCTION MEASURES

A. Hiring

The Commonwealth of Massachusetts requires that employers file for and review the criminal records of all applicants for positions that may have unsupervised contact with children. The PSB Human Resources Department will request such information from the Massachusetts Criminal Offender Record Information Board and will review the information that is provided in response to this information request in accordance with state law and the PSB CORI Policy.

B. Prohibition Against Weapons in the Workplace

Employees shall not carry or have within their possession or control any type of firearm or dangerous weapon while (1) working for the PSB or acting within the scope of their employment with the PSB, (2) while on property owned or controlled by the PSB at any time, or (3) at any event sponsored by the PSB, whether or not the employee is acting within the scope of his or her employment/assignment/position unless written permission is obtained, in advance, with regard to the specific hand gun, firearm, or weapon, from the Chief of Police after consultation with the employee's supervisor and provided such employee has the required license. This provision does not apply to tools or implements that have been issued to an employee by the Town for purpose of the employee carrying out his/her job duties. If there is any doubt about the application of this section, the Employee is directed to discuss the matter with his or her supervisor.

C. Safety Assessment

The Building Department, in consultation with the Brookline Police Department, will, as they deem necessary, conduct inspections of the premises to evaluate and determine any vulnerability to workplace violence or hazards. The Fire Department, in consultation with the Building Department, will conduct periodic evacuation drills of all public buildings and will prominently post emergency evacuation procedures. The Information Technology Department will to the extent practicable take reasonable steps to ensure that all town telephone lines have access to the Emergency 911 System.

D. Individual Assessment

The PSB does not expect employees to be skilled in identifying potentially dangerous persons or situations. However, Administrators, supervisors, and all other employees are expected to exercise good and reasonable judgment and vigilance in aiding the PSB with the enforcement of this Policy. Employees should pay special attention to the following behaviors:

- Discussing the use of weapons on others or bringing weapons to the workplace without authorization.
- Displaying overt and/or uncharacteristic signs of extreme stress, resentment and/or hostility that could lead a reasonable person to believe the individual will engage in unlawful violent behavior.
- Making serious threatening remarks about other employees, officials, family members, or groups of people that could lead a reasonable person to believe the individual will engage in unlawful violent behavior.
- Displaying seriously irrational or inappropriate behavior that could lead a reasonable person to believe the individual will engage in unlawful violent behavior.

E. Mail Handling Safety

During times of heightened security, or when the PSB is aware of any specific concern, the Brookline Health Department may provide employees with specific instruction about precautionary measures for the safe handling of in-coming mail. Examples of basic precautionary steps for handling mail are: wear protective gloves; examine the mail before opening and distributing it; open mail carefully using tools such as letter openers; and wash your hands with soap and water after handling the mail. Other precautions may include wearing respiratory protection. At certain times, current events may result in employees feeling anxious about handling incoming mail despite the fact that there maybe no reasonable basis for believing that such activity will be dangerous. While the PSB will not dismiss an individual employee's concern regarding this matter, unless the PSB determines that there is a reasonable basis to be concerned, employees whose jobs require them to open mail are expected to continue doing so unless otherwise directed by the PSB. However, employees may choose to employ any of the precautionary measures outlined above at any time. If an employee has any questions about safe mail handling procedures he/she should contact the Director of Public Health and request a copy of the specific procedures that have been developed by the Health Department regarding this matter.

F. Threatening Phone Calls or Letters

Based on past experience, it is extremely unlikely that any employee will receive a threatening phone call or letter about a planned violent or hazardous act. However, if an employee were to receive a threatening call, he/she should record the caller ID phone number, if possible; immediately call 911; and immediately inform the supervisor or PSB Human Resources Director. The Brookline Police Department has developed a Bomb Threat Information Card. Each employee, who has a telephone at his/her worksite, should have a copy of the card within the immediate vicinity of his/her phone. If an employee were to receive a threatening letter he/she should immediately contact his/her supervisor or the PSB Human Resources Director, both of whom would have been instructed on crisis protocols.

5. DOMESTIC VIOLENCE

A. Definition

Domestic violence is physical abuse or the placing a person in reasonable fear for his/her physical safety or integrity committed by someone who is or has been in a family, domestic, social, or dating relationship against one or more persons in that relationship. Most often, it is intended to establish and maintain control over a partner. For the purposes of this policy, the following are examples of domestic violence: (1) attempting to cause or causing physical harm; (2) placing another in fear of imminent serious physical harm; (3) causing another to engage involuntarily in sexual relations by force, threat or duress or engaging or threatening to engage in sexual activity with a dependent/minor child;(4) engaging in threats, intimidation or acts designed to induce terror; (5) depriving another of medical care, housing (without a court order), food or other necessities of life; and (6) restraining the liberty of another without a court order. Domestic violence can occur in any racial, economic, educational, religious, and cultural background, in heterosexual and same sex relationships, between people living together or separately, married or unmarried, in short-term or long-term relationships. Domestic violence is a major cause of injury to women, although men also may be victims of domestic violence. Characteristics to look for which may indicate the existence of domestic violence in a relationship are provided in the Appendix A (1) of this policy.

B. Support and Assistance

The PSB strongly encourages any person who believes that he/she is a victim of domestic violence to contact his/her local police department and to get a restraining order against the perpetrator from a court and to include the address of his/her place of work in the restraining order. Remember, domestic violence includes being placed in reasonable fear for one's physical safety (assault) as well as actual physical harm or unwanted touching (battery). The PSB also strongly encourages any employee who has received a restraining order to immediately contact the Town of Brookline Police Department, Domestic Violence Unit at (617) 730-2247. The Town may be able to help enforce civil protection orders (i.e., restraining orders or no-contact orders or judgments) of which it has knowledge. In certain circumstances the PSB may also file a civil "No Trespass" order against the perpetrator, or potential perpetrator. The Domestic Violence Unit is available to assist all PSB employees who have concerns about domestic violence, regardless of whether or not the employee, or the perpetrator, is a resident of the Town. Additionally, the PSB strongly encourages any employee who believes that he/she is a victim of domestic violence to contact the resources listed in Appendix A (2), and/or any of the following individuals: the employee's supervisor, the Human Resources Director, or the Coordinator of Substance Abuse and Violence Prevention in the Health Department. Once the PSB is aware that an employee is alleged to have been the victim of violence or threat of violence including domestic violence, the PSB may be able to provide the types of assistance that are listed below. In some circumstances the PSB may not be able to provide one or more of these types of assistance, but the PSB will make good faith efforts to develop a plan which allows the employee to continue to perform all of the essential functions of his/her job, while at the same time providing the flexibility for the employee to take the necessary actions to provide for his/her safety and that of his/her family.

C. Types of Support

Examples of potential types of assistance include:

(1) Resource and Referral Information

Appendix A of this policy lists a range of resources that are available to both victims and perpetrators of domestic violence. The Human Resources Department will periodically review this list of resources to update contact numbers and list additional resources that may become available.

(2) Temporary Adjustment to Worksite or Work Location

An employee and his/her supervisor, in consultation with the Brookline Police Department, may determine that it is necessary to make temporary adjustments to the employee's worksite or work location. These temporary adjustments may include redirecting certain incoming mail, email, facsimiles, or other modification to decrease an alleged perpetrator's ability to contact the employee at work. In certain circumstances this temporary adjustment may include relocating the employee's worksite in an effort to decrease the likelihood that the employee may come in contact with the alleged perpetrator. Where possible, the PSB, upon recommendation of the Police Department, may be able to take additional measures to increase the employee's workplace security. Depending on the nature of a recommended temporary adjustment, the PSB may need to consult and/or negotiate with the employee's union. Remember, while the PSB will take reasonable steps to protect its employees, it cannot guarantee safety. Employees must also take reasonable steps to protect their own safety.

(3) Increase Awareness of Potential Threat
In cases where an employee has obtained a restraining order from a court, the Supervisor and/or PSB Human Resources Director, in consultation with the employee and the Brookline Police Department may determine that certain steps need to be taken to increase the awareness of other employees, and/or police officers, that an employee may be at risk of violence in the workplace. These steps may be taken if they are necessary, in the opinion of the PSB, for the employee's safety and/or the safety of the employee's co-workers.

(4) Scheduling of Leave and Adjustment of Work Schedule
An employee may request leave and/or an adjustment in his/her work schedule to address issues related to his/her own personal safety and the safety of the employee's family. The supervisor, in consultation with the PSB Human Resources Director, shall determine whether to authorize leave and/or make an adjustment to the employee's work schedule after considering the needs of the employee and the operations of the department and after consultation with the union where applicable and required. Use of paid leave must be consistent with the purpose for which such leave is provided in any applicable collective bargaining agreement. The Human Resources Director will advise the employee if he/she is or may be eligible for leave under the Family Medical Leave Act or the Small Necessities Leave Act. When an employee is required to attend a court or other legal proceeding in connection with being the victim of violence, and the employee has exhausted all available vacation and personal leave, the employee will, consistent with the needs of the PSB, be provided with reasonable unpaid leave for the purpose of attending the court or legal proceeding. To be eligible for such leave, the employee must provide the PSB with as much prior notice of the employee's need for such leave as is practicable under the circumstances.

Source: Town of Brookline Workplace Safety Policy, February 2004
New Policy Adopted by the Brookline School Committee: 12.7.06, # 06-107

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
4. Statement on Diversity **(Voted 3/19/91, #91-84)**

The Brookline Public Schools reflect and nurture both the diversity and the commonality of values within our community. The schools welcome and respect the diverse ideas, culture and heritage of Brookline's citizens and teachers. Recognizing that learning thrives in an atmosphere of open debate, we encourage the expression of a wide variety of opinions, supported by evidence and logical proof.

The hallmark of the Brookline Public Schools continues to be a commitment to academic excellence through a dedicated, creative, and independent teaching staff and a concerned parent community. Parents are encouraged to learn about the operation of the schools, to raise questions about what is being taught, and to share their views.

Sensitivity to others, willingness to explore and respect differing points of view, kindness, and humility in expressing judgment are all essential ingredients for maintaining a climate of mutual respect in which learning can thrive. All individuals associated with the Brookline Public Schools--students, staff, teachers, and parents--will continue to work consistently towards these goals.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
5. Overall Philosophy and Mission
(Voted 4/6/81, #81-115; 9/22/81, #81-431; 12/22/92, #92-516)

The Brookline Public Schools exist to educate each child to become a responsible adult capable of contributing to the quality of life in a free and changing society. The school shares responsibility for this development of children with the family, church or synagogue, and other community institutions. Although the content and instructional form of the educational experience change as appropriate, from kindergarten through high school, all of our schools share the core values of high academic achievement, excellence in teaching, collaborative relationships, and respect for human differences. As they challenge all students to achieve their fullest intellectual and social development, and share increasingly the responsibility for learning, all of our schools have the following common and continuing goals:

1. To stimulate a spirit of inquiry and love of learning that will remain with each personal throughout life.
Schools should provide the context for developing inquisitive minds and a curiosity about the world. They are the place for helping students to develop an appreciation for all cultures and the arts--visual, performing, applied, and industrial.

2. To master skills in all areas of learning.
At the completion of high school, our children should be literate and should possess a variety of skills needed for the development and communication of ideas. Among these skills are reading, writing, reasoning, speaking, listening, observing, analyzing, using the computer, and performing mathematical calculations. The acquisition of these skills is designed to enhance each student's capacity for effective functioning in the school, the larger community, and in life.

3. To develop the qualities of responsible citizenship.
Schools should prepare students to become, as adults, informed and active participants in their government. To this end, the schools should provide courses in history and government and encourage participation in student government activities.

4. To explore the limits of one's potential.
It is recognized that individuals can develop only so far as natural ability and the environment will permit. Nevertheless, schools should challenge each student to reach his/her fullest potential.

5. To understand and accept the consequences of one's actions upon oneself, others, and society in general by developing a sense of morality and ethics.
Schools should provide the experience to help students develop a sense of right and wrong.

6. To develop a sense of personal responsibility and an appreciation of , and respect for, the rights of others.
Schools must demonstrate their commitment to human relations by teaching students about individual/cultural/racial similarities and differences.

7. To gain knowledge about one's physical and social self in relation to one's total environment.

Schools should encourage students to develop a proper respect for one's own physical fitness, sexuality, and emotional development.

With the systematic attainment of these vital goals, the personal and intellectual growth of all our children will be enhanced, and they will leave the Brookline Public School system ready to confront the next stage of their development as responsible citizens of the world.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
6. Parental and Early Childhood Education **(Voted 4/6/81, #81-116; 9/22/81, #81-431)**

Schools that recognize the value of extending their efforts to the family and to the earliest years of the child's life can enhance the learning of children and the well-being of the community. This conviction is based on the work of the Brookline Early Education Project and on a substantial body of related research on child development.

Clearly, certain conditions in the first five years of life influence healthy development and success in school. Preventive health care which monitors all areas of the child's development helps reduce the need for later, costly remediation. Consistent opportunities for children to listen to and speak with nurturing adults, especially during the first three years of life, facilitate optimal language and cognitive development. Opportunities orchestrated for the child to practice and master a range of skills--problem solving, perceptual, motor, and social--encourage motivation for self-directed learning and enable children both to esteem themselves and to respect the rights and dignity of others.

Parents are better able to assume responsibility for their child's success in school if they feel confident in their own abilities to contribute to their child's learning and to the school and community. Information pertaining to child development, plus support for the child-rearing role from other adults increase parents' willingness to participate actively.

Especially in stringent economic times, if some of the school system's investments to prepare children for success in school and toward building a strong constituency of parents, cost-effective benefits will be realized. Further, if the capabilities of other public and private agencies, such as health care providers, mental health agencies, libraries, day care and nursery schools, colleges and universities, private employers and state agencies are fully and systematically enlisted by the schools, the resources available to enhance children's learning will be increased, despite imminent reductions in tax-based expenditures for public education.

A high quality of education for young children, involving partnership relations between schools and parents, as well as full utilization of community resources, is the best insurance policy available to a community that is concerned with realizing a high quality of life for all its citizens.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
7. The Philosophy of Brookline High School
(Voted 6/26/90, #90-268; 6/15/70, #70-295; 9/22/81, #81-431; 11/16/81, #81-502)

At Brookline High School, we seek excellence in a community of learning, rich in academic and social objectives.

Excellence has many strands that thread every stage of the learning and teaching process. We want to encourage individual thinking and love of learning, pursue excellence in our various disciplines and programs, contribute to the growth and development of our students, embrace ideals of social awareness and action, and secure our health and integrity as a community of learning.

We are proud of the diversity we find in our students, teachers, and staff, and celebrate the value of mutual respect and caring. We intend to cultivate an understanding of differences--racial, ethnic, religious, sexual, cultural, political, and economic--and an appreciation of our essential kinship. Realizing that diversity can bring conflict, we are committed to open and democratic means of resolving our differences. Further, we believe that our commitment both to excellence and to respect for diversity provides the foundation for a good education. Relationships must be forged and curriculum designed to reflect and reinforce these academic and social values.

We want our school, then, to be a community of respect and a haven for learning. We want our students to be apprenticed to life in its ideal form--life that is devoted to inquiry, guided by reason and compassion, touched by beauty and joy, and informed by justice. We want our graduates to become literate about a full array of human achievement so that they will know and value what it means to do anything well.

With this philosophy in mind, our goals are as follow:

1. To provide challenging courses that will give each student a solid foundation in the academic disciplines, and the opportunity to pursue broad areas of interest.

2. To strive for acceptance of and appreciation for the diversity of our school population, with respect and care for each other, individually and as members of different groups.

3. To help students develop creativity, rational thinking, eagerness for discovery, and a sense of the aesthetic.

4. To nurture integrity and self-esteem in our community.

5. To encourage rigor and risk-taking in learning and teaching.

6. To support curricular, instructional, and administrative exploration, growth, and review.

7. To emphasize a global and multicultural perspective in our curriculum.

8. To hold ourselves and each other accountable for excellence.

9. To develop school and community spirit.

10. To encourage active participation in school activities, clubs and governance.

11. To provide an environment that is safe, healthy, clean, pleasant, and conducive to learning.

12. To prepare our students to make informed decisions, as individuals and in relation to others.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
8. District and Administrative Goals and Objectives
(Voted 6/14/78, #78-214; 9/22/81, #81-431, 11/16/81, #81-509)

On an annual basis, the Brookline School Committee shall, through an ad hoc committee appointed by the Chairman of the School Committee, and with the assistance of the Superintendent of Schools, set annual and long-range goals and objectives for the school system.

At a regular School Committee meeting to be held no later than June 30, the Superintendent shall submit to the School Committee these developed goals for the following academic year.

Additionally, the Superintendent shall report to the School Committee at an annual public meeting the progress made on the goals and objectives set for the previous year. (See Policy on Superintendent's Evaluation, Section G.)

(This statement of goals, and progress report on goals, is often incorporated into the Budget Process, and may be found as part of the budget document.)

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
***9. Wellness Policy* (Voted: 9/28/06, #06-88; 12/7/17, #17-102; 6/19/18, #18-60**
(Note: policy was moved from PSB Policy Manual Section E: Support Services to Section A: Foundations and Basic Commitments 6/19/18)

The Public Schools of Brookline (PSB) is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting wellness, good nutrition and regular physical activity as part of the total learning environment. The PSB supports a healthy environment where children learn about and participate in positive dietary and lifestyle practices. In an effort to support these goals, the following *core values* guide this policy and its corresponding implementation and procedures:

Cultivate a School Culture That Values Wellness – physical and mental health of all its students and their communities – by offering thoughtful, inclusive, and appropriate support and instruction throughout all schools.

Provide Comprehensive health education including but not limited to mental and physical health, nutrition and food literacy, physical activity, allergy and public health concerns, alcohol and other substance abuse, peer pressure, body image, and eating disorders. At its very core, comprehensive school health education is about keeping students healthy now and in the future, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand.

Destigmatize Differences due to mental and physical health or disability, culture, race, religion, language, national origin, gender, gender identity, sexual orientation, or socio-economic status through providing space for public learning, conversation, and discussion.

I. <u>Food Available in School</u>

The PSB addresses guidelines for students who have life threatening food allergies within the management guidelines for students who have life-threatening allergies.

The PSB provides school food environments in which every food option meets or exceeds USDA guidelines. The PSB will provide choices which support good health, academic achievement, physical activity, and individual choice. In providing foods that promote good health, pleasure in eating and reinforce important health education objectives, the PSB will allow for a diversity in family resources, food knowledge, exposure, cultures, and food practices.

Student Access and Participation in Meal Programs

1. The PSB is committed to provide a stigma-free meal environment where all students are provided fresh, nutritious foods that support physical growth and learning. Specifically, free and reduced priced meals will be served and sold in a manner indistinguishable by students or staff from the regularly priced meals.

2. PSB will meet or exceed best administrative practices for enrollment, participation, and payment of food, including:
    a. Ensuring that the direct certification process is being complied with for automatically eligible students;
    b. On a regular basis checking and coordinating with county social services and similar public benefit administering agencies to ensure that every eligible child is enrolled in free/reduced price meal programs;
    c. Developing a coordinated, comprehensive outreach and promotion plan directed at both students and families, including a language access component to ensure language-appropriate documents and highlighting access options for students with disabilities.
    d. Implementing and maintaining pin numbers or similar payment system in place that eliminates the stigma of accepting "free/reduced" lunch.
    e. Ensuring at least 20 minutes of time to eat *after food is served*, as feasible. This will allow enough time for students to get their lunch and eat it. Students need to socialize while eating, and if forced to choose due to shortness of time will usually respond to social prompts to talk rather than eat.
    f. Accommodate special dietary needs and offer foods that permit individual choice.
    g. Striving to reflect the ethnic and cultural preferences represented within our diverse community.

School Meal Content Guidelines

The PSB adheres to the following School Meal Content Guidelines

a. Meet and, when possible, exceeds the Nutrition Standards in the National School Lunch and Breakfast Programs https://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf and the Massachusetts and USDA Competitive Foods and Beverage Nutrition Standards http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/mass-in-motion/school/nutrition-regs/ taking advantage of exemptions for unprocessed fruits and vegetables. To the extent that current nutrition science indicates a higher standard is the better practice, the higher standard should be applied. The PSB endeavors to use organic food that is sourced locally and regionally when available.
    i. Under the Nutrition Standards in the National School Lunch and Breakfast program (7 CFR Parts 210 and 220) guidelines;
        1. This rule requires the availability of fruits, vegetables, whole grains, and fat free and low-fat fluid milk in school meals; reduce the levels of sodium and saturated fat and meet the nutritional needs of school children within their calorie requirements. These improvements to the school meal programs, largely based on recommendations made by the Institute of Medicine of the National Academies, are expected to enhance the diet and health of school children, and help mitigate the childhood obesity trend.
        2. Trans fats are not permitted.

b. Serves real, minimally processed food without additives when budgetarily possible and available. Fresh and freshly prepared food options should be available to every student at every meal.
c. Makes ingredient, nutrition and allergy information for all foods and beverages, except for fresh fruits and vegetables and other whole foods, readily available to students before purchasing meals, and to families in advance of the school day.

Snacks offered or sold to students as part of the food service program or through vending machines will comply with Smart Snacks or Massachusetts DESE snack standards per regulations 7 CFR 210.11 105 CMR 225.000. Snacks sold through vending machines shall not compete with meals offered by the school food service program.

Fundraisers should promote physical activity and health enhancing eating habits. The sale of items that meet the guidance provided by MA Dept of Health and Human Services for school nutrition shall be encouraged before, during, and up to 30 minutes after school.

Food at School Events, Field Trips, Celebrations, and Fundraisers

a. Given the implicit school endorsement, foods offered at any school events (including testing days, assemblies, etc.) will be wholesome, nutritious, clearly marked for the eight (8) common allergens (peanut, tree nut, milk, soy, egg, wheat, fish, and shellfish), and meet or exceed the district's nutrition standards for food in school set forth above.
b. Food fundraisers or food sold on behalf of the schools will also feature whole or minimally processed high nutrient foods, such as fruits, and vegetables, and be consistent with the standards and objectives of the wellness policy while being in accordance with National School Lunch Program and School Breakfast Program: Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger Free Kids Act of 2010 (7 CFR Parts 210 and 220).
c. Non-food related fundraising alternatives such as walk- or read-a-thons, jump roping, fun runs, or programming competitions, should be promoted.
d. Lunch time meetings will not be used as a consequence. Tutoring, clubs, and meetings may take place during lunch time if students are provided with the opportunity to get lunch.

Competitive Foods and Beverages & Food Marketing

a. Foods should compare favorably with meal program offerings, and meet or exceed the same standards set forth above.
b. These standards apply in all locations where food and beverages are offered or sold in schools: cafeterias, restaurants, student run culinary program, cafes, vending machines, stores, and snack or other food carts.
c. Only foods that meet or exceed district standards may be marketed or promoted to students.
d. PSB will prioritize marketing whole or minimally processed foods to students.
e. Fruit and non-fried vegetables will be offered for sale wherever food is sold.
f. Only Office of Administration and Finance approved brand names, trademarks, or logos from companies that offer only product lines (both in

and outside of schools) that are consistent with the Wellness Policy nutrition guidelines will appear in schools, during school activities, or in school materials, including, but not limited to curriculum or educational materials, food and beverage containers, menus, school publications, posters, electronic media, or vending machines.

Ensure the safety and inclusion of students with food allergies and other special health concerns by following the PSB Management Guidelines for Students who have Life-Threatening Allergies.

II. Nutrition Education

The PSB will aim to provide nutrition, health and food literacy education to students at every grade level as part of a sequential, comprehensive, standards-based health education curriculum and/or as embedding in multi-disciplinary units that meets state and national standards. Curriculum will be selected, developed and coordinated so that both dedicated health and nutrition units as well as other classroom and non-classroom settings are used in concert to further this goal. Appropriately, the district will take steps to ensure trained and dually licensed physical and health educators will be identified and tasked with this coordination with appropriate content area partners. The K-12 coordinator of Physical Education and Health will partner with appropriate content coordinators to prepare materials, conduct or arrange for outreach and trainings, and providing technical support and resources to teachers.

Consistent with the values set forth in this policy, the PSB will:

1. **Provide a food-positive school food environment**, in which real food is freshly prepared from whole or minimally processed ingredients to maximize naturally occurring nutrients and good taste while minimizing unnecessary additives and waste, whether in a meal program or any other school setting.
2. **Teach students to be critical, astute consumers** who know how to navigate both their food environment and their health support system, seek out current science, and modify their behavior to cultivate good health.
3. **Teach food literacy** in the classroom, in experiential learning settings like school gardens and teaching kitchens, in the cafeteria, and in other food settings; practice what is preached in nutrition education; and ensure that adults model good choices throughout schools.
4. **Provide a range of wholesome, nutritious, and delicious breakfast, lunch, snack and special event foods to all students**. While holding its food service program to the Nutrition Standards in the National School Lunch and Breakfast Programs https://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf and the Massachusetts and USDA Competitive Foods and Beverage Nutrition Standards http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/mass-in-motion/school/nutrition regs, the PSB will ensure that its foods are equally accessible to all students irrespective of ability to pay; consistent with the health, ethnic, and cultural needs of the internal school community; and contribute to the health of the greater community by supporting a healthy, sustainable, and fair local and regional food system.

III. Health Education, Physical Education and Physical Activity

The Public Schools of Brookline will provide a range of physical activity opportunities to all students, including regular physical education, daily recess and physical activity breaks, before and after school activities, active academics as well as comprehensive health education.

Teachers and other school personnel will not use physical activity (*e.g.*, running laps, push-ups) or withhold opportunities for physical education or physical activity (*e.g.*, recess) as consequence. The denial of recess will not be used as punishment/discipline unless the student's removal from recess has been determined as appropriate by the school principal and communicated with the parent.

1. Physical Education

- **a.** All PSB students grades K-12, including students with disabilities, special health-care needs, and in in-district alternative educational settings, receive physical education each year. In grades 9-12 this requirement may be met through the After-School Contract for Health and Fitness.
- **b.** All physical education will be taught by teachers meeting DESE licensure requirements. Age, ability, and developmentally appropriate modifications will be made to accommodate the needs of all students. Students will spend at least 70 percent of physical education class time participating in moderate to vigorous physical activity.
- c. Teachers will provide a comfortable and safe learning environment. Physical education equipment will be age and developmentally appropriate.

2. Daily Recess

- a. All children in grades kindergarten through five attending public schools shall receive one hundred forty minutes of supervised, safe, and unstructured free-play recess each week, preferably outdoors, weather permitting dependent at the discretion of the school principal. Should the outdoor temperature fall below 20 degrees, recess shall occur indoors.
- b. All children in grades 6 through 8 will receive at least 90 minutes of supervised, safe, and unstructured free-play recess each week, preferably outdoors, weather permitting at the discretion of the school principal. Should the outdoor temperature fall below 20 degrees, recess shall occur indoors.
    - i. As used herein, the term "free play" means an unstructured environment, but which is supervised by appropriate school personnel or staff.

3. Integrating Movement throughout the School Day

- a. The PSB will continue to train teachers in current practices to understand that short exercise bursts create increased brain activity, resulting in students who are more focused and ready to learn. Classroom teachers will be provided with resources for increasing student heart rates periodically throughout the school day.

b. Students in grades 5-8 will have access to extramural sports programs. High school students will have access to intramural physical activity programs as well as interscholastic sports programs.
c. All schools will offer a range of activities that meet the needs, interests, and abilities of students, inclusive of genders, students with disabilities, and students with special health-care needs.

4. Health Education

a. PSB are committed to providing a school environment that promotes students' physical, emotional, intellectual, and social well-being.
b. The health education program will utilize a skills-based approach designed to provide students with opportunities to develop and maintain the knowledge, skills, attitudes, and behaviors necessary to be healthy and physically active for a lifetime. The health education curricula will be aligned with the state and National Health Education Standards. The PSB Health education shall be taught by teachers meeting DESE licensure requirements. Currently, the health curriculum is taught in grades 7-9. The PSB aims to start a specific health education program beginning in grade 6.

IV. Social and Emotional Health and Wellbeing

The Public Schools of Brookline is committed to promoting the social and emotional well-being of all students. Brookline's commitment to addressing student mental health has six objectives:

1. Foster a school **culture of overall acceptance and respect** for differences. De-stigmatize mental health issues, whether referring to individuals with clinical diagnoses (such as anxiety or bipolar disorder) or those struggling with personal or family stresses or other social/emotional issues. Create an environment in which it is safe and acceptable to talk about differences and ask for help.

2. **Provide age-appropriate social and emotional literacy and education**. Teach effective strategies and practices to support mental health, resilience and well-being throughout all grades, including skills that promote healthy behaviors in relation to nutrition, exercise, interpersonal relationships, stress management, mindfulness, injury prevention and substance abuse.

3. **Raise awareness among students, parents, schools staff, coaches and other members of the community** about the signs and symptoms of mental health, social/emotional issues, and substance abuse, keeping in mind that many behavioral and academic struggles, are often manifestations of compromised mental health or personal or family and stresses. Provide training on how to reach out to students and help them access support and treatment services. Ensure that all school staff are trained on emergency procedures, including when to report concerns to administration and support staff.

4. **Ensure that in-school support services** (including guidance, social workers, adjustment counselors, psychologists, and/or nursing staff) are accessible to all students presenting with social, emotional, mental health and substance abuse

issues for screening, referral and ongoing counseling in school counseling as needed. Trained licensed clinical staff will be available to respond to social service and psychiatric emergencies during school hours.

5. **Provide specialized instructional programs** for all students struggling with social and emotional issues to achieve academically to the best of their abilities.

6. **Promote wellbeing and balance** by addressing the policies and practices around the intersection of academic expectations/achievement and student mental health.

LEGAL AUTHORITIES: 7 CFR Parts 210 and 210; 105 CMR 225.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
10. Commitment to Accomplishment **(Voted 9/22/81, #81-431)**

The Brookline School Committee is committed to continuing a long-standing tradition of excellence in its school system. Historically, Brookline was the first to provide such programs as kindergarten, hot lunches, physical education and others. Currently, Brookline is committed to sophisticated programs for special needs children, an expanded and flexible High School curriculum, extensive programs for independent study and individualized instruction.

Our school system must not stand still. Continually we must be responsive to children's needs and continually we must evaluate and assess the relevance and usefulness of existing programs.

SECTION A
FOUNDATIONS AND BASIC COMMITMENTS
***11. Sustainability Policy* (Voted 10/27/22, #22-87)**

The Public Schools of Brookline (PSB) values sustainability and is committed to practices that support a healthy environment for present and future generations, and inspire students to be good stewards of the Earth and its people. The District will prioritize conservation of resources, carbon neutrality, and environmental education in concert with fiscal responsibility, health, and safety including:

Education and Engagement: The District will cultivate an understanding of environmentally sustainable practices and their urgency (i.e. environmental literacy) through incorporation of climate-focused sustainability into our core curricular values. Climate science and climate action will be addressed in a combination of units of study and courses, pedagogies, and through extracurricular organizations, clubs, teams, or parent/caregiver engagement. The PSB will support opportunities for civic engagement and student leadership within our schools to address climate change and its intersectionality with race, gender, geography, nutrition, economy, and well-being.

Energy and High Performance School Buildings: Energy is a significant expenditure for schools. Districts that target energy efficiency in their building operations and maintenance can typically reduce bills by 5-20%. The District will seek out opportunities for energy conservation, energy efficiency, and deployment of renewable energy technologies to capture both cost savings and reduced carbon emissions. The District will move in the direction of adopting green building standards, such as the following:

- Set an EUI of less than 21 kBtu/ft2/year.
- Commit to Fossil Fuel Free and Zero Emissions on-site.
- Optimize opportunities for passive energy use and “daylighting”.
- Install on-site photovoltaic solar panels and electricity storage to maximize on-site energy usage.
- Provide electric vehicle chargers for employee parking spaces.
- Plan for emergency sheltering to provide resiliency for the broader community during extreme weather events or other grid outages.
- Design new buildings and renovating existing ones as Net Zero Energy Projects.
- Integrate de-construction (as opposed to demolition) and materials reuse to minimize embodied carbon impacts.
- Perform building efficiency assessments on all PSB school buildings.
- Plan opportunities for efficiency projects through the CIP (such as building envelope upgrades, procurement of high efficiency appliances, and transitioning of lighting to LED).
- Provide a healthy and safe environment for students and staff through best practices in protection of indoor air quality (IAQ), as well as adhere to a green cleaning program (where the cleaning solutions contain no known carcinogens).
- Promote sustainability education campaigns such as “power down Fridays” with the District community.

- Work with and train staff on how to reduce individual plug loads within school buildings.

Schoolyards: Learning outdoors, surrounded by nature, has a diversity of benefits for students and staff alike, including academic success, improved mental and physical health, and education about real-life environmental issues and solutions. Where hardscape is needed, the PSB will minimize carbon-intensive, non-renewable materials such as asphalt. The District will maintain grounds according to best practices in organic management and Integrated Pest Management (IPM).

Food Services: The District will promote student health, sustainable agriculture, and environmental restoration through gardening, recycling, and composting, as well as the well-being of food chain workers across all food services activities. The District will promote sustainable food consumption by moving away from unsustainable foods, including but not limited to meat, poultry, and fish. The District will instead move towards and promote plant-based food options, including initiatives such as "Meatless Mondays." In addition, the District will:

- Provide nutritious vegan entrees at every meal.
- Encourage adoption of the Good Food Purchasing and the Farm to School programs, and prioritize procurement of food and drink produced within 250 miles of the Town of Brookline.
- Promote a transition to all natural and organic foods.
- Cultivate school gardens that could support edible schoolyards.

Waste: The District will promote resource conservation and efficient use of resources, including waste reduction for water, food, paper and other resources. The District will establish business procedures that give priority to environmentally preferable products and practices, and that consider environmental and social costs as well as short-term financial costs. The District will commit to reducing its waste through a variety of methods, such as:

- Supporting the Town's Zero Waste initiative through professional development, zero waste campaigns, waste audits and PTO presentations.
- Working with staff to introduce the 4 R's (Refuse, Reduce, Reuse, Recycle) to students.
- Providing composting opportunities at every school.
- Initiating a program to donate appropriate wasted food to the Brookline Food Pantry.
- Reducing single use food and drink service items served on-site (e.g. not distributing single use water bottles at events).
- Installing additional water bottle filling water stations.
- Installing automatic shut-offs at sinks.
- Evaluating irrigation techniques and potential for irrigation upgrades.
- Exploring the feasibility of water catchment projects.
- Transitioning from paper to electronic forms of writing, where appropriate.
- Purchasing paper made from recycled materials.
- Installing electronic hand dryers.

Transportation: The District will promote and explore measures supporting transport sustainability, such as expanding its electric vehicle fleet, retrofitting existing vehicles with technologies that reduce emissions, reducing idling time and educating vehicles at drop-off and pick-up about no-idling laws, adjusting bus schedules and routes to improve travel efficiency, reducing unnecessary trips, reducing solo automobile trips to shared destinations, promoting use of public transportation, and encouraging walking, cycling, and use of human powered vehicles or other pedestrian conveyances where appropriate. The District will collaborate with town and state partners to maintain a transportation infrastructure at or near school properties that supports sustainable modes of travel.

SECTION B

BOARD GOVERNANCE AND OPERATIONS

1. School Committee Authority and Operational Goals B 3
2. School Committee Legal Status B 4
   - Powers and Duties
   - School Committee Elections
   - Qualifications
   - Oath of Office
   - Resignation
   - Removal from Office
   - Unexpired Term
   - Replacement of Officers
   - School Committee Member Code of Conduct
   - School Committee Member Conflict of Interest
3. Organization of the School Committee B 8
   - Organizational Meeting/Election of Officers
   - School Attorney
4. School Committee Meetings B 9
   - Regular School Committee Meetings
   - Agenda Preparation and Dissemination
   - Quorum
   - Rules of Order
   - Voting Method
   - Meeting Minutes
   - News Media Services at School Committee Meetings
   - Audio Taping
   - Executive Sessions
   - Public Comment and Participation at School Committee Meetings B 11
   - Student Advisory/Representative
   - Annual Budget Hearing
   - Special Meetings
5. School Committee Work Sessions and Retreats B 14
6. School Committee Policy Development B 15
   - School Committee Role
   - Definition of Policies and Regulations
   - Policy Review Subcommittee
   - In the Absence of Policy
   - Policy Adoption
   - Policy Revision and Review
   - Suspension of Policies
   - Review of Regulations
   - Policy Manual Accessibility

7. School Committee Member Services B 17
   - Office Facilities and Services
   - SC Member Orientation
   - SC Member Compensation and Expenses
   - SC Memberships and Affiliations
   - Insurance

8. School Committee Legislative Program B 18

9. Approval of Handbooks and Directives B 18

10. Electronic Correspondence Between or Among Members B 18
    (with Town/School Use of Information Technology Resources)

11. School Committee/Superintendent Relationship B 19
    (with Job Description)

12. School Committee Subcommittees B 24
    - a. Standing Subcommittees
      - Purpose
      - Organization
      - Creation/Dissolution of Subcommittees
      - Subcommittee Administration
    - b. Ad Hoc Committees
    - Open Meeting Requirements

13. School Committee Subcommittee Mission Statements B 26

14. Advisory Committees B 28

SECTION B
BOARD GOVERNANCE AND OPERATIONS
1. School Committee Authority and Operational Goals: (Voted 10/6/81, #81-464)

The Brookline School Committee shall operate in accordance with the General Laws of Massachusetts (Ch. 71 and 41) which delegate its authority, and in accordance with any applicable provisions of the Town By-Laws. The Education Reform Act of 1993, Ch. 71, S. 37, specifies this authority as follows:

> The School Committee in each city and town and each regional school district shall have the power to select and to terminate the superintendent, shall review and approve budgets for public education in the district, and shall establish educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the board of education.

Ch. 71, S. 59, 59B, and 59C describe the authority of the Superintendent, the Principals, and the School Councils. The Superintendent will manage the school system consistent with state law and School Committee policy. The School Committee may establish/appoint the assistant superintendents, but may not unreasonably withhold approval of such appointments. The principals are hired by the Superintendent to manage the schools. The principal of each school, in consultation with the school council established shall adopt educational goals for the schools.

The School Committee shall adopt measures to organize itself, conduct public meetings, hire the most capable staff available and seek to obtain sufficient funding to support its programs from available sources at the town, state and federal levels.

SECTION B
BOARD GOVERNANCE AND OPERATIONS
2. School Committee Legal Status: (Voted 10/6/81, #81-464; 10/26/00, #00-82)

The School Committee shall abide by the statutes regarding the following:

Powers and Duties:
As instruments of the Massachusetts Legislature, the local School Committees derive their authority from the Constitution of Massachusetts, from statutes, and from regulations of the State Board of Education (See Ch. 71, MGL).

School Committee Elections:
The Brookline School Committee has nine members, three of whom stand for election at the Annual Town Election in May. The term of office is three years. The members serve without compensation.

Qualifications:
To be eligible for the office a person must be a resident and registered voter of the Town of Brookline, and may not serve as an employee of the Brookline Public Schools.

Board Member Oath of Office:
Members elected to the School Committee may enter upon his or her official duties on the day after his/her election, upon being sworn in by the Town Clerk. The Oath, from the Town Clerk, reads as follows:

> "I do solemnly swear and affirm that I will faithfully and impartially discharge all the duties incumbent on me, as a member of the Brookline School Committee, according to the best of my ability and understanding, agreeably to the rules and regulations of the Constitution and the laws of the Commonwealth, and under rules, regulations and by-laws made under authority thereon, so help me God."

School Committee Resignation:
In order to resign, a member must notify the Town Clerk in writing. The resignation will become effective at the date of filing or at such time as may be specified in the letter of resignation. The Town Clerk shall then notify the remaining members of the School Committee and the Selectmen, such notification shall include the effective date of the resignation.

School Committee Member Removal From Office:
In the absence of any Massachusetts statute or Brookline By-Law providing for impeachment, removal, or recall of School Committee Members, School Committee Members shall be removed from office only upon conviction for certain criminal violations. A School Committee member shall be deemed to have vacated the office if he or she removes him or herself from the Town.

Unexpired Term Fulfillment:
If a vacancy occurs on the School Committee, the remaining members shall give written notice of the vacancy to the Board of Selectmen within one month. After one week's notice, the Selectmen and the School Committee shall fill the vacancy by a roll call vote. The person so appointed or elected shall be a registered voter of the Town and shall serve until the next annual election.

Replacement of Officers
If the School Committee Secretary is informed by the Town Clerk that the Chair or Vice-Chair of the School Committee has resigned or otherwise ceased to be a member of the School Committee, or if the Secretary receives a formal letter of resignation from the Chair or Vice-Chair from that position, the Secretary shall inform the Committee of the vacancy or resignation at its next meeting. As the first item of business at the meeting subsequent to the Secretary's announcement, or the first meeting after the resignation becomes effective, whichever is later, the Committee shall hold an election to fill the vacancy.

If the position of Chair of the School Committee is vacant, the Superintendent shall act as Chair until the completion of the election, as is done during the annual reoganization process. The Vice-Chair may be a candidate for the position of Chair. If the Vice-Chair is elected Chair, or the position of Vice-Chair is vacant, the School Committee shall immediately elect a new Vice-Chair. The Superintendent will continue to chair the meeting until the completion of that election. If only the position of Vice-Chair is vacant, the Chair of the School Committee will preside during the election.

School Committee Member Code of Conduct (New Policy)
The acceptance of a code of conduct implies the understanding of the basic organization of School Committees under the laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adhere to those laws that apply to School Committees, since School Committees are agencies of the state.

The code of conduct delineates three areas of responsibility of School Committee members: to the community, to school administration, to fellow committee members.

Responsibility to Community
Each member of the School Committee in her/his relations with her/his community should:

- Realize that her/his primary responsibility is to all the children.
- Recognize that her/his basic function is policy-making and not administrative.
- Remember that s/he is one of a team, and should abide by, and carry out, all of the Committee's decisions once they are made.
- Be well-informed concerning the duties of a Committee member on both a state and local level.

- Remember that s/he represents the entire Brookline community at all times.

Responsibility to School Administration

A School Committee member in her/his relations with her/his school administration should:

- Endeavor to establish sound, clearly defined policies that will direct and support administration.
- Recognize and support the administrative chain of command, and refuse to act upon complaints as an individual outside the administration.
- Act only on the recommendation of the chief administrator in all matters of employment or dismissal of school personnel.
- Give the chief administrator full responsibility for discharging her/his professional duties and hold her/him responsible for acceptable results.
- Refer all complaints to the administrative staff for solution and only discuss them at committee meetings if such solutions fail.

Responsibility to Fellow School Committee Members

A School Committee member in her/his relations to her/his fellow Committee members should:

- Recognize that action at official meetings is binding and that s/he alone cannot bind the Committee outside of such meetings.
- Uphold the intent of executive sessions and respect the privileged communication that exists in executive sessions.
- Not withhold pertinent information on school matters or personnel problems, either from members of her/his own committee, or from members of other committees who may be seeking help and information on school problems.
- Make decisions only after all facts and viewpoints on a question have been presented and deliberated publicly or, when appropriate, in executive session.
- Commit to professional development related to official responsibilities as a School Committee member, through compliance with requirements of MGL Sec. 71.36A, specifying at least 8 hours of orientation within the first year after initial election or appointment as new School Committee member, and through a mentoring relationship with a fellow School Committee member as determined by the School Committee Chair.

This Code of Conduct is not intended to supersede or modify any provision of an employment contract executed by and between the School Committee and any school department personnel, including the Superintendent. This Code of Conduct does not otherwise exempt School Committee members from performing any act that may otherwise be required by law, such as filing a report pursuant to MGL Ch. 119 Sec. 51A.

Source: Massachusetts Association of School Committee Policy 5/22/1964
Adopted: By Brookline School Committee 1/27/05 #05-18 (New Policy)

School Committee Member Conflict of Interest (Revised Policy)

The Massachusetts Conflict of Interest Law, MGL Ch. 268A, governs the conduct of School Committee members and other public officials and employees. This law ensures that the private financial interests and relationships of School Committee members and other public officials do not conflict with their official responsibilities. In addition to acknowledging their obligations and responsibilities under this law, the School Committee specifically recognizes and endorses the following supplemental provisions. No School Committee member shall:

a. accept other employment which will impair his independence of judgment in the exercise of his official duties.

b. accept employment or engage in any business or professional activity which will require him to disclose confidential information which he has gained by reason of his official position or authority.

c. improperly disclose confidential information acquired by him/her in the course of official duties, nor use such information to further personal interests.

d. use or attempt to use official position to secure unwarranted privileges or exemptions for self or others.

e. by his/her conduct give reasonable basis for the impression that any person can improperly influence him or unduly enjoy his/her favor in the performance of official duties, or that s/he is unduly affected by the kinship, rank, position or influence of any party or person.

f. pursue a course of conduct which will raise suspicion among the public that s/he is likely to be engaged in acts that are in violation of trust.

Adopted: By the Brookline School Committee 1/27/05 #05-19 (Revised from School Committee Member Ethics Policy)

SECTION B
BOARD GOVERNANCE AND OPERATIONS
3. Organization of the School Committee:

(1960, Rules; Voted 4/15/68, #68-131; 12/5/77, #77-487;
1/23/78, #78-43; 6/18/79, #79-244; 10/6/81, #81-464; 5/3/01, #01-43)

The School Committee adopts the following policies regarding organization of the School Committee. These policies are based upon the document Rules of the School Committee, last revised by vote of the School Committee on October 17, 1960, and conform to existing State statutes and Town By-Laws. These policies will supersede policies previously adopted, and will remain in effect until duly amended in whole or in part by a vote of a majority of the School Committee at a public meeting for which the proposed amendment has been published in the docket.

School Committee Organizational Meeting/Election of Officers:
The School Committee will organize annually following the Town Election in May. The Superintendent of Schools will preside at the organizational meeting until the Chair is elected. A Chair and Vice-Chair will be elected in Open Session by vote of the majority of those members present. No member of the School Committee may serve as Chair for more than two consecutive one-year terms. The Chair will preside at all meetings of the School Committee. In the absence of the Chair, the Vice-Chair will preside, or in the absence of the Chair and Vice-Chair, the Committee may designate a member to be Temporary Chair.

It will be the practice of the School Committee to appoint as its Secretary the person employed as the Assistant to the School Committee. The Secretary will be appointed by vote of the majority of the members present. The Secretary will assume all the duties specified in Chapter 71, Section 36 of the General Laws, and as specified in the job description of the Assistant to the School Committee. It is the responsibility of the Assistant to perform various administrative duties and assignments for the School Committee, coordinate with other personnel of the Brookline Public Schools, produce the docket for official meetings, prepare the official record of the proceedings, and act as a major contact point for the citizens of the community, acting for the School Committee within broad policy guidelines.

School Attorney:
The School Committee will obtain legal counsel for the purpose of collective bargaining and contract management with its several unions. For all other purposes, the School Committee will utilize the services of the Brookline Town Counsel.

SECTION B
BOARD GOVERNANCE AND OPERATIONS
4. School Committee Meetings:

(1960, Rules; Voted 12/21/72, #72-424; 4/26/76, #76-175; 11/7/77, #77-464; 2/5/79, #79-41; 10/29/79, #79-042; 6/17/80, #80-425; 10/6/81, #81-464; 5/3/01, #01-43; 11/4/10, #10-84)

The School Committee will conduct its regular, special and executive session meetings and other business in accordance with the Open Meeting Law and other statutes relative thereto.

Regular School Committee Meetings:
Unless otherwise determined, the Committee shall meet twice a month, on Thursdays, except during July and August, and at such other times as it may designate. All regular meetings are held in the School Committee Meeting Room in Town Hall, unless otherwise noticed. Subject to the availability of BAT staff, the meetings will be televised by Brookline Access Television. Every effort will be made to adjourn the regular meetings at or before 10:00 PM. Extended meetings (those continuing past 10:00 PM) will terminate by 11:00 PM, unless a majority of the members present votes to continue beyond that hour.

Subject to the notice provisions of the Open Meeting Law, adjourned meetings will be reconvened for the purpose of finishing the docketed business at the earliest date convenient to the majority of members, such time to be announced to the audience, published, and posted. The Committee may at once take up the subject under consideration at the time of adjournment or any other subject on the incomplete docket of the adjourned meeting, so long as it completes the business of the adjourned meeting.

Agenda Preparation and Dissemination:
The School Committee Agenda (Docket) shall be prepared by the Chair (or Vice Chair in the Chair's absence), the Superintendent, and the Assistant to the School Committee, in advance of the meeting. Items which have been deferred for action, scheduled reports, and items raised for inclusion by any member of the School Committee, and brought to the attention of the Assistant no later than the Monday before the meeting, will be included. The typical agenda format is as follows:

1. Administrative Business
   a. Calendar
   b. Consent Agenda: Past Record, other items as appropriate
2. Subcommittee Reports
3. Executive Session, if necessary
4. Public Comment
5. Superintendent's Report
6. Presentations/Issue Discussions
7. New Business
8. Adjournment

Any member of the School Committee, with the support of another member, may ask the Chair to change the order of the agenda, and such requests will not be unreasonably denied.

In the interest of informing the public, the School Committee will seek to ensure the widest possible distribution of its agenda within the limits of available funds. Regular publicity channels include school bulletins, town and school newspapers, and electronic venues. With the exception of emergency meetings, the agenda will be posted at least 48 hours in advance, exclusive of Saturdays, Sundays and legal holidays, with the Office of the Town Clerk.

Quorum:
Five members shall constitute a quorum to begin the meeting and conduct business.

Rules of Order:
Unless a majority of the Committee has voted to adopt contrary rules, the School Committee operates according to the rules of Parliamentary Practice, as laid down in the most recent edition of Robert's Rules of Order, except for the following rules, previously adopted by the Committee:

1. Motions in Writing:
Except for motions to adjourn, to lay on the table, and for the previous question, which shall be decided without debate, one member may request that any motion or amendment offered shall be put in writing before it is voted upon.

2. Reconsideration:
Motions for reconsideration of actions taken at previous meetings may be made and voted at any subsequent meeting. However, prior to taking a vote on any substitute motion which would alter the action previously taken, the matter will be laid over to the next regular School Committee meeting with notice given to all concerned persons, and the substitute motion will be printed in the docket of said meeting.

3. Referral of Matters to Sub-Committees:
When any matter is presented which should be considered by an existing and appropriate Sub-Committee, the Chair may refer said matter without debate to that Sub-Committee for a report on same by a date certain, when the matter shall be taken up for consideration by the whole Committee.

4. Suspension of Rules of Order:
Any one of the rules or regulations regarding School Committee meeting procedures may be suspended at any meeting by a vote of a majority of the whole Committee, but no action of the Committee, taken without objection, shall thereafter be deemed invalid because the rule was not formally suspended.

5. Amendments or Repeal of Rules of Order:
The rules and regulations regarding School Committee Meeting Procedures may be amended or repealed at any meeting by a vote of the majority of the whole Committee, provided notice of such proposed action is given at a previous meeting, and a written copy of such proposed alteration is provided by the Assistant to the School Committee in the public docket for the meeting at which action is to be taken.

Voting Method:

The votes shall be by ayes and nays, or in the case of uncertainty by the Chair, the vote shall be by show of hands. At the request of one member, the numbers for and against any question shall be entered upon the record. Any member may have his or her vote recorded by name and with stated reason, if he or she so desires.

Meeting Minutes:
An accurate record of all meetings of the whole Committee shall be kept by the Assistant to the School Committee. The record shall not be considered official until it is approved by the School Committee at a regular meeting.

News Media Services at School Committee Meetings:
The School Committee welcomes the presence of news media persons at its meetings and to this end notifies them of meetings, and allows live coverage by Brookline Access Television.

Audio Taping:
The Assistant to the School Committee is authorized, but not required, to tape record all regular, special and executive session meetings of the School Committee, in order to prepare the record, and hold the tape until the record is approved. Notice of such tape recordings shall be provided by the Chair at the beginning of the meeting. Any tapes of Executive Sessions shall be kept confidential. Members of the public may tape record the proceedings of the regular and special meetings after so informing the chair, who shall announce the fact to all present. The Committee may vote to suspend the taping of an Executive Session at the request of an individual addressing the Executive Session, but with the understanding that the Assistant to the School Committee shall keep a record of said session according to policy established by the School Committee and outlined below under Executive Sessions.

Executive Sessions:
The School Committee will hold Executive Sessions as needed and for the purposes stated in the Open Meeting law. Such meetings will be called only after the School Committee has convened in an Open Session for which notice has been given, the Chair has stated the reason and indicated whether or not the Committee shall reconvene after the Executive Session, and a majority of members have voted to go into Executive Session on a roll call vote recorded by the Assistant to the School Committee. All votes taken in Executive Sessions shall be recorded roll call votes and shall become a part of the record of said Executive Sessions.

The records of the Executive Session shall be stored in the School Committee Office, separate from the regular public records, for perusal by School Committee members and senior staff only, until review by the Chair or Vice Chair at reasonable intervals determines that non-disclosure is no longer warranted because their publication would no longer defeat the lawful purpose of the Executive Session.

Public Comment and Participation at School Committee Meetings (Voted 1/26/93, #93-29; 4/27/93, #93-115; 9/27/94, # 94-80; 11/3/05, #05-122; 8/20/20, #20-101)
School Committee meetings are conducted in accordance with the Massachusetts Open Meeting Law, G.L. c. 30A, sections 18-25 inclusive. In addition, the School Committee believes that the public should have an opportunity to comment to the Committee on issues that affect the school district and are within the scope of the Committee's

responsibilities. Therefore, the Committee shall generally set aside a period of time at School Committee meetings to hear from the public. If the Committee believes that an issue requires a broader dialogue with the public, the Committee may schedule a separate public hearing on that issue.

Public Comment is not a discussion, debate, or dialogue between or among speakers and the School Committee. Nor is it a public hearing. Rather, it is intended to offer individuals an opportunity to express their opinion on issues of School Committee business. While the Committee and/or administrators will not typically respond to comments or questions posed at Public Comment, the Chair, as presiding officer of the meeting, may answer or request an answer to a question if the Chair deems it expeditious. Further, should the Chair believe that an issue or question falls outside the purview of the School Committee, the Chair may request that individuals direct it to the appropriate person or body so that the matter is given proper consideration.

The following process will govern Public Comment and participation at School Committee meetings:

The School Committee shall generally have a Public Comment section at School Committee meetings, according to the following guidelines:

M.G.L c. 30A, s. 20(g) provides, in relevant part, that: “No person shall address a meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent.” The School Committee Chair will favor those speakers who sign up in advance under the procedure specified below.

1. For all in-person meetings, a sign-up sheet will be available as people enter the meeting, and people will speak in the order in which they sign up, unless more than one person wishes to speak on a single topic, in which case the Chair may call on them together. Additional information on how to comment, including for remote meetings, will be provided in the meeting announcement posted on the town website.

2. Any person wishing to speak must identify themself by name and address, and specific interest for wishing to speak. The Chair may favor, in no particular order, those speakers who are parents or guardians of Brookline students, Brookline residents, or, in appropriate circumstances, a Town of Brookline employee.

3. There will be a time limit of 5 minutes per person, which will be enforced by the Chair of the meeting. If the number of people wishing to speak exceeds 3, the Chair may, at the Chair’s discretion, limit individual comments to no more than 3 minutes per person. Written comments of any duration may be presented to the School Committee Executive Assistant before or after the meeting and become a part of the meeting minutes. All remarks will be addressed through the Chair of the meeting.

4. The amount of time allocated for the Public Comment session will generally be 15 minutes provided that the Chair may extend any individual session in her/his/their discretion.

5. Discussion of individual personnel issues will be prohibited.

6. Responses to concerns will be made only by the Superintendent or Chair of the meeting, or other members, at the Chair's discretion.

7. On those issues that can be resolved by directing citizens to the appropriate staff, the Superintendent or Chair will advise the citizen of appropriate steps to take.

8. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected if it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement of imminent lawless conduct, or contains obscenities. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chair may terminate that individual's privilege of address.

Student Advisory/Representative:
The School Committee recognizes its duty to include the student perspective. Toward this end, there will be a student representative from the High School assigned to participate in School Committee meetings. The Student representative does not have a vote on the Committee, nor will s/he participate in Executive Sessions; however, the Committee welcomes student comments on issues and looks forward to student participation.

Annual Budget Hearing:
The School Committee recognizes its duty to hold an annual budget hearing. To comply with the law and to ensure the greatest possible public participation in the budget process, procedures for this and all other budget meetings shall be followed. The annual budget hearing may be included as part of a regular School Committee meeting or held separately as a special meeting of the School Committee as determined by the School Committee.

Notice of all the Finance Subcommittee meetings shall be publicized and forwarded to relevant groups, including the Board of Selectmen; Advisory Committee Chair and members of the Subcommittee on Schools; PTO Presidents; School Administrators, and press. Notice of the budget hearing, including date, time, and place, as well as place where copies of the budget will be available for examination by interested citizens, shall be publicized at least 7 days in advance through regular publicity channels, including town and school newspapers, public bulletin boards, and electronic venues.

Special Meetings:
A special meeting may be called by the Chair, at the request in writing of any two members, or by a vote of a majority of the School Committee members. Except in an emergency, at least 48 hours notice, exclusive of Saturdays, Sundays and legal holidays, of all special meetings shall be given to each member, such notice stating the date, time, and place, as well as the subjects to be considered. At a special meeting, only the subjects for which the meeting was called shall be in order.

SECTION B
BOARD GOVERNANCE AND OPERATIONS
5. School Committee Work Sessions and Retreats: (Voted 10/6/81, # 81-464)

The School Committee, or any number of its members alone or together with staff, may conduct informal study or planning sessions, so long as such sessions are not for the purpose of arriving at a decision on any public business within the jurisdiction of the School Committee.

From time to time, the School Committee may also hold social meetings or retreats.

At all such sessions or meetings, the School Committee shall comply with the provisions of the Open Meeting Law (MGL Ch. 39).

SECTION B
BOARD GOVERNANCE AND OPERATIONS

6. School Committee Policy Development (Revised Policy)

School Committee Role:

By formulating, adopting, and regularly reviewing written educational policies, the School Committee fulfills its charge of establishing "educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the board of education." (MGL Ch. 71, S. 37). The responsibility for adopting new policies or changing existing policies rests solely with the School Committee.

Definition of Policies and Regulations:

Policies are principles adopted by the School Committee to guide the Public Schools of Brookline. Policies should be broad enough to guide the administration in its operations.

Regulations are a set of specific steps developed and utilized by the administration to implement policies of the School Committee.

Policy Review Subcommittee:

The Chair of the School Committee will assign at least three members of the School Committee to the Policy Review Subcommittee, one of whom shall be assigned to serve as its chair. The role of the Policy Review Subcommittee is to ensure the regular and timely review of the Policy Manual and to develop new policies that are outside of the jurisdiction of other subcommittees.

In the Absence of Policy:

The School Committee charges the Superintendent with being alert to those areas where policy may be absent and needed in order to run the system effectively. If advance notice of a problem area is not possible, the Superintendent will discuss decisions made in the absence of a written policy with the School Committee and request policy development.

Policy Adoption:

Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee (i.e. 5 affirmative votes).

Ordinarily, proposed policies will be presented in the following sequence:

1. Proposals for new policies or policy revisions will be considered by the related School Committee subcommittee, and if appropriate, will be reviewed by Town Counsel's office, and brought to the School Committee for consideration.

2. Proposals will be placed on the School Committee docket. A copy of the draft policy will be distributed to the School Committee in advance of the meeting and made available to the public at the meeting during which the proposal will be discussed.

3. Amendments and possible adoption will be considered at a subsequent meeting.

Amendments to any policy are not valid until approved by the School Committee. Policies will become effective immediately after the vote, unless otherwise noted.

Policy Revision and Review:
In an effort to keep its written policies up-to-date as a basis for administrative decision-making, the School Committee will conduct policy review on a regular basis. The School Committee charges the Superintendent with being alert to policies that are out of date and that for other reasons appear to need revision outside of the regular review cycle.

Suspension of Policies:
In any case where the School Committee determines there is a need to suspend a policy due to extenuating circumstances, and the policy in question has not been established by law or contract, said policy may be temporarily suspended by a 2/3 vote of Committee members present.

Review of Regulations:
The School Committee understands that the Superintendent is responsible for issuing school department regulations through which policies of the School Committee are implemented. The School Committee will not vote on regulations, except as required by state law. In some cases, the School Committee may review regulations to ensure consistency with policy, goals, or objectives of the district. The Superintendent will advise the School Committee of major changes to school department regulations.

Policy Manual Accessibility:
The Policy Manual of the School Committee is a public document. A hard copy of the manual is available for review in the School Committee office located on the 5th floor of Town Hall ((617-730-2430), and in the main branch of the Brookline Public Library on Washington St. It will also be available electronically on the School Committee's web page (http://www.brookline.k12.ma.us).

Adopted: By Brookline School Committee 11/4/04, # 04-101 (Revised Policy)

SECTION B
BOARD GOVERNANCE AND OPERATIONS
7. School Committee Member Services: (Voted 5/3/72, #72-163; 10/6/81, #81-464)

School Committee Office Facilities and Services:
The School Committee shall have an office in which all records, files, and reports related to School Committee business shall be maintained under the supervision of the Assistant to the School Committee.

School Committee Member Orientation:
Upon election to the School Committee, members shall be provided with an updated copy of the Policy Manual, a School Committee Handbook, and any relevant materials from the Mass. Association of School Committees.

School Committee Member Compensation and Expenses:
School Committee members shall receive no compensation. Appropriations for out-of-state travel for School Committee members, if any, shall be governed by the following guidelines:

1. In allowing requests for out-of-state travel, first priority will be assigned to a member who has been invited to be a participate by the organization sponsoring the event to which travel is requested.

2. Second priority will be determined on the basis of seniority of the School Committee members requesting out-of-state travel funds.

3. Once a member has received an out-of-state travel allowance, said member shall lose his/her priority status until competitive requests from other members for out-of-state travel funds have been considered.

Appropriations for in-state travel or conference registration fees, if any, shall be governed by the following guidelines:

1. Members elected by the Committee to attend a conference shall have priority.

2. Registration fees for conferences sponsored by organizations to which the School Committee belongs shall be paid on a first-come, first-served basis, so long as available funds remain.

School Committee Memberships and Affiliations:
Subject to the availability of funds, the School Committee will maintain memberships in those organizations through which the Committee obtains useful information, privileges beneficial to the system as a whole, or access to meetings and workshops which assist the members in serving the community. These affiliations will be a matter of public record. Current memberships include the Massachusetts Association of School Committees (MASC).

Insurance:
School Committee members, under Ch. 258, S. 2 shall be individually immune from liability for any injury, loss of personal property, personal injury or death while acting in the scope of the Office. Further under Chapter 258, S. 13, School Committee members are protected from personal financial loss and expense up to $1 million arising out of any claim, demand, suit or judgment, except for an intentional violation of civil rights of any person under any law, while acting within the scope of the Office.

SECTION B
BOARD GOVERNANCE AND OPERATIONS
8. School Committee Legislative Program: (Voted 10/6/81, #81-464)

The School Committee intends to take formal positions as appropriate on pending legislation affecting the operation of the schools. The Chair will appoint one or more members of the Committee to keep abreast of such matters and to report to the School Committee as appropriate.

No legislation shall be filed on behalf of the School Committee and no position shall be taken in the name of the School Committee by any member or by the staff without the vote of a majority of members taken at a meeting of the School Committee for which notice was given in the agenda.

9. Approval of Handbooks and Directives:
(Voted 3/18/79, #78-107; 6/18/78, #78-212; 9/22/81-#81-509
All manuals, catalogues, and handbooks or changes thereto shall be reviewed with the School Committee, Superintendent, or Principals as appropriate, prior to final printing and public distribution. Internal catalogues compiled for administrative purposes are an exception.

10. Electronic Correspondence Between or Among Members (New Policy)

As elected public officials, School Committee members shall exercise caution when communicating between or among themselves via electronic messaging services, including but not limited to electronic mail (Email), Internet web forums, and Internet chat rooms. The reason for caution is that electronic messaging between or among Committee members may inadvertently constitute an illegal public meeting.

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(s).

School Committee members can use electronic messaging between or among members for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used deliberately with the intent of violating the open meeting law.

Under the public records law, electronic messages, including messages that are exchanged between or among public officials, may be considered public records.

Source: MGL Ch. 39, Sec. 23A, 23B, and 23C; Ch. 4, Sec. 7; Ch. 66, Sec. 10
Adopted by Brookline School Committee: 10/20/05 #05-115 (See Attached Joint School/Town Policy on Use of Information Technology Resources, adopted by the School Committee on 2/17/00, which applies to all town and school employees, town officials and School Committee members.)

SECTION B
BOARD GOVERNANCE AND OPERATIONS
11. School Committee/Superintendent Relationship (Revised Policy)

Those who govern and administer the Commonwealth's public schools must share a vision, a clear purpose, and the ability and courage to lead.

Communication is the centerpiece of effective School Committee-Superintendent relationships, and is the foundation that will nurture a climate conducive to growth. When roles are clear and relationships are sound, communities feel a sense of confidence in their school leadership, which in turn enhances the education of all students in the community.

A School Committee must be responsive to its constituencies in governance, sensitive to the diverse needs of all learners, an advocate for students and learning before the people of the community, and, as such, a vigorous ambassador for public education before all citizens.

Harmonious and productive relationships between the School Committee and Superintendent will flourish if two-way communication is established and maintained. Such teamwork will work to enhance and improve the Commonwealth's schools, enriching the lives of all Brookline students.

POLICY

School Committee

- Establish and periodically review educational goals and policies for the schools in the district, consistent with the requirements of law and the statewide goals and standards established by the Board of Education. Policies should be reflective of the fact that the School Committee has oversight of and responsibility for: the school system, the direction in which the system must go, and the criteria for determining if its goals and policies are being met.

Superintendent

- Develop and inform the Committee of administrative procedures required to implement Committee policies.
- Present policy options, along with specific recommendations, to the School Committee when circumstances require the Committee to adopt new policies or to review existing policies.

FINANCE

School Committee

- Review and approve a budget for education in the district according to a process and timeline developed with the Superintendent.
- Work to ensure that necessary funds are appropriated for the district and that a balance is maintained between needs and resources in the distribution of available monies. Oversee the operation of the annual school budget.

Superintendent

- Develop a timeline and recommend to the School Committee the system's educational goals and annual school budget. Oversee the operation of the annual school budget. Provide periodic updates to the School Committee. Provide early notice of any potential budget overruns.

STAFFING

School Committee

- Appoint the Superintendent.
- Appoint the deputy and assistant superintendents and legal counsel, upon the recommendations of the Superintendent. Consent to hiring based on the Superintendent's recommendation should not be unreasonably withheld.
- Set compensation for the Superintendent and overall compensation limits for deputy and assistant superintendents, legal counsel, and other employees not engaged in collective bargaining.
- Prescribe additional qualifications for educator positions, beyond basic certification.
- Discipline or terminate the employment of the Superintendent, in accordance with state law and the terms of the contract of employment.

Superintendent

- Appoint, discipline, and discharge administrators, principals, and staff not assigned to particular schools.
- Review and approve principals' hires of all teachers, athletic coaches and other personnel assigned to a particular school, consistent with district personnel policies and budgetary restrictions. Initiate or review and approve discipline or discharge of all staff.

COLLECTIVE BARGAINING

School Committee

- Act as employer of school employees for collective bargaining purposes.
- Designate a negotiator or negotiating team. Receive advice from the Superintendent about educational consequences of bargaining positions.

Superintendent

- Serve as a resource in collective bargaining.
- Assure adherence to all collective bargaining agreements.

PERFORMANCE STANDARDS

School Committee

- Establish, upon the recommendation of the Superintendent, the performance standards for teachers and other employees of the school district.
- Evaluate the performance of the Superintendent, on the basis of a written job description, a copy of which is attached hereto and incorporated by reference.
- Conduct self-evaluation of the Committee's effectiveness in meeting its stated goals and performing its role in public school governance.

Superintendent

- Assure the evaluation of personnel and provide training for evaluators in harmony with district policy.
- Develop performance standards for all staff that are in keeping with School Committee policy, contractual agreements, and educational goals of the district.

PROFESSIONAL DEVELOPMENT

School Committee

- Adopt a professional development plan for principals, teachers, and other staff employed by the district, upon the recommendation of the Superintendent.
- Provide and encourage resources for School Committee professional development programs that will enable school leaders to have the knowledge and skills required to provide effective policy leadership for the school system.

Superintendent

- Implement the professional development plan adopted by the School Committee for staff.
- Ensure that professional development activities are available to all school department employees.

SCHOOL COUNCILS

School Committee

- Review and accept an annual school improvement plan for each school in the district, upon the recommendation of the Superintendent.
- Provide and encourage resources for school council professional development programs that will enable council members to have the knowledge and skills required to provide effective educational leadership.

Superintendent

- Review with principals the role of school councils and relevant activities.

ADVOCACY

School Committee

- Engage in advocacy on behalf of students and their schools, and promote the benefits of a public school system to the community.
- Work closely, when appropriate, as liaisons with other governmental agencies and bodies.
- Collaborate with other school committees to let state legislators, members of Congress, and all other appropriate state and federal officials know of local concerns and issues. Collaboration may be accomplished through state and national school committee associations, but may also take place outside of established associations.

Superintendent

- Engage in advocacy on behalf of students and their schools and promote the benefits of a public school system to the community.
- Collaborate with other administrators through national and state professional associations to inform state legislators, members of Congress, and other appropriate state and federal officials on local concerns and issues.
- Work with local and state officials to garner support for a fair and sound school budget that encompasses jointly developed committee-administration goals and priorities.

CURRICULUM

School Committee

- Ensure development of a process for the review, approval, adoption, and/or revision of instructional materials, including textbooks.

Superintendent

- Implement the process for development, continual refinement, and implementation of curriculum, including the review, approval, adoption and/or revision of instructional materials, including textbooks.

- GOVERNANCE

School Committee

- Establish educational goals and policies for the schools in the district, consistent with the requirement of law and the statewide goals and standards established by the Board of Education.
- Delegate to the Superintendent the responsibilities for all administrative functions.
- Take formal action only as a body, as prescribed by law, and not as individual members.

Superintendent

- Serve as the School Committee's chief executive officer and preeminent educational advisory in all efforts of the Committee, to fulfill its school system governance role.
- Serve as a catalyst for the school system's administrative leadership team.
- Propose and initiate a process for long-range and strategic planning that will engage the Committee and the community in positioning the school system for success in ensuing years.
- Ensure that the school system provides equal opportunity for all students and staff.

COMMUNICATION

School Committee

- Support the development and promotion of the vision, mission, goals and strategies of the school system.
- Review prior to all School Committee meetings the information provided by the Superintendent and, when possible, communicate any questions or concerns to the Superintendent prior to the meeting to provide an opportunity for a response.
- Consult and confer with the Superintendent on all matters as they arise that concern the school system, and on which the School Committee may take actions.
- Maintain open communication between the community and the schools by scheduling public meetings on a regular basis.
- Support the superintendent in all matters that conform to Committee policy.

Superintendent

- Keep all School Committee members informed about school operations and programs.
- Identify and articulate the needs of the school system to the School Committee.
- Develop and promote a plan for achieving the mission, vision, goals, and strategies of the school system.
- Provide all School Committee members with appropriate background information in advance of each Committee meeting.
- Develop and implement a continuing plan for working with the news media.
- Be aware of all aspects of Massachusetts education law and share all amendments with the School Committee in a timely fashion.
- Share responsibility with the School Committee for open communication and honest discourse.
- Maintain open communication between community and the schools.

This policy is not intended to supersede or modify any provision of an employment contract or job description executed by and between the School Committee and the Superintendent.

Source: Massachusetts Association of School Committees: Roles and Responsibilities for School Committees and Superintendents (undated)
Revised and adopted: 12/8/05, #05-130

(To be accompanied by Superintendent Job Description, attached.)

SECTION B
BOARD GOVERNANCE AND OPERATIONS
12. School Committee Subcommittees (New Policy)

School Committee Subcommittees
a. Standing Subcommittees
Purpose
The School Committee utilizes standing subcommittees to consider proposals in a smaller venue so as to allow members to delve more deeply into issues than may be possible at full School Committee meetings. The subcommittee structure is an efficient way of allowing for more thorough consideration of policy proposals, reviewing budgets, new program initiatives and other curricular matters. The subcommittees may initiate and investigate any matter relating to their responsibilities. All recommendations of these subcommittees should represent a majority vote where possible. Minority opinions of any subcommittee may also be presented to the full School Committee. In the absence of formal action by the School Committee at a public meeting, no vote or discussion of a standing subcommittee will constitute the establishment of School Committee policy.

Each subcommittee chair may periodically review and update the subcommittee's mission statement when deemed appropriate. All mission statements must be approved by the full School Committee.

All subcommittee mission statements will be posted on the School Committee's website. The following subcommittees currently exist as part of the governance of the Brookline School Committee:

Capital Projects Subcommittee
Curriculum Subcommittee
Finance Subcommittee
Government Relations Subcommittee
Negotiations Subcommittee
Policy Review Subcommittee

Organization
Each subcommittee should have at least three members, one of whom will be designated as the subcommittee Chair. The Chair of the School Committee, in consultation with members, makes subcommittee assignments and appoints subcommittee chairs on an annual basis. These assignments are for a term of one year. All appointments will be made promptly after each School Committee election. All subcommittee members will be members of the Brookline School Committee.

Any School Committee member may attend any subcommittee meeting at any time. Nevertheless, the voting members of each subcommittee will be limited to those who have been appointed. All subcommittee meetings shall be posted to all School Committee members and to the Superintendent.

Creation/Dissolution of Subcommittees
Additional subcommittees may be created or existing subcommittees dissolved by a vote of the School Committee at any time.

Subcommittee Administration
The Superintendent and/or his/her designee shall attend subcommittee meetings whenever possible, as non-voting members.

The appointed chair of the subcommittee is responsible for prioritizing issues, setting meeting agendas, dates, and times, and shall be responsible for records of the meetings. Copies of these records will be maintained on file in the School Committee office. The chairs of each standing subcommittee shall be responsible for reporting on the committee's business at the full School Committee meeting.

No vote shall be taken by a subcommittee unless there is a majority of those eligible to vote present. In the case of the 3-person committee, there must be 2 School Committee members present to meet and vote. In the case of a 4-person committee, there must be 3 School Committee members present. In the event of a 5-person or more subcommittee, which would constitute a majority of the School Committee as a whole, that subcommittee may meet as long as it is clearly designated as a subcommittee meeting, and not a full School Committee meeting.

b. Ad Hoc Committees
When the occasion demands, ad hoc committees will be appointed by the Chair of the School Committee. In the event that the ad hoc committee results from an action voted by the School Committee, the member making the motion will be offered the opportunity to serve on the ad hoc committee. The function of the ad hoc committee is to study specific issues, and if appropriate, to make recommendations to the full School Committee for approval. The dates, times, and location of ad hoc committee meetings will be made public and the meetings will be open to all members of the School Committee. In the absence of formal action by the School Committee at a public meeting, no vote or discussion of an ad hoc committee will constitute the establishment of School Committee policy.

Open Meeting Requirements
All meetings of School Committee subcommittees and ad hoc committees are subject to the open meeting law, including a 48-hour posting requirement, with the exception of a legally called Emergency Meeting. Members of the public and the media may be in attendance. The rules governing Public Comment at School Committee meeting shall govern subcommittee meetings.

New Policy Adopted: 3/23/06, # 06-27

SECTION B
BOARD GOVERNANCE AND OPERATIONS

13. School Committee Subcommittee Mission Statements (New)

1.) Policy Review Subcommittee

The Policy Review Subcommittee's mission is to ensure the regular and timely review of the Policy Manual, the development of new policies that are outside of the jurisdiction of other subcommittees, and the coordination with other subcommittees in connection with the development of new policies under their jurisdiction. Staff included in Policy Review Subcommittee meetings will be the Superintendent, or any other person directly responsible for carrying out the policy being discussed, as designated by the Superintendent. Prior to the presentation of any draft policy, said document will have been reviewed by Town Counsel's office.

2.) Finance Subcommittee

The mission of the Finance Subcommittee is to advise the School Committee and the Superintendent on all matters relating to the operating budget, including political considerations related to budget priorities, budgetary appropriations, allocation of available resources to and between the schools, financial accounting, budget transfers, and school policy regarding financial matters, both during the development of the annual budget and throughout the fiscal year. The Finance Subcommittee assists the Superintendent, as necessary and appropriate, in informing the School Committee and the public about school finances, the annual budget, and its implications for the schools and their programs through presentations at meetings and forums. The Finance Subcommittee is responsible for drafting the Finance Subcommittee Calendar and the School Committee's Budget Directives to the Superintendent annually for School Committee approval. During the budget development process, joining the Finance Subcommittee at meetings may be the Superintendent, and any member of the Senior Cabinet (the Deputy Superintendent for Finance and Administration, Deputy Superintendent for Teaching and Learning, Director of Personnel, Assistant Superintendent for Pupil Services), the High School Head of School and School Principals, and other staff from the school and town departments, as appropriate.

3.) Negotiations Subcommittee

The mission of the Negotiations Subcommittee is to represent the School Committee in collective bargaining with the School Department's employee unions and/or in negotiations with individual contracted employees. Subcommittee members, in consultation with Public Schools of Brookline staff and counsel, investigate aspects of school practice that have contract implications, and meet as needed, in executive session, with the School Committee for the purpose of defining proposals or positions pertaining to current contract issues or negotiations.

4.) Government Relations Subcommittee

The mission of the Government Relations Subcommittee is to assess developments in education policy issues at the state and federal levels, and to make recommendations to the full School Committee on appropriate action or advocacy. School Committee advocacy is based on the goal of improving and enhancing the quality of education received by Brookline students, while strengthening public education in all districts. Senior staff members are routinely consulted in the conduct of the subcommittee's work. In order to advocate effectively, the subcommittee may, as appropriate, develop and recommend to the full School Committee legislative priorities, formal resolutions, position papers, or correspondence about pending legislation or regulations which affect the operations of the public schools. Such recommendations are subject to the endorsement of the full School Committee and will require a vote.

5.) Capital Projects Subcommittee

The Capital Projects Subcommittee is charged with oversight of the facilities of the school department. This oversight includes the construction, renovation and maintenance of all Brookline Public School buildings. The subcommittee participates in the process of formulating the Capital Improvements Plan (CIP).

6.) Curriculum Subcommittee

The Curriculum Subcommittee consists of the Deputy Superintendent of Teaching and Learning (non-voting member) and School Committee members. The Curriculum Subcommittee chair is a designated School Committee member who, along with the Deputy Superintendent, will create an agenda for meetings for the following purposes:

1. To discuss issues related to teaching and learning, including those related to curriculum, instruction and assessment, professional development, and student life.
2. To make policy recommendations as necessary to the School Committee regarding current programs, new initiatives, or other relevant issues.

New Statements Approved: 4/6/06, #06-37

SECTION B
BOARD GOVERNANCE AND OPERATIONS

14. Advisory Committees

Introduction
The School Committee encourages citizen and staff input to enrich the information available for Public Schools of Brookline (PSB) decision-making. The objective of this policy is to clarify roles and responsibilities of Advisory Committees (AC) created by the School Committee (SC) for the purposes of providing certain input, and further, to distinguish between the roles of these advisory committees and those of citizen *advocacy* groups.

The intent of this policy is also to ensure that the mission, governance, and contributions of any Advisory Committee (AC) are, and remain, specific, clear, and relevant throughout the life of a committee. This policy applies to new and existing Advisory Committees, including those established by the Superintendent at the direction of the SC.

Accordingly, each PSB Advisory Committee in existence as of the date of adoption of this policy will adjust its governance to conform to this policy no later than September 30, 2007, or will be considered to have been reorganized as a Citizen Advocacy Group, or disbanded.

Definitions
Advisory Committee (AC): An advisory committee is a committee created by a vote of the School Committee. Except when statutorily required, the School Committee establishes no permanent advisory committees. The School Committee may wish, or be required, to appoint an advisory committee in order to ensure citizen, staff, or expert input in a particular area.[1] These committees are designed to provide input, community feedback, and advice to SC or PSB management in connection with a specific area of the PSB's function. Members are appointed by and serve at the specific request of the PSB.

Citizen Advocacy Group[2]: A citizen advocacy group forms independently of the SC, or may comprise members of a previous AC that has passed its sunset date. As such, these are self-perpetuating groups independent of the Brookline School Committee or PSB, and are composed and named as they see fit. Citizens with a particular interest or

---

[1] The Wellness Committee is a good example of a statutorily-mandated advisory committee that nonetheless fits the definition for Advisory Committees under this policy.
[2] *Citizen Groups with Legal Mandate*: School Councils and certain Parent Advisory Committees (e.g. SEPAC) are created and/or governed according to Massachusetts law that establishes parameters for membership and defines the nature of their contributions to the functioning of the schools. These groups are outside the purview of this policy.

expertise are encouraged to form groups to gather information and advocate for programs or programmatic changes in the Brookline Public Schools. While the SC recognizes that citizen input regarding the conduct and offerings of the PSB can improve the school system and may increase the community's confidence in the quality of a Brookline education, such groups do not receive any charge or imprimatur from the Brookline School Committee and are not, therefore, governed by this policy.

Formation, Membership, and Terms of Advisory Committees

No matter what its name or initial origins, any committee formed by a vote or at the direction of the SC for the purpose of generating citizen input shall be subject to this policy.

When the SC creates an AC, the SC will provide:

1. a written, specific charge describing the role and scope of authority of the AC;
2. a sunset or renewal date (generally not to exceed three years);
3. criteria and mechanism for selecting an AC Chair and members[3];
4. the number of members, designed to create an effective working group, and
5. clear guidelines for both formal and informal reporting of the minutes and activities of the AC.

Governance and Responsibilities

1. *The Chair* of the AC will be responsible for working with the PSB to set and disseminate meeting dates, meeting agendas and related material, and for ensuring compliance with the Open Meeting Law.

2. The Chair of the AC will ensure that all members of the AC have had an opportunity to read and understand the charge and relevant policies that define the parameters of their work.[4]

3. Advisory Committees play an important advisory role, but decision-making authority with regard to PSB business rests with the SC or the Superintendent. While AC votes to establish consensus on its own discussions or issues may be appropriate, votes on SC matters and/or administrative decisions (including, but not limited to, curriculum, scheduling, financing, administrative structure, and pedagogy) are not binding on the SC or the PSB.

---

[3] The SC and the Committee Chair will make every reasonable attempt to ensure that the membership of an Advisory Committee is broadly representative of racial, ethnic, socioeconomic, and gender groups.

[4] The SC will provide all AC members serving on a committee formed by the SC a copy of the Commonwealth's Open Meeting Law (MGL Ch. 39 Sec. 23B).

Public Information

1. The Superintendent/SC will list all Advisory Committees on the PSB's website, along with the charge, members, and member contact information.

2. Any committee formed by, or at the direction of, the School Committee is subject to Open Meeting requirements regarding public notice, access, and record-keeping. Committees formed by the Superintendent or his/her designee for his/her own purposes exclusive of SC business do not fall under this policy and may or may not be subject to the Open Meeting statute.

New Policy Adopted: 3/15/07 # 07-20

SECTION C

GENERAL SCHOOL ADMINISTRATION

1.	Organizational Chart	C 2
2.	Administrative Councils, Cabinets and Committees	C 3
3.	Administrative Organization:	
	Central Office, Senior Cabinet	C 3
4.	School Building Administration	C 4
5.	School Council Policy	C 5
6.	Special Programs Administration	C 8
7.	Administrative Reports to School Committee	C 9
8.	Filing of School District Annual Reports	C 10

SECTION C
GENERAL SCHOOL ADMINISTRATION
1. Organizational Chart

SECTION C
GENERAL SCHOOL ADMINISTRATION
2. Administrative Councils, Cabinets, and Committees: (Voted 11/16/81, #81-509)

It shall be the responsibility of the Superintendent of Schools, working with the senior staff, organized into whatever bodies are appropriate, to ensure continuity of curriculum Kindergarten through Grade 12, and systemwide equality of educational opportunities for all students in the Brookline Public Schools.

SECTION C
GENERAL SCHOOL ADMINISTRATION
3. Administrative Organization: Central Office and Senior Cabinet:
(Voted 2/28/84, #84-69)

Superintendent of Schools:
As Executive Officer of the School Committee and administrative head of the school system, the Superintendent of Schools shall actively manage and be responsible for carrying out the policies, votes, and directives of the School Committee, for the development and implementation of education programs in conformance with School Committee policy and the law, for the supervision of all administrative personnel under his/her direction, and for the recommendation and retention of all professional personnel, in order to ensure that each student in the Brookline Public Schools is provided with a complete, valuable and meaningful education.

Assistant Superintendent for Administration and Finance:
The Assistant Superintendent for Administration and Finance is responsible for the development, implementation and supervision of the budget process, delivery of materials, all grants, building operations and construction, transportation, food service, and data processing in conformance with policies established by the School Committee and with the ultimate purpose of providing support to the education program to the maximum extent possible.

Assistant Superintendent for Curriculum and Instruction:
The Assistant Superintendent for Curriculum and Instruction is responsible for directing the system-wide development of curriculum and the curriculum activities of the support staff to ensure curriculum continuity from Kindergarten through Grade 12 and the equality of curriculum opportunities of the highest caliber for all children town-wide. Additionally, s/he is responsible for providing direct leadership to the program of classroom instruction and to the educational aspects of building management in order to assure the highest quality of instruction for all students in the Brookline Public Schools.

Assistant Superintendent for Integrated Services (Special Education and Pupil Support):
The Assistant Superintendent for Integrated Services shall manage all counseling, psychological and special education services to individual pupils, making use of

mainstreaming and general education facilities so that each student is provided with optimal academic and personal benefit from his/her school experience.

Head of School:
The Head of School provides educational leadership and supervises the management of the High School, exercising a high degree of initiative and independent judgment in fulfilling the policy of the School Committee to challenge and broaden each student academically and personally.

Director of Personnel:
The Director of Personnel is responsible for the personnel and contract management of professional personnel, including record-keeping, processing of job applications, personnel counseling, negotiations and grievances in such a way as to enhance the morale of staff, promote the overall efficiency of the school system, and maximize the educational opportunities and benefits available to each student.

SECTION C
GENERAL SCHOOL ADMINISTRATION
4. School Building Administration: (Voted 2/28/94, #84-69)

Head of School:
The Head of School provides educational leadership and supervises the management of the High School, exercising a high degree of initiative and independent judgment in fulfilling the policy of the School Committee to challenge and broaden each student academically and personally.

Assistant Head of School and Deans:
Working with the Head of School are the Assistant Head of School, 2 Deans of Students and 2 Associate Deans of Students (grades 9, 11 and grades 10, 12), who work to create a comfortable and supportive educational environment for every student.

Elementary School Principal:
The Elementary School Principal provides educational leadership and supervises the management of the school building to create an environment which meets the academic and personal needs of the students.

Vice Principal:
Under the supervision of the Principal, the Vice Principal will help manage the building and supervise the educational program in the school by providing support and direction to the teaching staff in such a way as to create an environment which meets the academic and personal needs of the students.

SECTION C
GENERAL SCHOOL ADMINISTRATION
5. School Council Policy:

INTRODUCTION
This policy is designed to implement the provisions of MGL Ch. 71 Sec. 59C and 38Q ½ , which emphasize the role of the principal in forming the Councils, for insuring "parity" among staff and parents, for seeking diversity in community representation, and for promoting the climate of participatory involvement and decision-making within each School Council.

MAIN AREAS OF RESPONSIBILITY FOR SCHOOL COUNCILS
The law outlines the following major areas of responsibility for Councils. School Councils are to assist principals in:

- Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards;
- Identifying the educational needs of students attending the school;
- Making recommendations for the development, implementation, and assessment of the curriculum accommodation plan, as required under Sec. 38Q ½;
- Reviewing the annual school building budget;
- Reviewing the student handbook to consider changes in the disciplinary code, and
- Formulating a School Improvement Plan that may be implemented only after review and approval by the Superintendent;

In addition, the law states that:

> "nothing contained in this section shall prevent the School Committee from granting a School Council additional authority in the area of educational policy; provided, however, that School Councils shall have no authority over matters which are subject to Ch. 150E [of the General Laws]."

Ch. 150E governs labor relations and collective bargaining for public employees, including teacher contracts. This provision leaves such issues as compensation, workload, conditions of work and worker evaluation procedures subject to the provisions of collective bargaining law.

Good practice also suggests that a Council should not become involved as an ombudsman or a grievance committee in individual cases that involve students, parents, teachers, and other school staff.

MEMBERSHIP

The School Committee recommends that each School Council be composed of:

a. the school principal or head of school who will serve as co-chair;

b. four teachers, elected by the professional staff of the school;

c. four parents, elected by the parents of the respective schools, with elections conducted by the PTO Executive Board in consultation with the principal. No more than one member of the PTO Executive Board will be an elected member of the School Council.

d. two non-parent community persons, selected by the principal from interested citizens, and

e. at the High School, one student, elected by the student council. At his/her discretion, the Principal may invite up to two members of the 7th or 8th grade classes to participate as fully as possible in individual meetings.

Every attempt should be made to have School Councils broadly representative of racial and ethnic groups.

ELIGIBILITY FOR MEMBERSHIP

It is recommended that any elected official of the Town and employees of the Brookline Public Schools not serve as members of the Brookline School Councils, except for the principals and teachers in their roles mentioned in the previous section. It is further recommended that parents who have children in more than one of the schools at the same time serve on only one School Council.

TERMS OF OFFICE

Elected members of the School Councils will serve two-year terms, except for the student member of the High School Council, who will serve a one-year term, and are eligible for re-election one time. The School Council terms should be staggered to ensure a blend of new and experienced leadership. At the first election following the implementation of this policy, the two persons with the most votes in each membership group will serve two- year terms. Other elected members will serve an initial one-year term, and thereafter two-year terms.

In the event of a member resignation, the co-chairs may appoint a new member to fill the position until the next scheduled election. At that time, a member will be elected to complete the term of the member who resigned.

MEETINGS
The principals and head of school shall convene the first meeting of each School Council must take place no later than 40 days after the opening day of each school year. Meetings of the School Councils are to be conducted in accordance with the requirements of the Open Meeting Law (MGL Ch. 39, Sec. 23A-23C).

MEETING PROCEDURES AND COMMUNICATIONS
The Superintendent and his/her staff will develop clear and workable meeting procedures and communications guidelines consistent across all schools.

DECISION-MAKING
The School Councils, by law, are to assist and make recommendations to the principal. Votes are not appropriate. The formation of consensus on particular items would be helpful to the principal.

SCHOOL IMPROVEMENT PLANS/EDUCATIONAL GOALS
The school's educational goals will be determined by the principal, in consultation with the School Council. The goals must be consistent with the student performance standards adopted by the Massachusetts Board of Education, and consistent with educational policies of the Superintendent and School Committee of the Public Schools of Brookline. The School Improvement Plan shall address goals as articulated by the School Committee, the Superintendent and his/her staff.

SCHOOL COMMITTEE OVERSIGHT
The Superintendent will:

1. Ensure that appropriate senior staff review, and where deemed necessary, discuss changes to School Improvement Plans (SIPs) with the principal and the School Council;

2. Ensure conformity with Department of Education district specifications;

3. Make all SIPs easily available for the School Committee to examine;

4. Annually place as part of his report on a School Committee meeting docket, a separate agenda item which will enable School Committee members to discuss SIPs;

5. Alert the School Committee promptly if any school is not in compliance with any aspect of the requirements of MGL Ch. 71 Sec. 59C, 38Q ½, or this policy.

Original Policy Voted: 9/28/93, #93-265; 11/9/93, #93-285
Revised Policy Approved by the Brookline School Committee: 6/1/06, #06-63

SECTION C
GENERAL SCHOOL ADMINISTRATION
6. Special Programs Administration: (Voted 11/16/81, #81-509)

Special programs supplementing the regular K-12 educational programs and funded through tuition receipts, grants, and/or state and federal funds, shall be subject to School Committee review and approval, in terms of their relevance and value to the system.

All personnel in such programs, including the administrator, shall be approved by the School Committee, funded entirely from the funding available through the program, and shall be responsible for coordinating the program's curricula and/or objectives with related K-12 programs funded through the School Committee budget.

Such special programs include Summer School, Adult and Community Education, and all state, federal, and grant supported programs.

SECTION C
GENERAL SCHOOL ADMINISTRATION
7. Administrative Reports to the School Committee:
(Voted 6/14/76, #76-237; 11/16/81, #81-509)

The administration shall render the following reports to the School Committee:

Annually

1. Staff Changes

A list of civil service and professional staff changes during the preceding year which have been reviewed by staff, for elimination of those positions which are no longer deemed necessary.

2. Goals

The Superintendent's goals and objectives for the following academic year.

3. Non-Resident Students

A list of Non-Resident Students in the day schools, as of October 1.

4. Out-of-District Enrollments

The out-of-district enrollments of resident students.

Quarterly

1. A report on the budget status for a given fiscal year.

Monthly

1. Budget expenditures and the remaining balance for the given fiscal year.
2. Monthly report that lists all funds transferred between or among accounts.

In addition, the administration shall provide such other reports as are required by law or requested by the School Committee.

SECTION C
GENERAL SCHOOL ADMINISTRATION
8. Filing of School District Annual Reports: (Voted 11/16/81, #81-509)

The School Committee will comply with the legal reporting requirements of School Committees and School Superintendents, as are set forth in Ch. 72 of the Mass. General Laws.

SECTION D

FISCAL MANAGEMENT

1.	Fiscal Management and Budget Guidelines	D 2
2.	Annual Budget	D 2
3.	Budget Procedures	D 3
4.	Financial Reporting and Budget Transfer	D 4
5.	Grant Fund Proposals and Applications	D 5
6.	Revenues from Tax Sources	D 6
7.	Use of Revenues from Non-Tax Sources (Individual Donations, Grants, Private & PTO Fundraising)	D 6
8.	School Properties Disposal	D 9
9.	Depository of Funds	D 9
10.	Authorized Signatures	D 9
11.	Fiscal Accounting, Revolving Funds, Reporting, Audits, Use of Surplus Funds	D 11
12.	Petty Cash Accounts; Cash in School Buildings	D 14
13.	Purchasing Authority	D 15
14.	Bidding Requirements	D 15
15.	Cooperative Purchasing	D 15
16.	Purchasing Procedures	D 16
17.	Environmentally Friendly Cleaning Products	D 16
18.	Purchase of Energy Star® Equipment/Appliances	D 17
19.	Vendor Relations	D 17
20.	Sales Calls and Demonstrations	D 17
21.	Payment Procedures	D 18
22.	Bonded Employees and Officers	D 18
23.	Payroll Procedures	D 18
24.	Student Activity Accounts	D 18
25.	Accepting and Awarding Post-Secondary Scholarships	D 19

NOTE:

The dollar amounts in this manual will be reviewed and adjusted periodically for inflation (9/10/98, #98-81).

SECTION D
FISCAL MANAGEMENT
1. Fiscal Management and Budget Guidelines: (Voted 12/21/82, #82-533)

The School Committee is committed to funding, insofar as possible within the resources available to it, those programs for children which enable the staff to carry out the educational philosophies expressed in this manual.

Annually, and upon recommendation of the Superintendent of Schools and the School Committee's Finance Subcommittee, the School Committee shall adopt a budget guideline establishing a target figure and priorities it deems appropriate to be used in the staff's preparation of a budget for the next fiscal year.

SECTION D
FISCAL MANAGEMENT
2. Annual Budget: (Voted 6/15/70, #70-298; 12/21/72, #72-424; 12/21/82, #82-533)

Annually, the School Committee shall adopt a budget for the next fiscal year.

Budget System:
The School Committee endorses the concept of Planning Program Budgeting System (PPBS) and its continuing use by the Public Schools of Brookline. In order to ensure clarity, matrix sheets containing summaries for the total budget and staffing patterns by program shall be provided in the budget document.

Fiscal Year:
The fiscal year shall run from July 1 to June 30 in accordance with Mass. General Laws, Ch. 44, S. 56.

Budget Deadlines and Schedules:
Annually, and upon recommendation of the Superintendent of Schools and the Finance Subcommittee, the School Committee shall adopt a calendar for developing, reviewing and adopting the budget. Such a calendar shall be subject to modification. Insofar as possible, the budget calendar shall be adopted by November 1.

Budget Planning:
The senior administrative staff, under the direction of the Superintendent of Schools, and working with the principles, appropriate curriculum personnel and program heads, shall be responsible for preparing an annual budget to meet the needs of the Brookline Public Schools within available resources and specific priorities established by the School Committee in its annual guidelines.

Determination of Budget Priorities:
It is the continuing policy of the Brookline School Committee that:

a. Vacant positions, whether civil service or professional, shall be reviewed by staff for possible elimination. Any staff reductions shall be accomplished whenever possible through normal attrition. The administration will render an annual report on staff changes.

b. A system of inventory control shall be completed and computerized according to guidelines approved by the School Committee in this Section D.

c. Recommendations for new programs that may have budget implications are to be introduced at meetings in advance of budget

hearings, so that the School Committee can adequately review the proposals.

d. Whenever possible, new programs shall be instituted with either dollar or personnel reductions in other program areas.

Dissemination of Budget Recommendations:
In order to comply with Town By-Laws (Article 1, S. 3) , the Superintendent of Schools shall prepare an appropriation request no later than February 15, by which date it shall be distributed to School Committee members and to the Advisory Committee.

Budget Hearing and Review:
The School Committee shall review the Superintendent's budget, and shall hold a public hearing for the benefit of the general public. This hearing shall be publicized in the usual manner, no less than 7 days in advance of the meeting, in accordance with MGL Ch. 71, S. 38N.

Budget Adoption Procedures:
At a public meeting and after all reviews and hearings have been conducted, the School Committee shall adopt a budget for the ensuing fiscal year and submit a conforming appropriation request to the Advisory Committee and Board of Selectmen for approval by Town Meeting.

Budget Implementation:
The School Committee charges the Superintendent of Schools with administering the budget as adopted and approved.

SECTION D
FISCAL MANAGEMENT
3. Budget Procedures: (Voted 12/21/82, #82-633)

1. It is expected that the School Committee will establish budget guidelines no later than October 15 each year to give overall guidance to the Superintendent and staff.

2. The Superintendent, with advice from the Senior Cabinet, will develop priorities and directions to the staff for submission of the budget to conform to the guidelines and policies of the School Committee.

3. Staff requests should be developed in buildings and submitted by program curriculum coordinators, in conjunction with the principals, to the Assistant Superintendent for Curriculum and Instruction or the Assistant Superintendent for Integrated Services, and in the generalized staffing areas of kindergarten, elementary and school plant, to be submitted by the principals to the Assistant Superintendent for Curriculum and Instruction. Approved budget requests will be forwarded to the Assistant Superintendent for Administration and Finance for processing.

4. The Superintendent, with the aid of appropriate staff, shall review the various budget requests and develop a budget to be submitted to the School Committee in February.

5. The School Committee will hold appropriate meetings to review the recommended budget and hold a public hearing before finally adopting the budget.

SECTION D
FISCAL MANAGEMENT
***4. Financial Reporting And Budget Transfer* (Revised Policy)**

The School administration will establish operational financial accounts to accommodate various departmental functions. The School Committee will establish programmatic budget categories that contain and consist of groupings of these financial accounts. The programmatic budget categories subsume the financial accounts that provide for all the activities of the Public Schools of Brookline and group the financial accounts into more broad classifications intended to correspond to the major school operations. The finance sub-committee of the School Committee will review the operational accounts contributing to the various programmatic categories from time to time to determine whether the programmatic categories reflect a useful and accurate representation of the activities of the schools. The finance sub-committee will submit any recommended revisions to a vote of the whole committee.

The Superintendent and/or his/her designee shall keep the School Committee informed, and where appropriate, give the School Committee the opportunity to review and approve the management of the budget in accordance with the restrictions stated below:

1. The School Committee shall be furnished with a quarterly financial summary report showing the various organizational areas with total expenditures, remaining balances, original budgeted amounts, transfers between programmatic categories in any amount, and modified budget amounts. The Administration will also review monthly reports, with the Finance Subcommittee that list all funds transferred between or among accounts.

2. In addition to the quarterly reports and monthly reports, the School Committee shall be furnished with narrative analysis and summary reports as detailed below:

September:
Presentation of transfers from the prior fiscal year as they affect the programmatic categories, with confirming votes as necessary for transfers.

December:
An analysis of staffing changes that affect the budget, the non-resident tuition accounts, the general instruction personnel account, as well as consideration of repair and modernization projects completed during the summer and fall months.

June:
Discussion and vote of known transfers, as well as discussion of potential transfers that may be necessary in closing the books for the fiscal year, with votes for transfers between programmatic categories as needed to accomplish the needed transfers.

3. The Superintendent of Schools or his/her designee is authorized to transfer expenditures between financial accounts as needed to correct the General Ledger. The Superintendent of Schools or his/her designee is authorized to reallocate funds among financial accounts subject to the following:

   a. The Superintendent will inform the Finance Sub-Committee of transfers between financial accounts in a timely fashion.
   b. The Superintendent will submit all transfers between or among programmatic categories to the School Committee for approval in a timely fashion.

4. Whenever a new program or project costing more than $15,000 is to be undertaken for which no money has been specifically allocated in the annual budget, the associated spending plan will be brought to the School Committee for approval.

Originally Approved: 10/27/92, #92-443
Revised Policy Adopted by the Brookline School Committee: 6/2/05, # 05-74

SECTION D
FISCAL MANAGEMENT
5. Grant Fund Proposals and Applications: (Voted 12/21/82, #82-533)

The School Committee encourages grant funding proposals and applications for any projects that supplement school programs in useful and beneficial ways. To this end:

1. The Administration shall make the appropriate surveys in order to be eligible for state and federal monies.

2. Prior to filing applications, the Administration shall inform the School Committee members via a memorandum explaining the purpose of the proposal and its relationship to existing or contemplated school programs.

SECTION D
FISCAL MANAGEMENT
6. Revenues from Tax Sources: (Voted 12/21/82, #82-533)

Local, state and federal tax dollars provide the revenues for the operation of the schools.

Revenues from Local Tax Sources:
Under Chapter 580 of the General Laws of 1980 (Proposition 2.5), the Town Meeting shall have final authority to establish the final budget allocation for the ensuing year. The School Committee, working with its staff and the community, shall exert maximum effort to secure adequate funding for the schools.

Revenues from State Tax Sources:
The School Committee and staff will work jointly to secure maximum funding through the distribution formula established by the state legislature. The School Committee directs the administration to exert continued efforts to secure the maximum amount of funding available for special programs through grants.

Revenues from Federal Tax Sources:
The School Committee and staff will work jointly to secure maximum funding from federal tax sources and directs the administration to exert continued efforts to secure the maximum funding available for special programs through grants.

SECTION D
FISCAL MANAGEMENT
7. Use of Revenues from Non-Tax Sources (Individual Donations, Grants, Private & PTO Fundraising):
(Voted 12/21/82, #82-533; 11/5/85, #85-459 & 460; 9/10/98, #98-81; 9/27/12, #12-58)
Public education is primarily the responsibility of the public and, therefore, the operating and capital budgets for the Public Schools of Brookline should reflect the will of the public to finance the schools through public revenues (tax sources). The Brookline School Committee welcomes additional revenues from non-tax sources as gifts to the Public Schools of Brookline to advance the priorities and educational goals established by the School Committee, provided such gifts are in accordance with state and federal law, existing local by-laws, and this policy, and provided the gift and/or its effects reflect the PSB core value of educational equity.

Revenues from Investments: (Amended 9/10/98, #98-81)
In order to monitor the available funds from investment capital donated, for example, for the purpose of granting scholarships and prizes, the Finance Subcommittee of the School Committee will review annually the balance of invested funds available to the School

Committee.

Revenues from the Use of School-Owned Property:
Pursuant to G.L. c. 71, s. 71E, revenues from the use of school-owned property shall be used to pay the costs associated with the use of such property.

Grants and Gifts from Private Sources:
In order to allocate supplemental funds equitably and in response to changing needs, the School Committee prefers grants and gifts from private sources to be unrestricted. In the event that a private source (including, but not limited to, charitable foundations, private corporations, or individuals) wish to restrict the use of funds:

1. The School Committee's approval of the restricted use must be secured prior to a vote to accept the gift, and such approval shall be subject to a determination by the Committee, in consultation with the Superintendent, that the following conditions are met:

i. the gift is directed/restricted to a use consistent with an established priority of the School Committee as expressed in, for example, the Strategic Plan, Recommendations from Program Review, the Annual Budget, and/or the Capital Improvements Plan;
ii. the gift supplements the use of public funds already committed to the intended program or project, or for which public funds are not yet sufficient or available;
iii. the purpose and effect of the gift will not encumber substantial future public school funds for ongoing costs (including, but not limited to, support or maintenance) unless such spending is already planned for in the operating budget or anticipated in future budget years;
iv. the effect of the gift will not create a permanent condition at or for an individual elementary school or its facility that creates a substantially inequitable overall experience for students at that school relative to those at the other PSB elementary schools.

2. The School Committee retains the authority, subject to state and local law and in consultation with the Superintendent and other relevant Town boards and commissions, to approve design and content of any program or project enabled by the gift including, but not limited to, design of structures, content of programs, procurement specifications for purchased items, hiring of contractors, and assignment of personnel.

School-Specific Fundraising:
School-specific fundraising comprises dollars raised by individuals and/or organizations (including, but not limited to PTOs, “friends of” groups, affinity/after-school groups, Extended Days) for use by and for a specific school community. The School Committee welcomes these efforts and with this policy seeks to ensure that no funds raised at and for a particular school create an exception to our long-standing policy of ensuring educational equity for all students in the PSB, regardless of the school they attend.

Accordingly:
1. There is no determined limit on how much money can be raised at or for a particular

school, provided that:

i. fundraising activities comply with this policy;
ii. fundraising is coordinated with, and conducted with the approval of, the Principal;
iii. no fundraising presents a burden to any parent group, students, teachers, or staff;
iv. no fundraising will be undertaken with the intention of paying for permanent school personnel unless specifically authorized and recommended to the School Committee by the Superintendent;
v. no fundraising will be undertaken with the intention of instituting new education programming or capital improvements inconsistent with established plans and program guidelines and/or not already approved by the School Committee.

2. A school-affiliated group may raise and use as much funding as it deems necessary for its operational costs, e.g. mailings, newsletters, office materials, copying costs. Such use is not subject to the conditions outlined in the remainder of this policy for school-specific expenditures.

School-specific Expenditures:

1. Expenditures of private dollars are subject to the same definitions and restrictions/prohibitions established by this policy under the above section School-Specific Fundraising;
2. In addition to providing funds for operational costs as detailed above, school-specific expenditures from private fundraising may include:

i. items not having a direct impact on the children's education (e.g. lunches/recognitions for teachers, assemblies/speakers for parents);
ii. reimbursement for basic and non-permanent classroom supplies or decorations;
iii. supplemental educational activities, materials, and related scholarships (e.g. field trips, special assemblies/performances, library materials, out-of-school-time programs such as after-school activities and homework centers) provided they are consistent with the PSB Strategic Plan and approved by the Principal;

3. Prior approval of the School Committee (at the recommendation of the Superintendent) is required for the following expenditures to ensure the expenditure is consistent with this policy and the School Committee policy on Facilities Development, the PSB Strategic Plan, and an approved School Improvement Plan:

faculty/staff professional development opportunities, technology additions/upgrades, specialized equipment (e.g. microscopes for a science lab), and other capital additions/upgrades.

Financial Reporting for School-Based Organizations

A school-based organization is any PTO, friend group, Extended Day, or other organized body generating funds for the benefit of a specific school in the PSB. All such organizations will submit appropriate budget and financial statements, including the balance of cash reserves, to the Superintendent by October 31st of each year so that the Superintendent may report to the School Committee regarding system compliance with this policy.

Guidelines and Procedures

The Superintendent shall, in consultation with staff and with organizations affected by

this policy, develop, maintain, and circulate to relevant organizations and individuals guidelines and procedures for the purposes of implementing this policy.

SECTION D
FISCAL MANAGEMENT
8. School Properties Disposal: (Voted 12/21/82, #82-533)

The School Committee will abide by procedures established by the Town for the disposal of school buildings and real estate.

With regard to obsolete school property other than buildings or real estate, the School Committee encourages receiving maximum cash benefit from such property, through resale toward the purchase of replacement property, via advertisement. In the event it has no cash value, such property should be offered to the PTO's, Extended Day Programs, or to the Town's residents via public announcement. Only as a last resort should such property be destroyed.

SECTION D
FISCAL MANAGEMENT
9. Depository of Funds: (Voted 12/21/82, #82-533)

Except as otherwise provided by specific statutes, all funds received shall be turned over the Town Treasurer for deposit in the General Fund, in accordance with Ch. 44 (Municipal Finance).

SECTION D
FISCAL MANAGEMENT
10. Authorized Signatures:
(Voted 3/20/78, #78-84; 6/19/78, #78-295; 2/21/82, #82-533; 5/4/17; #17-51)

The School Committee shall designate by vote one member who will sign the payroll and accounts payable warrants presented by the School Business Administrator. Said vote shall be provided to the Town Comptroller and Town Treasurer.

The School Committee shall designate the School Business Administrator to serve as the financial agent and shall authorize the School Business Administrator to sign all payroll, contracts, and warrants.

The Town Treasurer, who also serves as the School Department Treasurer, signs all checks drawn against funds under the control or responsibility of the School Department and/or School Committee. No other signature is valid unless allowed by statute.

Payroll Warrant:

Except as otherwise outlined by statute, the employee serving in the School Business Administrator role shall be authorized to sign payroll warrants presented for approval by the Town Payroll Director.

The School Committee shall designate the School Committee Finance Sub Committee Chair as the one member who will sign the payroll; presented by the School Business Administrator.

Contracts and Accounts Payable Warrant:

Contracts and Orders for Services, Supplies, Materials, and Equipment:

The School Committee establishes a binding financial obligation of the School Department as follows:

1) Legal and Fiscal Review:
   a) Superintendent/Deputy Superintendent/Principals/Department Heads/Budget Managers shall be authorized to sign attesting to goods or services being relevant to the duties and responsibilities of the department attached to a requisition, thereby requesting a contract or purchase order;
   b) The signature of the Town Chief Procurement Officer attesting to procurement laws being followed shall be required on all purchase orders and contracts; and
   c) Town Counsel's signature attesting to form shall be required for all contracts whose value is over $100,000.

2) The School Committee shall vote and sign all contracts $100,000 or greater. The School Business Administrator shall be authorized to sign all contracts less than $100,000 for services, materials, supplies, and equipment establishing a binding financial obligation by the school department provided that: (a) funds are available to pay for the purchase; (b) it has been demonstrated, in the original request or otherwise, that the goods or services are relevant to the department's purpose and function; and (c) the all signatures required under section 1 above have been obtained.

Warrant:

The School Business Administrator shall be authorized to sign all accounts payable batches.

The School Committee shall designate the School Committee Finance Sub Committee Chair as the one member who will sign the accounts payable batches/Warrants for non-Capital Improvement Plan Funds; presented by the School Business Administrator.

Capital Improvement Projects:

The School Committee shall designate the School Committee Capital Sub Committee Chair as the one member who will sign for Capital Improvement Project accounts payable batches/Warrants; presented by the School Business Administrator.

Alternate Signatures:
The Superintendent will sign Payroll Warrant and accounts payable batches/Warrants should there be a vacancy, or the School Business Administrator be absent.

The School Committee shall vote to designate an alternate signatory should there be a vacancy or absence of the School Committee Finance Sub Committee Chair or the School Committee Capital Sub Committee Chair.

Notice to Town Comptroller of absence and transfer of this signature authority will be sent by the School Business Administrator.

LEGAL REF.: M.G.L. 41:41; 41:52; 41:56

SECTION D
FISCAL MANAGEMENT
11. Fiscal Accounting, Revolving Funds, Reporting, Audits and Use of Surplus Funds:

Fiscal Accounting:
The School Committee requires accounting and reporting procedures that are designed to be consistent with the existing federal, state, and local law. The accounting procedures shall be designed to encourage efficiencies and to most clearly inform the School Committee.

Revolving Funds:
Revolving Funds are established to dedicate a specific source of revenue from fees and charges to pay expenses related to the service for which those payments are made. In general, expenses cannot be paid from these accounts until sufficient amounts have been received. Each Revolving Fund has its own limitations and restrictions regarding whether monies must be accepted by the municipality, whether interest on the fund balance remains with the fund, limits on amounts that may be expended or retained, and continuity of the principle.

The Revolving Funds operated by the Public Schools of Brookline include, but are not limited to, Food Services, Athletics, and Summer School. These accounts enable the Administration of the Public Schools of Brookline (PSB) to budget and monitor revenues and expenses of these activities. The Brookline School Committee (BSC) expects the Superintendent to manage deficits and/or balances in accordance with the enabling statute and the policies of the BSC. Appropriate measures to correct fund underperformance may include one or more of the following:

- Change fund or program management;
- Initiate, terminate, or otherwise modify programmatic subsidy of any Revolving Fund from the General Fund, or
- Reallocate Revolving Fund surpluses to other accounts in the General Fund, such as operating accounts or contingency reserves.

Policies

1. From time to time, the Superintendent will, at the direction of the BSC, set up Revolving Fund accounts to receive and disburse funds related to activities for which the Brookline School Committee is responsible and where enabling statutes allow.

2. Revolving Fund accounts will be managed with proper stewardship of these public funds.

3. Revolving Fund activity expenses will be budgeted to include all direct and indirect expenses related to the activity, where allowed by statute.

4. Direct and indirect expenses, related to the activity, shall be applied in a manner consistent with policy established by the Town Comptroller and the Massachusetts Department of Revenue. In this respect, there shall be close collaboration between the Deputy Superintendent for Administration and Finance, the Deputy Town Administrator, and the Finance Director.

5. Each Revolving Fund account will be managed for breakeven annual performance.

6. The Superintendent will bring discrepancies between actual fund performance and breakeven fund performance promptly to the attention of the BSC Finance Subcommittee during quarterly budget presentations.

7. If any fund performance significantly varies from the directive expressed in #5 above, the BSC will direct the Superintendent to provide and implement a plan to address, correct or change fund practices according to the then current needs of the PSB.

8. The BSC may provide guidance to the Superintendent regarding Revolving Fund accounts under the BSC's supervision in the annual BSC Budget Directives.

(Attached are the Massachusetts Department of Revenue guidelines on School Department Revolving Funds.)

As authorized below, the School Committee:

1. Designates Brookline Adult and Community Education (MCG Ch. 71, Sec. 71E), Summer School (Sec. 71C), and the Brookline Early Education Program (BEEP) (Sec. 71C) as three community school programs for the purpose of establishing separate Revolving Funds therefore;

2. Authorizes a similar separate account to be established for receipts and expenditures related to the Community Use of School Buildings (Sec. 71E), School Lunch (Ch. 548 of the Acts of 1948), and Athletics (Sec. 47);

3. Authorizes the Deputy Superintendent for Administration and Finance to recommend to the Committee any future additional community school programs for which revolving funds may be established in accordance with the legislation (MGL Ch. 71);

4. Authorizes the Deputy Superintendent for Administration and Finance to administer any and all revolving accounts allowed by state statute, accepted by the town and approved by the School Committee, in accordance with applicable law.

Financial Reports and Statements:
The Superintendent and/or his/her designee shall keep the School Committee informed, and where appropriate, give the School Committee the opportunity to review and approve the management of the budget in accordance with the restrictions stated below:

1. The School Committee is to be furnished with a monthly one-page fiscal summary report from September through June, showing the various program areas, with total expenditures and remaining balances.

2. The School Committee is to be furnished with a narrative analysis of the budget to accompany the fiscal summaries in December, March and June of each year.

3. As soon after January 1st as possible, the School Committee is to be furnished with an estimate of significant items included in the budget which appear no longer to be necessary or desirable, and from which funds might be available to the School Committee for other purposes.

At the same time, the School Committee recognizes that the daily management of the budget is the responsibility of the administration.

Audits:
As specified by Chapter 44, auditing responsibility lies with the Town Comptroller for Town and School funds. The Deputy Superintendent for Administration and Finance shall represent the schools in all matters pertaining to financial audits. While financial audit requirements vary by funding source, it will be the responsibility of the Deputy Superintendent for Administration and Finance to report audit findings to the School Committee on a timely basis.

Use of Surplus Funds:
a. Budget:
Prior to the close of the fiscal year, the School Committee shall be informed of any unexpended funds in the budget and provided with recommendations for a reallocation of such funds.
b. Construction Projects:

Unexpended funds from prior school projects, if any, shall be brought to the attention of the School Committee for review annually.

Original policy voted: 6/19/78, #78-303; 12/21/82, #82-533; 9/10/98, #98-81
Revised policy approved by Brookline School Committee: 6/1/06, #06-65; Use of Surplus Funds moved to this section: 9/27/12, #12-58

SECTION D
FISCAL MANAGEMENT
12. Petty Cash Accounts (Revised):

The Brookline School Committee endorses the establishment of Petty Cash Accounts in each school, in accordance with the guidelines below:

Petty Cash Funds:
Petty Cash funds may be established in each school, to be supervised by and used at the discretion of the Principal/Head of School. At the elementary level, the Petty Cash account will not exceed $100 during any fiscal year. In order to accommodate the need for flexibility at the High School, the Head of School and Superintendent, or his/her designee, may establish up to four petty cash accounts each fiscal year (e.g. for Food Service, Guidance), each with a maximum of $500, and under the supervision of the Head of School, and his/her designee. The Public Schools of Brookline will develop accounting procedures for all cash accounts maintained at Brookline schools, including but not limited to periodic detailed reconciliations and unannounced audits.

Expenditures from the petty cash fund are to be for incidental amounts and for unanticipated circumstances. The fund should not be used as a device to circumvent purchasing items through the normally established procedures when time is not critical.

Cash in School Buildings:
The School Committee discourages the keeping of cash on the premises of any school building and to this end endorses stringent administrative regulations governing the control of such funds.

Protection:
Pending the deposit of school funds in the bank, their safety should be governed by the procedures related to this policy.

Unaccounted For Funds or Accounting Discrepancies
Within 24 hours of a discovery that petty cash funds are lost or unaccounted for, a complete, written report should be sent to the Superintendent, or his/her designee, on the form provided for that purpose, who will then report to School Committee.

Originally approved: 12/21/82, #82-533; 9/10/98, #98-81
Revision approved: 5/17/07, #07-49

SECTION D
FISCAL MANAGEMENT
13. Purchasing Authority: (Voted 12/21/82, #82-533)

By Town By-law and state statute, purchasing authority is vested in the purchasing agent of the Town of Brookline.

The Assistant Superintendent for Administration and Finance is authorized by the Brookline School Committee to arrange for services, the value of which does not exceed $4,000, for the Brookline Public Schools without signatory approval by a majority of the members of the School Committee. Whenever possible, service contracts for less than $4,000 shall be awarded in such manner as to secure reasonable competition.
The Assistant Superintendent for Administration and Finance is authorized to solicit bids for services in excess of $4,000 in a manner consistent with the State and/Town Statutes cited below. S/he shall also accept bids and award contracts. No contract in excess of $4,000 shall be formally executed unless signed by a majority of the members of the Brookline School Committee.

The Assistant Superintendent for Administration and Finance shall notify the School Committee, if in his/her judgment a contract--for any amount-- requires special consideration by the School Committee. S/he shall also ensure that vendors comply with proper bidding procedures; that contracted services and equipment are rendered satisfactorily. S/he shall also ensure that all vendors comply with the fair employment practices and Affirmative Action Program, approved by the School Committee and Selectmen of the Town of Brookline.

SECTION D
FISCAL MANAGEMENT
14. Bidding Requirements: (Voted 12/21/82, #82-533)

The School Committee abides by the General Laws and Town By-Laws on competitive bidding. Accordingly, the Deputy Superintendent for Administration and Finance will comply with Town bidding and contracting regulations.

Bid Documents:
Documents for the award of bids for supplies, materials, and equipment are available in the office of the Town Purchasing Agent. Contracts for services are available in the offices of the Deputy Superintendent for Administration and Finance.

SECTION D
FISCAL MANAGEMENT
15. Cooperative Purchasing: (Voted 12/21/82, #82-533)

The Assistant Superintendent for Administration and Finance is encouraged to work with the Town's Purchasing Agent to assure that cooperative purchasing is utilized when it results in cost savings, efficiency of processing, or higher quality of services and materials.

SECTION D
FISCAL MANAGEMENT
16. Purchasing Procedures: (Voted 12/21/82, #82-533; 9/10/98, #98-81)

The Assistant Superintendent for Administration and Finance shall establish, supervise, and update as necessary purchasing/ordering procedures designed to minimize paperwork, achieve economies and reduce the time involvement of administrators and classroom personnel. These procedures shall be consistent with existing statutes and Town By-Laws.

SECTION D
FISCAL MANAGEMENT
17. Environmentally Friendly Cleaning Products: (Voted 4/30/09; #09-42)

Town and Public School Departments ("Brookline") should purchase and use Green Seal certified cleaning products, including but not limited to: glass cleaners, neutral cleaners, and general purpose cleaners, in their all-purpose, wash room, multi-surface, and floor cleaning operations, provided that such products meet the necessary specifications of the proposed function and are cost effective.

Brookline will purchase and use Green Seal certified cleaning products, whenever they are sufficiently effective and cost competitive. These environmentally friendly cleaning products, when available, are as effective as existing, traditional cleaning products;

When no appropriate certified product exists, Brookline will choose cleaning products which best minimize negative impact to human health and the environment. Any questions regarding the appropriateness of a product will be resolved by the Purchasing Division;

If there is an increased cost of using Green Seal certified cleaning products, the Purchasing Division, in consultation with the Department requiring the product, will determine the best value, taking into account environmental and financial impact;

Brookline will exhaust the current supply of cleaning products first and no cleaning product will be given away or be disposed of. The current stock of cleaning supplies will be replaced with Green Seal certified or environmentally preferable cleaning products where available and appropriate. Departments will notify the Purchasing Division when their current supplies have been exhausted;

Brookline will ensure that staff responsible for building cleaning is properly trained to safely use and dispose of all cleaning products;

When negotiating or renewing contracts for cleaning services, use of Green Seal certified cleaning products will be taken under consideration by Departments and the Purchasing Division. Specifications for using Green Seal certified cleaning products will be included in new contracts, where appropriate and when cost effective;

Brookline will review its cleaning product purchasing decisions annually.

SECTION D
FISCAL MANAGEMENT
18. Purchase of Energy Star® Equipment and Appliances: (Voted 9/23/10, #10-65)

The Public Schools of Brookline will require that only Energy Star® equipment and appliances will be allowed for all new purchases of this nature and that going forward the department will not purchase low efficiency products, including halogen torchieres and portable electrical heaters.

SECTION D
FISCAL MANAGEMENT
19. Vendor Relations: (Voted 12/21/82, #82-533)

The School Committee encourages the maintenance of cordial, considerate, and ethical relationships between school officials and potential or existing vendors. In addition, relationships with vendors shall be governed by the School Committee's Affirmative Action policy and those approved by the Board of Selectmen.

SECTION D
FISCAL MANAGEMENT
20. Sales Calls And Demonstrations: (Voted 12/21/82, #82-533)

It is the policy of the Brookline School Committee that the primary educational activities of students and teachers shall not be unnecessarily interrupted. In general, no person or agent, without the written authority of the Superintendent of Schools or his/her designee, shall be permitted to enter a school for the purpose of exhibiting, either to teachers or pupils, any book or article of merchandise, or for any purpose of trade or business.

PTO's, Extended Day Programs and other approved school-based organizations may engage in fund-raising activities and invite outside vendors to the schools without written authority, provided that the permission of the principals is secured before involving students in these activities. The staff is authorized to develop regulations to implement this policy.

SECTION D
FISCAL MANAGEMENT
21. Payment Procedures: (Voted 12/21/82, #82-533)

In cooperation with the Town Comptroller, the Assistant Superintendent for Administration and Finance shall develop procedures which ensure the prompt and efficient payment of School Department obligations.

SECTION D
FISCAL MANAGEMENT
22. Bonded Employees and Officers: (Voted 2/28/84; #84-69)

Since the Brookline Public Schools are a Town department and not a separate fiscal entity, it is not necessary to have School Department employees bonded. Funds transmitted to the School Department are deposited with the Town Treasurer, who is by law a bonded employee. Disbursement of funds are also controlled by the Town Treasurer. Massachusetts state law and accepted accounting practice do not require bonding of school employees unless they are employed by a regional school system. Until the major accounts are moved from the central treasury at Brookline High School to the Town treasury, the School Department will continue to bond the secretary of the High School Central Treasury.

SECTION D
FISCAL MANAGEMENT
23. Payroll Procedures: (Voted 12/21/82, #82-533)

Payroll procedures are established to ensure the accurate and timely processing of salary checks for all school department employees. These procedures must comply with all statutes, payroll procedures established by the comptroller's office, and the provisions of collective bargaining agreements that pertain to employee wage distributions.* All payrolls must be signed by the Chair or Vice-Chair of the School Committee.

---

* Collective Bargaining Agreements exist between the Brookline School Committee and The Brookline Educators Association (Unit A, including Nurses; Unit B; Unit LSS for Learning Skills Specialists; and Unit PARA for Paraprofessionals); The Brookline Educational Secretaries Association (SEIU 925); AFSCME L. 1358 for Building Custodians; and AFSCME L. 1358 for Food Service Workers.

SECTION D
FISCAL MANAGEMENT
24. Student Activity Accounts: (Voted 9/14/00, #00-73; 1/15/04, #04-05)

In compliance with Chapter 66 of the Acts of 1996, and upon the recommendation of auditors Power and Sullivan, the Brookline School Committee establishes Student Activity Accounts at each school under the signature authority of the Principal. This action:

1.) authorizes principals to accept money for recognized student activity organizations;
2.) authorizes agency account(s) on the treasurer's books;
3.) establishes maximum balances: Elementary $ 5,000
High School: $20,000

(to be reviewed periodically, in accordance with the guidelines noted in this manual).

SECTION D
FISCAL MANAGEMENT
25. Accepting and Awarding Post-Secondary Scholarships: (Voted 3/15/12; #12-17)

I. PURPOSE

The Brookline School Committee gratefully acknowledges the generosity of donors who support our high school graduates with scholarships for their post-secondary education. With this policy, we establish standards for accepting and awarding these scholarships to ensure that they reflect Public Schools of Brookline ("PSB") core values of high achievement for all, respect for human differences, and educational equity.

II. ACCEPTANCE OF SCHOLARSHIPS

A. No scholarship shall be awarded without prior School Committee acceptance of the scholarship.

B. The School Committee shall not accept any scholarship that unlawfully restricts the class of individuals to whom it can be awarded.

III. SCHOLARSHIP SELECTION COMMITTEE

A. The Superintendent shall, after consultation with the Head of School, annually appoint a Scholarship Selection Committee consisting of no more than thirteen (13) voting members, plus the Deputy Superintendent for Administration and Finance, who shall be a non-voting member.

B. No individual donor, including parties related to a donor, or donor group shall comprise a majority vote of the Scholarship Selection Committee.

C. Members of the Scholarship Selection Committee shall recuse themselves from participating in the discussion and awarding of a scholarship to any applicant to whom they are related.

IV. PROCEDURES FOR AWARDING SCHOLARSHIPS

A. Notice and eligibility requirements pertaining to PSB affiliated scholarships shall be available in prevalent languages of the PSB. Notice

of the availability of such scholarships shall include, at a minimum, posting on the PSB website.

B. Scholarship application forms shall be provided to and completed by each scholarship applicant in accordance with procedures established by the Scholarship Selection Committee.

C. The Scholarship Selection Committee shall evaluate each scholarship application based on the criteria established for the scholarship and shall select the recipient(s) based on a comprehensive process intended to gather from faculty and staff relevant information concerning applicants.

D. Donors or parties related to donors shall not participate in the selection of a scholarship recipient.

V. PROCEDURES FOR PAYMENT OF SCHOLARSHIP AWARDS

A. The Scholarship Selection Committee shall complete a scholarship reporting form for each scholarship awarded. Payments shall be made directly to the educational institution to be attended by the recipient, except in cases of compelling financial circumstances which, in the judgment of the Scholarship Selection Committee, justify a direct payment to the scholarship recipient for education-related expenses.

B. The PSB shall retain responsibility for all scholarship distributions. The PSB may reject any selection made by the Scholarship Selection Committee if the information on the scholarship reporting form indicates that the recipient was not selected in accordance with the provisions of this Policy.

SECTION E

SUPPORT SERVICES

1. Support Services (Definition, Goals, Evaluation) E 3

2. Student Services
   - a. Student Safety and Well-Being E 4
     - 1. Student Safety Patrols E 4
   - b. Physical Restraint E 5
   - c. Immunizations of Students E 10
   - d. Administration of Medications in Schools and Delegation of Administration of Prescription Medications E 11
     - 1. Naloxone (also known as Narcan) Use in the in the PSB E 21
   - e. Communicable Diseases E 22
     - 1. Attendance Policy for Students with HIV/AIDS
   - f. Reporting Suspected Child Abuse or Neglect E 24
   - g. Service Animals in Schools E 25

3. Buildings and Grounds
   - a. School Safety and Security E 27
   - b. Building and Grounds Management E 27
   - c. Pesticides E 27
   - d. Building and Grounds Security E 29
   - e. Insurance Management E 30
   - f. Building and Grounds Maintenance E 30
   - g. Building and Grounds Inspection: Fire Prevention E 31
   - h. School Damage Reward E 33
   - i. Custodial Services E 33
   - j. Traffic and Parking Controls E 33
   - k. Motor Vehicle Idling on School Grounds E 33
   - l. Buildings and Grounds Records and Reports E 34

4. Accident Prevention and Emergency Plans E 35
   - a. Accident Prevention Guidelines E 35
   - b. Emergency Plans (Disaster Planning, Fire Drills, Bomb Threats, Emergency Closing) E 37

c. Medical Emergencies, First Aid E 39
d. Prevention and Management of Sports Related Head Injuries E 40
e. Face Coverings E 42

5. Transportation Services Management
a. Student Transportation Services E 44
b. Use of School/Town Owned Vehicles, Mileage Reimbursement, and Car Allowances E 45

6. Food Services Management E 47
a. Free and Reduced Price Food Services E 48
b. Meal Charge Policy E 48
c. Vending Machines E 50
d. Offer vs. Serve Policy E 50

7. Office Services and Data Management E 51

SECTION E
SUPPORT SERVICES
1. Support Services: (Voted 6/30/83, #83-325; 2/28/84, #84-69)

Definition:
Support Services are defined as: Student Services, Buildings and Grounds, Accident Prevention and Emergency Plans, Transportation Management, Food Services Management, Office Services and Data Management.

Goals:
Annually, the goals for support services should be presented to the School Committee as part of the Superintendent of Schools' administrative goals for the following academic year. The Assistant Superintendent for Administration and Finance shall assist the Superintendent of Schools in preparing these goals related to support services.

Evaluation:
Evaluation of support services shall be the responsibility of the Assistant Superintendent for Administration and Finance who annually shall evaluate both program and personnel in this area. As a result of the evaluation, annual goals may be established for the support services area.

SECTION E
SUPPORT SERVICES
2. Student Services:
***a. Student Safety and Well-Being* :** (Voted 6/30/83, #83-325):
In accordance with state statues, the School Committee prohibits any teacher, employee, or agent of the School Committee from inflicting corporal punishment on any pupil. This prohibition does not preclude any of the above personnel from using such reasonable force as is necessary to protect pupils, other persons and themselves from assault by a pupil.

In order to protect the safety and welfare of students, and in compliance with state statutes, the School Committee requests all teachers, administrators, or guidance counselors to report any instances of physical or sexual abuse to the Assistant Superintendent for Integrated Student Services.

In order to provide for the safety of students and school personnel, the School Committee directs staff to develop appropriate Accident, First Aid, and Emergency Regulations in conformance with current statutes covering accident prevention and liability. Additionally,

1. The Assistant Superintendent for Administration and Finance shall have general oversight of system-wide safety procedures and practices to include, but not be limited to, inservice training of building service personnel, student and staff insurance programs, plant inspection, fire prevention, and driver and vehicular safety programs.

2. The Assistant Superintendent for Instruction, working with the principals and head of school, shall be responsible for the supervision of a safety program in each school, to include programs for children by police and fire officials and general staff instruction in classroom safety procedures.

3. The Director of Child Health Services shall develop and supervise first aid and emergency procedures for each school.

E 2 a. 1. Student Safety Patrols: (Voted 1/19/70, #70-22)
In the interest of the safety of students, the Brookline School Committee disapproves of the concept of student safety patrols.

E 2 *b. Physical Restraint:* (Voted 2/27/03, #03-12 and #03-13; 2/14/13, #13-12; 12/17/15, #15-84; 4/28/16, #16-24; 4/7/22, #22-23)

I. Introduction

It is the policy of the Brookline School Committee to promote a safe and productive workplace and educational environment for its employees and students, and to ensure that every student in the Brookline Public Schools is free from the use of physical restraint that is consistent with the Massachusetts Department of Elementary and Secondary Education regulations, and that physical restraint shall only be used with extreme caution as a last resort in emergency situations, supervised, after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

We believe in preventive and positive approaches to discipline with interventions and consequences aimed at addressing the causes of misbehavior, resolving conflicts, meeting students' needs, and keeping students in school. We believe it is the responsibility of all school staff, students, families, and the community to contribute to a school community that promotes a safe, secure, and learning environment. Preventive and positive discipline is a shared responsibility for students, administrators, teachers, families, and the community. School personnel shall only administer a physical restraint as a last resort when it is needed to protect a student and/or a member of the school community from imminent, serious, physical harm. When a physical restraint needs to be administered, school personnel shall seek to prevent or minimize any harm to the student as a result of the use of the physical restraint. School personnel shall further ensure that the physical restraint is supervised by another adult as quickly as practicable.

This policy shall not be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, this policy shall not be construed to preclude any teacher, employee or agent of a public education program from using reasonable and necessary force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The Superintendent will develop written procedures and guidelines related to this policy identifying:

- Appropriate responses to student behavior that may require immediate intervention;

- Alternative methods that should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, including alternative methods in emergency situations that avoid resorting to physical restraint.

• 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/Head of School approval for a time out exceeding 30 minutes.

II. District's Physical Restraint Procedures

A. Definitions

"Consent" shall mean agreement by a parent/guardian/caregiver who has been fully informed of all information relevant to the activity for which agreement is sought, in their native language or other mode of communication, that the parents/guardians/caregivers understand and agree in writing to the carrying out of the activity, and understand that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom.

"Restraint" shall mean limitation on a student's physical movement using force against the student's resistance.

"Physical restraint" shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. The term physical restraint does not include prone restraint, mechanical restraint, or medication restraint. Additionally, physical restraint does not include: providing brief physical contact, without force, to promote student safety or limit self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

"Physical escort" shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

"Mechanical restraint" shall mean the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of their body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint. The use of a mechanical restraint is prohibited unless explicitly authorized by the student's physician and consented to in writing by the parents/guardians/caregivers of the student.

"Seclusion" shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented, or reasonably believes they will be prevented, from leaving. Seclusion does not include a time-out as defined below. The use of seclusion is expressly prohibited.

"Time-out" shall mean a non-physical behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming while remaining in an unconfined space (e.g. open area or room with an unlocked door) within the sight of staff. Time-out shall cease as soon as the student has calmed. A time-out does not qualify as a physical restraint, however parents/guardians/caregivers shall be notified in accordance with the reporting requirement provisions of this restraint policy in the event that a time-out occurs in a closed door time-out room.

"Medication restraint" shall mean the administration of medication for the purpose of temporarily controlling behavior. The use of medication restraint is prohibited unless explicitly authorized by a physician and consented to by the parents/guardians/caregivers of the student.

"Prone restraint" shall mean a restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position. The use of prone restraint is expressly prohibited.

"Principal/Head of School" shall mean the instructional leader of a public education school program or designee.

B. Use of Restraint

Any physical restraint shall be limited to the use of such reasonable force as is necessary, for the least time necessary, to protect a student or another member of the school community from assault or imminent, serious, physical harm. A physical restraint may only be administered by school personnel who have been properly trained in the use of physical restraint.

C. Other Limitations on Use of Restraint

The following practices are expressly prohibited: (i) use of restraint inconsistent with the provisions set forth Section II (B) above (ii) use of physical restraint as a means of discipline or punishment, as a response to the destruction of property or disruption of school order, as a response to a student's refusal to comply with a school rule or staff directive, or as a response to verbal threats when those actions do not constitute a threat of imminent, serious, physical harm;(iii) use of prone restraint; (iv) use of mechanical restraint; (v) use of medication restraint that has not been approved by a physician or consented to by the student's parents/guardians/caregivers; (vi) use of restraint when a student cannot be safely restrained; and (vii) continued use of restraint when students indicate that they cannot breathe, or appear to be in severe distress (including but not limited to: difficulty breathing, sustained or prolonged crying and coughing).

D. Proper Administration of a Physical Restraint

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received either the in-depth training detailed below, or who have received the required basic training detailed below.

The administration of the physical restraint shall be witnessed by at least one adult, as quickly as practicable, who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury. Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

During the administration of a restraint, school personnel shall monitor the physical status of the student, including skin color, temperature and respiration. Any and all restraint shall be immediately released upon a determination by the school personnel administering the restraint that the student is no longer at risk of causing imminent physical harm to themselves or others. Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm.

At any time during and after the administration of a physical restraint, school personnel shall seek to contact the Office of Student Services board-certified behavioral analysts, or the Crisis Intervention Team, or take other steps to seek medical and/or social emotional assistance if it appears that the student is demonstrating or articulating physical and/or mental distress. This may include contacting counselors.

Recognizing that the administration of a physical restraint can impact more than the student against whom the restraint is administered, school personnel shall offer social-emotional supports to any students and/or staff who witness the administration of a physical restraint. This may include contacting the Office of Student Services, board-certified behavioral analysts and counselors.

E. Reporting Requirements

At an appropriate time after a student has been released from a restraint, the restraining staff member shall:

a. review the restraint with the restrained student and relevant staff to address the behavior that precipitated the restraint;

b. review the incident with a supervisor to discuss whether proper restraint procedures were followed;

c. notify the Office of Student Services and principal/head of school as soon as practicable and no later than within 24 hours;

d. notify the parents/caregivers/guardians as soon as practicable. An initial notification must be made prior to the student leaving school or a school-sponsored activity. Initial reporting of a restraint to

parents/caregivers/guardians shall be made verbally. If there is no response to verbal outreach, notification shall be made via electronic correspondence. A subsequent written report shall be generated within 5 business days and provided to parents/caregivers/guardians. The written record for parents/caregivers/guardians shall at minimum include a description of what precipitated the use of physical restraint, what transpired during the use of physical restraint, and what happened in the aftermath of the physical restraint.

F. Records Maintenance

a. Every use of physical restraint shall be documented in writing and reported to the Office of Student Services, the superintendent or designee, and the principal/head of school, including a basic description of what transpired, the name of the student restrained, the name of the staff member who restrained the student, the name(s) of any other staff member(s) who observed the restraint, and the name(s) of any other witnesses.

b. The principal/head of school shall maintain ongoing records of all reported instances of physical restraint. In order to ensure equitable implementation of this policy, both the principal/head of school and the Office of Student Services shall keep records of all uses of restraint, including relevant demographic data on students involved in any action reported under this policy. This data shall be regularly reviewed by the Superintendent to provide constructive feedback on the policy and PSB practice, and a summary shall be made available to the School Committee at least once per year by the penultimate School Committee meeting in June.

III. <u>District's Training Requirements</u>

A. For All Program Staff

Staff shall receive annual training, within the first month of the school year or their employment, consisting of the following: (a) this policy and related procedures and guidelines developed by the Superintendent or designee; (b) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances, including use of time-out as a behavior support strategy distinct from seclusion; (c) when behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration; (d) administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student, including known or suspected trauma history; (e) the role of the student, staff and family in preventing use of restraint; and (f) identification of

program staff who have received in-depth training pursuant to 603 C.M.R. 46.03(3) in the use of physical restraint. See 603 C.M.R. 46.03(2).

B. For Staff Authorized to Serve As A School-Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the principal/head of school of each school shall identify program staff that is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. The content of the in-depth training shall be thorough and competency-based. *See* 603 C.M.R. 46.03(3) and 46.03(4).

E 2 c. Immunization of Students
(Voted 6/30/83, #83-325; 2/27/90, #90-62; 11/19/91, #91-419; 1/7/21, #21-4)

All students, whether at preschool, kindergarten, or through transfer from another school system, or foreign exchange students, will be required, prior to the student's first day of attendance and at least annually thereafter, to present a physician's certificate attesting to immunization against communicable diseases in accordance with the requirements of the Massachusetts Department of Public Health. Until these requirements are fulfilled, students will be excluded from school. The only exception to these requirements will be made on receipt of a written statement from a physician that immunization would not be medically indicated for the child, or by the child's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.
A homeless child without immunization records will be enrolled and permitted to attend school while the school assists in obtaining immunization records or the necessary vaccinations in accordance with the McKinney-Vento Act of 2001. Certificates and written exemptions must be received by a PSB school health administrator prior to any in person attendance by the student in school activities. Letters of exemption must be renewed annually.

E 2 d. Administration of Medications in Schools and Delegation of Administration of Prescription Medications: (New Policy Voted 11/10/11, #11-72)

The purpose of this policy is to provide minimum standards for the safe and proper administration of medications to students in the Public Schools of Brookline ("PSB"), consistent with G.L. c. 94C, s. 7(g); G.L. c. 71, s. 54B, and 105 CMR 210.000, *et seq*.

I. MANAGEMENT AND APPLICATION OF THE MEDICATION ADMINISTRATION PROGRAM

This policy applies to the administration of all prescription medications, "over the counter" medications, investigational new drugs, and herbal, vitamin or holistic supplements or remedies (herein, collectively referred to as, "medications") by PSB personnel to students during school or during school sponsored day or overnight field trips, and to the self-administration of such medications, drugs and supplements or remedies by PSB students during school or at such school sponsored events.

The PSB Coordinator of School Health Services shall manage and supervise the medication administration program in the PSB. The school nurse shall manage and supervise the medication administration program in each school [210 CMR 210.003(A)(1)].

II. POLICY FOR THE ADMINISTRATION OF MEDICATION AT SCHOOL

Medications will be administered to students at school only when such administration is determined by the Coordinator of School Health Services, after consultation with the school physician, to be medically necessary to permit a student to access his or her educational program.

A. Responsibility for Policy and Procedure Development and Approval

The Coordinator of School Health Services, in consultation with the school physician, shall develop and propose, for approval by the School Committee, policies and procedures for the administration of medication and self administration of medication within the PSB. These policies and procedures shall be consistent with the provisions of G.L. c. 94C, s. 7(g); G.L. c. 71, s. 54B, and 105 CMR 210.000, and shall be reviewed and revised as needed, but at least every two years [105 CMR 210.003(A)].

B. Documentation of the Administration of Prescription Medication

Each school where medications are administered by school personnel shall maintain a medication administration record for each student who receives medication during school hours. The medication administration record shall be maintained by the school nurse and shall include a daily log and a medication administration plan, including the medication order and parent/guardian authorization. [105 CMR 210.009]

C. Response to Medication Emergencies

Consistent with 105 CMR 210.005(F)(4), the school nurse shall develop procedures for responding to medication emergencies, including any reaction or condition

related to medication administration, which poses an immediate threat to the health or well-being of the student. Such procedures shall include maintaining a list of persons, with their telephone numbers, to be contacted as appropriate, including, but not limited to, the student's parent/guardian, school nurse, licensed prescriber and other persons designated in the student's medication administration plan. Such persons may include other school personnel, the school physician, clinic or emergency room staff, ambulance services and the local poison control center.

D. Storage of Prescription Medications

Consistent with 105 CMR 210.003(A)(4), the coordinator of School Health Services shall develop procedures for the proper storage of medications at school.

E. Reporting and Documentation of Medication Errors

Consistent with 105 CMR 210.005(F)(5), the school nurse shall develop procedures and forms for documenting and reporting medication errors.

F. Self Administration of Medication

Consistent with 105 CMR 210.006, students may self administer medications at school, provided the requirements of 105 CMR 210.006 are met. The Coordinator of School Health Services shall develop procedures for the self administration of medications at school.

G. Dissemination of Information to Parents/Guardians

An outline of the school's medication policies shall be made available to parents/guardians upon request. [105 CMR 210.003(A)(6)] Such outline shall be posted on the PSB website and shall be available in accessible format in each school clinic.

H. Dispute Resolution

In accordance with standard nursing practice, the school nurse may refuse to administer or allow to be administered any medication, which, based on her/his individual assessment and professional judgment, has the potential to be harmful, dangerous or inappropriate. In these cases, the parent and licensed prescriber shall be notified immediately by the school nurse and the reason for refusal explained.

In the event of a dispute concerning the administration of a medication, the disputing party shall make a written request for review of the dispute to the Coordinator of School Health Services, who will investigate the matter and, following consultation with the school nurse and the school physician (as defined in 105 CMR 210.002), issue a decision. The decision of the Coordinator of School Health Services shall be final.

III. POLICY REGARDING THE DELEGATION OF PRESCRIPTION MEDICATION ADMINISTRATION

A. Delegation and Supervision

During such time as the PSB continues to be registered with the Department of Public Health pursuant to the applicable provisions of 105 CMR 700.000 and is otherwise in compliance with the requirements of 105 CMR 210.000, the school nurse may delegate

the administration of (1) non parenteral prescription medications to students during school sponsored day or overnight field trips and/or (2) epinephrine by auto injector ("epi-pen") to students in life threatening situations at school when a nurse is not immediately available, or during school sponsored day or overnight field trips to PSB administrative and teaching staff, licensed health personnel, health aides and secretaries; provided that such personnel meet the requirements of 105 CMR 210.004(B)(2), are trained and tested for competency in accordance with 105 CMR 210.100(A)(4); are supervised by the school nurse in accordance with 105 CMR 210.005(G); are listed on the student's medication administration plan developed in accordance with 105 CMR 210.005(E); and the requirements of 210.005(G)(5) pertaining to each student have been met. The school nurse may rescind the delegation of specific personnel at any time [210.005(G)(1)].

B. Training of School Personnel

School personnel who are responsible for administering prescription medications at school shall be trained in accordance with 105 CMR 210.007. An updated list of school personnel who have been trained in the administration of medications shall be maintained by each school nurse and shall be made available to parents/guardians upon request.

C. Decision-Making Authority

The school nurse, in consultation with the Coordinator of School Health Services and the school physician, shall have final decision-making authority with respect to delegating the administration of medications to PSB personnel in each school.

D. Responsibility and Compliance

All PSB health personnel are responsible for understanding their responsibility and obligations under this policy.

Refs: G.L. c. 94C, s. 7(g); 71, s. 54B; 105 CMR 210.000

DPH Registration Date:

Reviewed by School Physician:

Approved by Coordinator of School Health Services:

Approved by School Committee:

PROCEDURES FOR THE ADMINISTRATION AND SELF ADMINISTRATION OF MEDICATIONS AT SCHOOL

The Coordinator of School Health Services, in consultation with the school physician, has developed and proposed, for approval by the School Committee, the following procedures for the administration of medications in the Public Schools of Brookline ("PSB"). These procedures are intended to be and shall be construed as consistent with the provisions of G.L. c. 94C, s. 7(g); G.L. c. 71, s. 54B, and 105 CMR 210.000, and shall be reviewed and revised as needed but at least every two years [105 CMR 210.003(A)].

A. Introduction

Medications will be administered to students only when such administration is determined to be medically necessary to permit a student to access his/her educational program.

B. Medication Orders

1. Prior to administering medication to a student, the school nurse shall ensure that there is a proper medication order from a licensed prescriber, which is renewed as necessary including the beginning of each academic year. A telephone order or an order for any change in medication shall be received only by the school nurse from the licensed prescriber. A verbal order must be followed up with a written order within three (3) school days. A faxed order must be sent directly from the licensed prescriber's office to the nurse. When possible, the medication order shall be obtained, and the medication administration plan shall be developed, before the student enters or re-enters school.

2. Medication orders from a licensed prescriber shall contain (a) the student's name; (b) the name and signature of the licensed prescriber and his/her business and emergency phone numbers; (c) the name, route and dosage of medication; (d) the frequency and time of medication administration; (e) the date of the order and discontinuation date; (f) a diagnosis and any other medical condition(s) requiring medication, if not a violation of confidentiality or if not contrary to the request of a parent, guardian or student to keep confidential; and (g) specific directions for administration.

3. Every effort shall be made to obtain from the licensed prescriber the following additional information, if appropriate: (a) any special side effects, contraindications and adverse reactions to be observed; (b) any other medications being taken by the student; (c) the date of the next scheduled visit, if applicable.

C. Special Medication Situations

1. For short-term medications, i.e., those requiring administration for ten school days or fewer, a pharmacy-labeled container may be used in lieu of a licensed prescriber's order; however, if the school nurse has a question, she may request a licensed prescriber's order.

2. For "over-the-counter" medications, i.e., nonprescription medications, the school nurse shall follow the Board of Registration in Nursing's protocols regarding the administration of over-the-counter medications in schools which shall include, at a minimum, (a) a written order by a licensed prescriber; (b) written consent of the parent or guardian and (c) a pharmacy-labeled container for dispensing.

3. Investigational New Drugs may be administered at school with (a) a written order by a licensed prescriber; (b) written consent of the parent or guardian; and (c) a pharmacy-labeled container for dispensing. If the school nurse has a question, she/he may seek consultation and/or approval from the school physician to administer the drug in the school setting.

4. Herbal, vitamin, or holistic supplements and remedies will not be administered at school unless they are listed in the Physician's Desk Reference for Nutritional Supplements and the school nurse has received (a) a written order by a licensed prescriber stating that the administration at school of such supplement/remedy is medically necessary to permit the student to attend school or to access the curriculum; (b) written consent of the parent or guardian; and (c) a pharmacy-labeled or sealed manufacturer's labeled container for dispensing.

D. Parent/Guardian Consent

Prior to administering medication to a student, the school nurse shall ensure that written authorization has been received from the parent/guardian, which contains: (a) the parent or guardian's printed name, signature and a home and emergency phone number; (b) a list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medication not be documented; (c) approval to have the school nurse or school personnel designated by the school nurse administer the medication; (d) persons to be notified in case of a medication emergency, in addition to the parent or guardian and licensed prescriber.

E. Medication Administration Plan

1. The school nurse, in collaboration with the parent/guardian whenever possible, shall establish a medication administration plan for each student receiving a medication. Whenever possible, a student who understands the issues of medication administration shall be involved in the decision-making process and his/her preferences respected to the maximum extent possible.

2. Prior to initial administration of the medication, the school nurse shall assess the child's health status and develop a medication administration plan, which shall include: (a) the name of the student; (b) a medication order from a licensed prescriber that meets the requirements of Section C (1)(a); (c) signed authorization of the parent or guardian that meets the requirements of Section C(2), including home and emergency telephone numbers; (d) any known allergies to food or medications; (e) the diagnosis, unless a violation of confidentiality or the parent, guardian or student requests that it not be documented; (f) any possible side effects, adverse reactions or contraindications; (g) the quantity of medication to be received by the school from the parent or guardian; (h) the required storage conditions; (i) the duration of the prescription; (j) the designation of

unlicensed school personnel, if any, who will administer epi-pen to a student in the absence of the nurse, and plans for back up if the designated personnel are unavailable; (k) plans, if any, for teaching self-administration of the medication; (l) with parental permission, other persons, including teachers, to be notified of medication administration and possible adverse effects of the medication; (m) when appropriate, the location where the administration of the medication will take place; (n) a plan for monitoring the effects of the medication; and (o) provisions for medication administration in the case of field trips and other short-term special school events. Efforts shall be made to obtain a nurse or school staff member trained in medication administration to accompany students at special school events. When this is not possible, the school nurse may delegate medication administration to other PSB personnel in accordance with PSB policy and 105 CMR 210. Written consent from the parent or guardian for the individual who will administer the medication shall be obtained.

F. Procedures for Administration of Medications at Schools

The Coordinator of School Health Services and each school nurse shall ensure that each school has the following procedures and systems in place that comply with the PSB Policy for the Administration of Medications at School and 105 CMR 210.000, et seq.:

1. Procedures to ensure the positive identification of students receiving medications at school;

2. A system for appropriate documentation and record keeping;

3. A system for documenting observations by the nurse or school personnel and communicating significant observations relating to medication effectiveness and adverse reactions or other harmful effects to the child's parent/guardian and/or licensed prescriber;

4. Procedures for the receipt and safe storage of prescription medications;

5. Access to a current pharmaceutical reference by the school nurse, such as the Physician's Desk Reference (PDR);

6. Procedures for responding to medication emergencies in compliance with 105 CMR 210.005(F)(4); and

7. Procedures for documenting and reporting medication errors in compliance with 105 CMR 210.005(F)(5). The procedures shall specify persons to be notified in addition to the parent/guardian and nurse, including the licensed prescriber or school physician if there is a question of potential harm to the student. A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication (a) within appropriate time frames; (b) in the correct dosage; (c) in accordance with accepted practice; or (d) to the correct student. The school nurse shall review reports of medication errors and take necessary steps to ensure appropriate medication administration in the future.

G. Procedures for Self-Administration of Medications at Schools

"Self administration" of a medication means that a student is able to consume or apply a medication in the manner directed by the licensed prescriber, without additional assistance or direction. A school nurse may permit self administration of a medication by a student provided the following requirements are met:

1. the student, school nurse, and parent/guardian, where appropriate, enter into an agreement which specifies the conditions under which medication may be self administered, and the school nurse, as appropriate, develops a medication administration plan, which contains only those elements necessary to ensure safe self-administration of medication;

2. the student's health status and abilities have been evaluated by the school nurse, the school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered, as necessary, the school nurse observes initial self-administration of the medication, and the nurse deems self-administration safe and appropriate

3. there is written authorization from the student's parent/guardian that the student may self medicate, unless the student has consented to treatment under M.G.L. c. 1l2, s. 12F or other authority permitting the student to consent to medical treatment without parental permission;

4. if requested by the school nurse, the licensed prescriber provides a written order for self-administration;

5. the student follows a procedure for documentation of self-administration of medication;

6. the school nurse establishes a policy for the safe storage of self-administered medication and, as necessary, consults with teachers, the student and parent/guardian, if appropriate, to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it. This information shall be included in the medication administration plan. In the case of an inhaler or other preventive or emergency medication, such policy shall include, whenever possible, provision of a backup supply of the medication which shall be kept in the school clinic or other, readily available location;

7. consistent with 105 CMR 210.006(B)(9), the school nurse develops and implements a plan to monitor the student's self administration, based on the student's abilities and health status; and

8. with parent/guardian and student permission, as appropriate, the school nurse informs appropriate teachers and administrators that the student is self-administering a medication.

H. Documentation and Record-Keeping

Each school shall maintain a medication administration record for each student who is administered medication at school. Such record shall include a daily log and a medication administration plan, including the medication order and parent/guardian

authorization. The medication administration plan shall include the information as described in 105 CMR 210.005(E).

The daily log shall contain: (a) the dose or amount of medication administered; (b) the date and time of administration or omission of administration, including the reason for omission; and (c) the signature of the nurse or designated school personnel administering the medication. If the medication is given more than once by the same person, he/she may initial the record, subsequent to providing a signature. .

The school nurse shall document in the medication administration record significant observations of the medication's effectiveness, as appropriate, and any adverse reactions or other harmful effects, as well as any action taken.

All documentation shall be recorded in ink or into a permanent electronic log, and shall not be altered.

With the consent of the parent, guardian, or student where appropriate, the completed medication administration record and records related to self administration of medication shall be filed in the student's cumulative health record. When the parent/guardian or student, where appropriate, objects, these records shall be regarded as confidential medical information and shall be kept confidential to the extent permitted by law, except as provided in 105 CMR 210.000.

I. Response to Medication Emergencies

The response to medication emergencies shall be consistent with the PSB's policy for handling all health emergencies and shall include, at a minimum, maintaining a list of persons, in addition to the parent/guardian, school nurse, licensed prescriber and other persons designated in the medication administration plan, to be contacted as appropriate, with their telephone numbers. Such persons may include other school personnel, the school physician, clinic or emergency room staff, ambulance staff and the local poison control center.

J. Administration of Epinephrine to Individuals Experiencing Life-Threatening Allergic Reactions

During such time as the PSB is registered with the Department of Public Health for such purpose and appropriate approval of the School Committee has been provided pursuant to 105 CMR 210.100, the school nurse may train PSB personnel to administer epinephrine to students in life threatening situations during the school day when a nurse is not immediately available, or during field trips. The training program shall be managed by the Coordinator of School Health Services and/or the school nurse**,** in consultation with the school physician, in accordance with 105 CMR 210,100.

The school nurse shall select the individuals authorized to administer epinephrine by auto injector. Persons authorized to administer epinephrine shall meet the requirements of 105 CMR 210.004(B)(2).

The school personnel authorized to administer epinephrine by auto injector shall be trained and tested for competency by the Coordinator of School Health Services or the school nurse in accordance with standards and curriculum established by the Department of Public Health. The Coordinator of School Health Services or school nurse shall

document the training and testing of competency of school personnel authorized to administer epinephrine. A training review and informational update shall be provided twice a year by the Coordinator of School Health Services, school nurse, or a designee.

The training shall include, at a minimum: (a) procedures for risk reduction; (b) recognition of the symptoms of a severe allergic reaction; (c) the importance of following the medication administration plan; (d) proper use of the auto-injector; (e) requirements for proper storage and security; (f) notification of appropriate persons following administration; and (g) record keeping.

The school shall maintain and make available, upon request by parents or staff, a list of those school personnel authorized and trained to administer epinephrine by auto injector in an emergency when the school nurse is not immediately available.

Epinephrine shall be administered only in accordance with an individualized medication administration plan satisfying the applicable requirements of 105 CMR 210.005(E) and 210.009(A)(6), which shall be updated annually, and which shall include: (a) diagnosis by a physician that the child is at risk of a life threatening allergic reaction and a medication order containing proper dosage and indications for administration of epinephrine; (b) written authorization by a parent or legal guardian; (c) home and emergency number for the parent(s) or legal guardian(s), as well as the names(s) and phone number(s) of any other person(s) to be notified if the parent(s) or guardian(s) are unavailable; (d) identification of places where the epinephrine is to be stored, following consideration of (i) the need for storage at one or more places where the student may be most at risk and in such a manner as to allow rapid access by authorized persons including possession by the student when appropriate; and (ii) in a place accessible only to authorized persons that is secure but not locked during those times when epinephrine is most likely to be administered, as determined by the school nurse; (e) a plan for comprehensive risk reduction for the student, including preventing exposure to specific allergens; and (f) an assessment of the student's readiness for self-administration and training, as appropriate.

When epinephrine is administered, there shall be immediate notification of the local emergency medical services system (E-911), followed by notification of the student's parent(s)/guardian(s) or, if the parent(s)/guardian(s) are not available, other designated person(s), the school nurse, the student's physician, and the school physician, to the extent possible. Because of the danger of biphasic reactions, the student should be transported by trained emergency medical personnel to the nearest emergency medical facility.

Following the administration of epinephrine to a student, the school nurse shall review the incident with the Coordinator of School Health services and the school physician, if appropriate, to determine the adequacy of the response and to consider ways of reducing future risks for the particular student and the student body in general;

The school nurse shall also develop procedures for (a) the proper disposal of used epinephrine injectors; (b) submitting a written report to the Department of Public Health each time epinephrine is administered on a form obtained from the Department; and (c) permitting access to the Department of Public Health to records related to the administration of epinephrine in compliance with 105 CMR 210.100.

K. Proper Storage of Medications

1. A parent/guardian or parent/guardian-designated responsible adult shall deliver all medications to be administered by school personnel or to be taken by self-medicating students (if required by the self administration agreement) to the school nurse or other responsible person designated by the school nurse.

2. The medication must be delivered and stored in their original pharmacy or manufacturer labeled container in such manner as to render them safe and effective.

3. The school nurse or other responsible person receiving the medication shall document the quantity of the medication that is delivered.

4. In extenuating circumstances, as determined by the school nurse, the medication may be delivered by other persons, provided that the nurse is notified in advance by the parent or guardian of the arrangement and of the quantity of medication being delivered to the school.

5. With the exception of emergency medications, which shall be kept in a secure but unlocked cabinet during the school day, all prescription medications to be administered by school personnel shall be kept in a securely locked cabinet used exclusively for medications, which is kept locked except when opened to obtain medications. The cabinet shall be substantially constructed and anchored securely to a solid surface. Medications requiring refrigeration shall be stored in either a locked box in a refrigerator or in a locked refrigerator maintained at temperatures of 38 to 42 degrees Fahrenheit.

6. Access to stored medications shall be limited to persons authorized to administer medications and to self-medicating students. Access to keys and knowledge of the location of keys shall be restricted to the maximum extent possible. Students who are self-medicating shall not have access to other students' medications.

7. Parents or guardians may retrieve medications from the school at any time by making arrangements to do so with the school nurse.

8. No more than a thirty (30) school day supply of a prescription medication for a student shall be stored at the school.

9. Where possible, all unused, discontinued or outdated medications shall be returned to the parent/guardian and the return shall be appropriately documented. Medications may be destroyed in accordance with any applicable policies of the DPH by the school nurse if they are not picked up by the parent/guardian within ten school days of the termination of the medication order, the medication's expiration date, or transfer of the child to another district.

Refs: G.L. c. 94C, s. 7(g); 71, s. 54B; 105 CMR 210.000

Reviewed by School Physician:

Approved by Coordinator of School Health Services:

Approved by School Committee: 11/10/11

E 2 d.1 Naloxone (also known as Narcan) Use in the Public Schools of Brookline
Purpose
(New Policy Voted 12/1/16, #16-17)

To recognize and respond to a potential life threatening opioid overdose, the Public Schools of Brookline shall maintain a system-wide plan for addressing potential life threatening opioid overdose reactions. The Coordinator of School Health Services shall be responsible for the development and implementation of the Naloxone administration program in the school setting in accordance with Massachusetts Department of Public Health (MDPH) regulations and published directives. The school physician shall provide oversight to monitor the program and ensure quality improvement and quality control. The system-wide plan shall include, at a minimum, consistent with the law, the following:

1. Stocking of Naloxone. The Public Schools of Brookline is authorized to stock Nasal Naloxone for purposes consistent with this policy.

2. Standing orders for Naloxone. The standing order for Nasal Naloxone issued by the school physician authorizes the school nurse to administer nasal Naloxone in the setting of a suspected opioid overdose.

3. Training of nursing staff. All nursing staff and other staff as determined by the Superintendent, shall be trained and authorized as required by MDPH regulations and directives.

4. Integration of opioid overdose-related emergencies into Building based general Medical Emergency Response Plans.

5. Coordination of emergency-related opioid overdose with local emergency response services.

6. On an annual basis, the Coordinator of Student Health Services shall provide a report on the usage of Naloxone to the Superintendent.

Refs: MA General Laws, Chapter 71, Section 96

E 2 e. Communicable Diseases: (Revised Policy)
MGL Ch. 71, S.55 provides in relevant part that any child who might expose others to a disease dangerous to the public health shall not attend any public school. The Public Schools of Brookline (PSB) may require physician certification relating to this. A physician's note may be required. If there is disagreement, the School Physician's consultation will be sought.

Subject to E2c.1, paragraph 1 below, all cases of established or suspected communicable diseases, with the exception of HIV/AIDS, must be reported immediately to the principal and nurse in order that preventive measures may be taken as necessary. Parents of other children will be notified if indicated.

PSB's Administration, in collaboration with the Brookline Health Department, will create detailed procedures regarding the handling of all communicable disease issues.

E 2 e. 1. School Attendance Policy for Students with HIV/AIDS:
Consistent with the policy and Mass Department of Public Health guidelines (originally promulgated in 1985, revised in 1991 and 1993), the PSB adopts the following policy on School Attendance by children diagnosed with HIV/AIDS:

School Attendance
Students with AIDS or HIV infection (from here on, called HIV/AIDS) pose no known risk of transmission of HIV infection through the kind of casual contact that typically occurs in a school setting. Updated policies (1991, 1993; MDPH, CDC) state that students with HIV/AIDS have the same right to attend school and receive services as any other student and will be subject to the same rules and policies. HIV/AIDS infection shall not factor into decisions concerning class assignments, privileges, or participation in any school-sponsored activity, except on rare occasions as specified in the procedures related to this policy.

Alternate Education Plan
Children diagnosed with HIV/AIDS who are unable to attend school, in the same manner as other students with severe medical problems, shall have an appropriate alternative education plan.

Attendance by Siblings
Siblings of children diagnosed as having HIV/AIDS shall attend school without any restrictions.

Staff Training
School nurses, or other appropriate staff, will, at the beginning of each academic year, provide training about Standard Precautions to all staff with student contact. The details of this training will be included in the Administrative Procedures.

Disclosure and Confidentiality

No one, except the student and/or the student's parent(s) or guardian(s), necessarily need to know of a student's AIDS diagnosis or HIV infection. Families are not obligated to disclose this information. As with any medical information, the diagnosis of AIDS is confidential. Since individuals with AIDS or HIV infection typically pose no public health threat to others by their presence in the school, their medical information must be treated confidentially.

The privacy of students with HIV or AIDS is protected under the general state privacy law (M.G.L. c. 214, s. 1B), which protects against unwarranted invasion of privacy. In addition (M.G.L. c. 111, s. 70F) prohibits health care providers and facilities, including school-based clinics, from disclosing HIV test results, or the fact that a test has been performed, without a specific, informed, written consent of that person or the responsible parent or guardian. If a health care provider or facility discloses a student's HIV anti-body test result without specific, informed, written consent, that provider or facility violates state law (M.G.L. c. 111, s. 70F).

Reasons to Disclose

There are several medical reasons that a student and/or his or her parent/guardian may wish to disclose the diagnosis to the school nurse or school physician, even though they are not obligated to do so. These reasons, along with recommended disclosure protocols, shall be included in the procedures related to this policy.

Privacy of Records

Licensed physicians, nurses, social workers, and psychologists (according to FERPA, M.G.L. c. 111, s. 70F as well as c.112, s.135A and c.112, s.129A) have a duty to protect HIV/AIDS -related and other private information. Therefore patient health-care records maintained by schools are considered education records and are thus subject to the Family Education Rights and Privacy Act (FERPA) rules, and not the privacy portions of Health Information Portability and Accountability Act of 1996 (HIPAA). Confidential HIV/AIDS information will be kept in a separate locked file. When a school wants or needs health information from outside health-care providers, schools will need to adhere to the disclosure requirements of the outside health-care providers, which are HIPAA-governed, to gain access to the information.

Schools and HIV/AIDS Prevention Education

Education about HIV/AIDS may be most appropriate when carried out within a more comprehensive school health education program and should be developmentally appropriate. The School Administration will include such information as part of its health education curriculum.

Originally approved: 11/21/85, #85-481; 2/26/91, # 91-54
Accepted under 1st Reading 6/22/06, #06-75
Revision approved by the Brookline School Committee: 9/14/06, #06-83

E 2 f. Reporting Suspected Child Abuse or Neglect: (Voted 1980; 1987; 10/27/92, #92-441; 2/14/13, #13-11)

Pursuant to M.G.L. c. 119, s. 51A, any Public Schools of Brookline employee ("Mandated Reporter") who, in his or her professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from (1) abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (2) neglect, including malnutrition; (3) physical dependence upon an addictive drug at birth, shall immediately report such suspected abuse or neglect to the Department of Children and Families ("DCF") orally and, within 48 hours, file a written report with the DCF detailing the suspected abuse or neglect; or (4) being a sexually exploited child; or being a human trafficking victim as defined by G.L. c. 233, s. 20M.

Such Mandated Reporters may instead notify the Principal or Head of school or his/her designee, who shall become responsible for notifying the DCF in this manner.

The Superintendent or his/her designee shall develop procedures for reporting suspected child abuse and neglect that are consistent with G.L. c. 119, s. 51A, for informing teachers, administrators and other professional staff of the mandated reporting requirements, and for providing appropriate staff with training in recognizing and reporting suspected child abuse or neglect.

Refs: G.L. c. 119, s. 51A
G.L. c. 71, s. 37L

E 2 g. Service Animals in Schools (Voted June 16, 2011, #11-49)
The School Committee recognizes that service animals may be used to provide assistance to some persons with disabilities. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school related activities.

I. Definition
Service animal: For the purpose of this policy, "service animal" shall mean any dog that is individually trained to do disability related work or tasks for an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. A service animal may also include a miniature horse, if the horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute disability related work or tasks under this Policy. (Section 35.104)

II. Permitted Access
Use of a service animal by a qualified student or employee with a disability will be allowed in school and at school related activities when it is determined that such use is required because of the student or employee's disability; and when it is readily apparent that the animal is trained to do work or perform tasks for such student or employee. (Section 35.136(f)) Use of service animals in schools and at school related activities by other individuals, such as parents/guardians, visitors, and independent contractors, shall be consistent with the provisions of the Americans with Disabilities Act ("ADA").

III. Procedures
The parent/guardian of a student who seeks to bring a service animal to school, or an employee who seeks to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 Building Coordinator and the Assistant Superintendent for Student Services, will determine whether or not to permit the service animal in school. In the case of a student or employee who attends or works at more than one school, the written request shall be made to the building principal of one school, and the building principal's determination shall apply to all such schools. Other building principals will be so notified by the Superintendent or his/her designee.

Before a service animal shall be permitted in school or on school property, the student's parent/guardian or the employee seeking such permission must provide the building principal with:

A. A description of the work or tasks the service animal is expected to perform in assisting the person with a disability; and

B. Current certification from a veterinarian that the service animal is in good health and has received appropriate vaccination against rabies.

IV. Exclusion

The building principal may remove or exclude a service animal from the school or school property if:

A. The presence of the service animal poses a direct and immediate threat to the health and safety of others;

B. The service animal is out of control and the student, employee or handler does not take effective action to control the animal;

C. The service animal is not housebroken.

If a service animal is properly excluded under this section, qualified students and employees with disabilities shall be given the opportunity to participate in the services, programs, or activities of the PSB without having the service animal on the premises. (Section 35.136(c))

V. Appeals

If a decision is made to remove or exclude a service animal, that decision may be appealed to the Superintendent.

Legal References:
42 U.S.C. § 12101 et seq.
28 C.F.R. Part 35

SECTION E
SUPPORT SERVICES
3. Buildings and Grounds
a. School Safety and Security: (Voted 6/30/83, #83-325; 9/10/98, #98-81)
The Brookline School Committee recognizes that safety is everyone's proper concern, and when home, school, and community cooperate by instruction and example, accidents are reduced. It shall be the policy of the Brookline School Committee to guard against accidents by taking every possible precaution to protect the safety of all students, employees, visitors, and others present on school property or at school-sponsored events.

To carry out this policy, the principal or head of school shall develop the appropriate rules and regulations in accordance with State and local ordinances. With regard to community and/or after school hours use of buildings, users will comply with this policy.

E 3 b. Buildings and Grounds Management: (Voted 2/28/84, #84-69)
In order to protect, operate, and improve the buildings under their control, the Brookline School Committee directs staff to develop and implement regulations for managing the use of buildings, and to coordinate grounds care with the Park Department. This shall include Building and Grounds Security, Maintenance, Custodial Services, Traffic and Parking Controls, Records and Reports.

E 3 c. Pesticide Policy (Voted 2/17/22, #22-9; 4/7/22, #22-24)
It is the policy of the Brookline School Committee to promote the health and safety of our school communities by minimizing the use of toxic pesticides to the greatest extent practicable and to manage pests in and around schools in a manner that protects human health, maintains the integrity of school buildings and grounds, and preserves the environment. The Public Schools of Brookline (PSB) are committed to the sustainable management of pests through the use of sound Integrated Pest Management (IPM), or its equivalent, that focuses on eliminating pest access to food, water and shelter in and around our schools. In addition, PSB is committed to complying with the Massachusetts Children's and Families Protection Act as a minimum standard that this policy exceeds.

Integrated pest management is a comprehensive process that utilizes information about plants, pests and the environment to plan and implement management tactics in overall strategies to keep pests below levels that cause damage. For the PSB, integrated pest management specifically involves cooperative regular monitoring of plant material and pest levels, and prohibiting toxic pesticides, including glyphosate and 2,4-D, unless as a last resort in emergency situations only when other means of control are ineffective, or economically unfeasible.

Proper grounds management techniques reduce stress and encourage good health in plants. These include proper planning and cultural practices, such as watering, fertilizing, mowing, core aeration, pruning and mulching. It is important that these practices be done at proper times and intervals.

A pesticide is a substance or mixture of substances intended to prevent, destroy, repel, or mitigate pests or used as a plant growth regulator. This includes insecticides used against insects, herbicides used against weedy or other plants, fungicides used against fungi, and antibiotics or bactericides used against bacteria.

Pesticides may be used when:

1. Students or employees are experiencing significant discomfort or unsafe conditions; and the use of toxic pesticides is essential to mitigation.

2. Damage is occurring to a tree, shrub, plant, grounds or facilities; and cultural and biological methods have been used unsuccessfully, or to a great degree of certainty would likely be unsuccessful if deployed.

3. Population dynamics of pests indicate that significant increases in pest problems are inevitable and only toxic pesticide use presents as a viable option to decrease the pest population.

The district's grounds maintenance contractor/staff/partner(s) must:

1. Institute or maintain a grounds management program which encourages healthy plants. This will include proper timing and scheduling of watering, fertilizing, mowing, core aeration, pruning, and mulching (to minimize stress of plants thus reducing susceptibility to insects, disease and weeds).

2. Evaluate grounds management practices and pest control procedures on an ongoing basis. Revise practices as needed to gain from past experiences and new techniques.

When it is necessary that pesticides be applied, the contractor/staff/partner(s) must:

1. Keep records regarding the application, as required by Massachusetts law.

2. Use the least toxic “minimum risk” and effective pest control measures when economically feasible. The U.S. Environmental Protection Agency maintains a list of pesticide ingredients considered “minimum risk.”

3. Apply pesticides when the impacted wing of a school is not in session.

4. Post notification signs in accordance with Massachusetts law.

5. Notify building administrators at least 48 hours in advance, unless the situation necessitates immediate application, in which case the Superintendent or designee must provide prior authorization.

6. Receive emergency waiver approval from the Brookline Director of Public Health when applicable.

For pesticide restrictions related to food consumption, please refer to the Wellness Policy on A18.

E 3 d. Buildings and Grounds Security: (Voted 1/17/77, #77-25; 2/28/84, #84-69)
In order to ensure the protection of school buildings and grounds, the School Committee authorizes the Superintendent of Schools or his/her designee (the Assistant Superintendent for Administration and Finance, the Head of School, Principals of the elementary schools, Director of School Plant) to act under the following rules and regulations for use of areas under the jurisdiction of the Brookline School Committee.

Section 1
No person shall injure, mutilate, or destroy any property or equipment, real or personal , belonging to the Town of Brookline under the jurisdiction of the School Committee.

Section 2
No person shall park or operate a motor vehicle on property under the jurisdiction of the School Committee, except while attending functions at, or doing business in, the adjoining school building; such parking shall be only at designated locations and not in conflict with faculty or school personnel parking and not in violation of Article 18 Sec. 26 of the Town By-Laws. There shall be no overnight parking of vehicles on any School Committee property, except for vehicles under the direct control of the School Committee, or by special permit issued by the Superintendent of Schools or his designee. Violation of any of the aforesaid rules and regulations is punishable under the provisions of the General Laws, Ch. 45, Sec. 24; Ch. 90 Sec. 20C; and Article 18, Sec. 26 of the Town By-laws. In addition, any vehicle found in violation of this section or Section 3 may be towed, in accordance with the town regulations of the Brookline Traffic Rules and Regulations, Article 5A.

Section 3
No person shall refuse or neglect to obey any rule, posted by sign, concerning the use of any area under the jurisdiction of the School Committee, nor shall they refuse or neglect to obey any reasonable direction of a police officer or School Committee employee during the time they are on School Committee property.

Section 4
No person shall remain upon school property during the periods when school is not in session, except for periods approved by the School Committee or its designee.

Section 5
No person or persons shall congregate in doorways or recess areas of school buildings for purposes of loitering or any other activity not specifically authorized by the School Committee or its designee.

Section 6
No person shall, on property under the jurisdiction of the School Committee, canvass donations without written permission from the School Committee or its designee, utter any profane or abusive or indecent language, act in an obscene or indecent manner, or in any other manner disturb the peace, drink or be under the influence of

or have possession of any intoxicating beverage or illegal drugs. No person shall have any instrument of gambling or play any game of chance on school property.

Section 7
No personal shall sell or offer for sale any merchandise of any description and without limiting the generality of the foregoing, any food or soft drinks on property under the jurisdiction of the School Committee, without a written permit from the School Committee or its designee.

Section 8
The Brookline Police Department is hereby authorized to enforce all the above rules and regulations.

E 3 e. Insurance Management: (Voted 2/28/84, #84-69)
The School Committee assigns responsibility for insurance management to the Assistant Superintendent for Administration and Finance, who shall have full authority for administering all insurance plans, except property insurance, for the Brookline Public Schools.

The property of the Brookline Public Schools is insured under policies budgeted for and held by the Town. Although final approval in insurance decisions rests with the Board of Selectmen, the Assistant Superintendent for Administration and Finance shall monitor and provide advice with regard to these town held policies.

Other insurance matters under the jurisdiction of the School Committee are dealt with under appropriate headings elsewhere in this manual, for example, employee insurance plans and student insurance plans.

E 3 f. Buildings and Grounds Maintenance: (Voted 2/28/94, #84-69)
The School Committee will comply with appropriate state, federal, and local fire and health codes. The Assistant Superintendent for Administration and Finance, assisted by the Director of Public Buildings, and in cooperation with the school building principals, shall annually prepare a list of repair and modernization items for approval by the School Committee in its budget.

School Committee approved projects, both budgeted annual repair and modernization items and emergency items, will be carried out by the Director of Public Buildings, under the supervision of the Building Commissioner. Every attempt will be made to complete repairs on a timely basis with the least possible interruption to students, instructional staff, and educational programs. Grounds maintenance is carried out by the Department of Public Works, after consultation with the Assistant Superintendent of Administration and Finance.

E 3 g. Buildings and Grounds Inspection: Fire Prevention: (Voted 6/30/83, 83-325)
The School Committee will comply with appropriate state, federal, and local fire and health codes. School buildings shall be in full compliance with current state codes. Annually, the Director of Public Buildings shall visit each school and, with the school principal, prepare a list of any safety hazards, needed repairs and improvements and a list of corrective recommendations for Buildings and Grounds which shall be presented to the School Committee prior to the preparation of the budget for the next fiscal year. The school principal/head of school shall conduct a monthly fire prevention inspection of the school building to ensure compliance with the regulations.

FIRE PREVENTION RULES AND REGULATIONS
(Voted 6/30/83, #83-325)

The Principals and Director of Public Buildings shall be responsible for the interpretation and enforcement of the following rules and regulations related to fire prevention. Teachers and custodians shall direct any questions relative to these rules to the building principals.

1. Paper of all types and other combustible materials to be removed from all walls and in all corridors and stairwells, except on bulletin boards in specified areas, to help prevent possible rapid spread of fire. Paper of all types and other combustible materials to be removed from all doors uses as egress from a room and doors connecting classrooms; this is to include an area of at least two feet around such door openings. Paper and other combustible material suspended from wires across rooms and from all light fixtures shall be prohibited. The minimum amount of papers on classrooms walls, as may be necessary to encourage students' progress, shall be allowed. This may be determined by teachers, keeping in mind the purpose of this regulation. Papers on display shall be secured on all four corners.

2. Cardboard known as "tri-wall" may be used in classrooms on a limited basis, provided it has been coated with a fire-retardant paint meeting Undewriters Laboratories Fire Tests and government pain specifications, or provided it has been purchased treated with fire-retardant material. Location and use of cardboard and like material should be so as to minimize obstructions and combustibility.

3. All overstuffed furniture and similar material such as cushions, pillows and mattresses shall be prohibited unless approved by the Fire Department and/or Director of Public Buildings. All new material of this type will comply with Fire Department regulations. Existing furnishings shall be treated with fire-retardant materials where Fire Department deems applicable.

4. Rugs may be used in classrooms provided a certificate has been presented to and approved by the Head of the Fire Department as to the flammability rating of same. Locations of rungs shall be such that they are out of the path of travel to all exit doors. They are to be bound at edges to prevent fraying and minimize the possibility of children tripping in the event of emergency evacuation.

5. A means of egress is a continuous and unobstructed way of exit travel from any point in a building or structure in the event of a fire or other emergency. Therefore, all chairs, desks, and furniture shall be kept out of same to provide this continuous and unobstructed way of exit travel. All doors to adjoining classrooms are to be kept free of obstruction to travel. All furniture in classrooms are to be kept away from all exit doors. All smoke screen doors are to be kept closed and not wedged in an open position.

6. Aisles in auditoriums shall be kept clear at all times, and tables used for movies and lighting, etc. should never be placed in aisles, if possible. When curtains, drops, or scenery are used in auditoriums, they shall be flame-proofed and a certificate presented to the Brookline Fire Department for final approval. Particular attention should be given to outside groups bringing in equipment for use in our halls such as evergreens, cornstalks, straw, etc. which are strictly prohibited in public buildings.

7. Where extra lighting is to be used, such as spotlights, footlights, and floodlights, same must be approved by the Director of Public Buildings, prior to date of use. Extension cords when used shall be approved by Fire Department and/or Director of Public Buildings. Extension cords used in conjunction with projectors or other appliances shall be removed immediately after use. No hot plates or other appliances used for cooking or heating shall be allowed except in such instances as approved by Fire Department and Director of Public Buildings in writing. Approved hot plates used for instructional purposes shall be procured from and returned to Principal or his/her designee on a daily basis. School owned equipment used in Unified Arts and Science Department areas which have been approved are not included in the above.

8. The storage of flammables should be in a locked metal cabinet suitably vented and, if the amount being stored warrants, a locked storage vault should be provided. The storage facility must be under the control of a competent school official, and only authorized personnel are to be allowed access. Faculty members should not allow students to fuel individual devices nor to transport any flammable materials from one location to another. All school personnel should be thoroughly instructed as to the hazard involved in a particular flammable liquid. No fuel container should be allowed to remain in any classroom, but must be returned immediately to the permanent storage facility. Duplicating machines shall not be kept, used, or stored in any stairwell, hall, or corridor of any school. They shall be kept locked in a ventilated room at the end of each day. Permits shall be obtained for use and storage of all flammable liquids from the Head of the Fire Department. Vent flues should never be obstructed or used as storage areas for any furniture or other materials.
Containers shall be provided for the collection of rubbish in all schools. There shall be no barrels or rubbish containers or other combustible materials left or stored in any corridor or under any stairwell, or under any stairs of a school. Boiler room doors shall be closed at all times. Unnecessary materials, especially combustibles, shall be removed from all boiler rooms. Custodian rooms, storage areas, work closets shall be kept clear of all unnecessary combustibles. Work closets shall be kept locked at all times.

E 3 h. School Damage Reward: (Voted 5/19/69, #69-192; 2/28/84, #84-69)
As authorized by MGL Ch. 276, S. 10, the Brookline School Committee offers a reward of $250.00, payable from funds in the School Committee's budget, to any person who furnishes information leading the apprehension and conviction of anyone who makes a bomb threat to a school, sets fire to a school, breaks and enters a school.

E 3 i. Custodial Services: (Voted 2/28/84, #84-69)
The Assistant Superintendent for Administration and Finance is responsible for the management of custodial services. Regulations governing the hours, wages, and working conditions of building service employees are contained within the contract between the School Committee and the Building Service Employees (AFSCME Council 93, AFL-CIO).

E 3 j. Traffic and Parking Controls: (Voted 1/19/76, #76-5; 2/28/84, #84-69)
No person shall park or operate a motor vehicle on property under the jurisdiction of the School Committee, except while attending functions at, or doing business in, the adjoining school building. Such parking shall be only at designated locations and not in conflict with faculty or school personnel parking, and not in violation of Article 18, Section 26 of the Town By-Laws. There shall be no overnight parking of vehicles on any School Committee property, except for vehicles under the direct control of the School Committee, or by special permit issued by the Superintendent of Schools or his/her designee. Violation of any of the aforesaid rules and regulations is punishable under the provisions of the General Laws, Ch. 45, Sec. 24; Ch. 90, Sec. 20C, and Article 18, Sec. 26 of the Town By-Laws. In addition, any vehicle found in violation of this Section or Section 3 may be towed, in accordance with the town regulations of the Brookline Traffic Rules and Regulations, Article 5A. The School Committee authorizes the staff to post "NO PARKING" signs at appropriate school sites. Such signs shall read as follows:

NO PARKING
WITHOUT PERMISSION
OF
SCHOOL DEPARTMENT

Violators
Will Be Towed
At Owner's Expense.

E 3 k. Motor Vehicle Idling on School Grounds (Voted September 23, 2010, #10-64)
It is the policy of The Public Schools of Brookline that a No Idling Policy applies to all school buses operating in the school district and all vehicles operating in the school zone. The policy includes the following provisions:

- School bus drivers will shut off bus engines upon reaching destination, and buses will not idle for more than five minutes while waiting for passengers. This rule applies to all bus use including daily route travel, field trips, and transportation to and from athletic events. School buses should not be restarted until they are ready to depart and there is a clear path to exit the pick-up area.

- Post signage expressly prohibiting the idling of all vehicles for more than five minutes in the school zone.
- District's schools will provide an indoor waiting space for drivers who arrive early and need to keep warm.
- Transportation operations staff will evaluate and shorten bus routes whenever possible, particularly for older buses with the least effective emissions control.
- All school district bus drivers will complete a "no idling" training session at least once. All bus drivers will receive a copy of the school district's No Idling Policy at the beginning of every school year.

Exceptions to this policy are appropriate only when running an engine is necessary to operate required safety equipment such as flashing lights or perform other functions that require engine-assisted power (e.g., waste hauling vehicles, handicap accessible vehicles, etc.).

E 3 l. Buildings and Grounds Records and Reports: (Voted 2/28/84, #84-69)
Buildings and Grounds records and reports shall be kept by the Director of Public Buildings, under the supervision of the Building Commissioner. These records shall include building plans, work in progress, energy consumption data, and general operating and maintenance procedures.

SECTION E
SUPPORT SERVICES
4. Accident Prevention and Emergency Plans:
a. Accident Prevention Guidelines: (Voted 9/24/79, #79-349; 6/30/83, #83-325)
Each elementary school principal and the head of school of the High School shall be responsible for the supervision of a safety program in his/her school to include but not be limited to:

a. encouraging the fire authorities to assist staff by presenting talks and demonstrations on fire prevention and safety during school hours,
b. encouraging staff to teach safety principles in classroom activities in the gym, on the playground, and in the industrial arts areas and in such other areas as are deemed appropriate.
c. encouraging the police authorities to teach students the principles of safety with respect to walking and bicycling in traffic and travel to and from school.

Staff shall cooperate fully with the Police Department to maintain and extend traffic control at difficult school crossings. In order that there is a contingency plan for enforcing the safety measures at school crossings, the principal of each school will designate staff members to check crossings related to his/her school to which crossing guards are assigned, and will instruct the designees to notify the police department, on his/her behalf, in the event a crossing is not covered.

No child shall be permitted to leave school other than at the regular time without a written note from his/her parent or guardian.

In order to prevent accidents and to avoid unnecessary liability, principals are asked to caution all members of the staff (teachers and civil service employees) to use "due care" in what they require or permit pupils to do either during or after school hours.

Firefighter assignment for events in the schools shall be required only in those situations where specific activity poses a clear and distinct fire hazard. Such situations would include use of flammable decorations or scenery, or use of open flame or high heat equipment.

Police detail for events held in the schools shall be kept to a minimum, consistent with adequate protection of the health, welfare, and safety of the people using the building and of the School Department's property. The following will be considered in making assignments:

a. Where special custodial personnel are assigned specifically to cover an event or function, such as to necessitate the collection of custodial service charges or rental fees, special duty police probably would not be assigned, except under unusual circumstances;

b. Where custodial personnel, although present in the building, are not specifically assigned to a function, a circumstance under which neither the rental fee nor the custodial service charge would be levied on the group sponsoring the function, and yet a large number of people are attending the function, a police detail probably would be assigned.

c. Where a large event, such as a rock concert or rally is held, attracting large numbers of people, and even though custodial personnel are specifically assigned to the function, police detail will be made; any Class II group sponsoring the function will be charged both the custodial service charge or rental and the cost of the police detail.

If any group specifically requests police detail, arrangements will be made by the office of the Director of School Plant to provide such detail, regardless of whether the School Department deems it necessary, and the user will pay such costs, as outlined in policy related to community use of school buildings.

Specific classroom safety procedures (science, industrial arts, for example) may be found with the curriculum coordinators of those areas.

General Accident Reports (Voted 2/28/84, #84-69; 3/27/84, #84-121)
The principal shall submit to the central office within 24 hours a report of the incident, using the Accident Report form. It is to be filled out completely and distributed according to the directions of the form.

a. In cases of assault by pupils, the principal shall file a detailed report of such incidents with the School Committee.

b. In cases of suspected child abuse or neglect, the teacher, guidance counselor, or administrator shall immediately inform the principal, who shall take appropriate action.

Accidents to Teachers
In the case of an accident to a teacher, the Director of Personnel will notify the Mass. Teachers' Retirement Board, as required by the MGL Ch. 32, Sec. 7. A copy of such notification will be sent to the teacher for his/her guidance in communication with the Retirement Board.

Civil Service Personnel
The supervisor shall submit to the school payroll office within 24 hours a report on the incident, using the Accident Report form. It is to be filled out completely and distributed according to the directions on the form. The payroll office will communicate all information to the Town Personnel office that may involve a worker's compensation claim against the town.

E 4 b. Emergency Plans: (Voted 2/28/84, 84-69)
In order to carry out the overall policy on safety programs, the School Committee directs staff to develop appropriate Emergency Plans in accordance with state and local ordinances to cover the following contingencies: Disaster Planning, Fire Drills, Bomb Threats, Emergency Closings.

1. Disaster Planning (New Policy)

Unfortunately, areas of this country have been faced with numerous catastrophic disasters, both natural and man-made. Such disasters may happen which affect Brookline while schools are in use. Therefore, it is essential that the Superintendent shall develop, distribute throughout the system to relevant stakeholders, and annually test disaster plans, for each of our school facilities, that cover a comprehensive array of potential situations.

The Superintendent will develop these plans in collaboration with all other relevant public and private agencies, including but not limited to the town administrators, local and state police and fire departments, and local and state health administrations and facilities.

Adopted by Brookline School Committee: 12/8/05, #05-129.

(Note: The Policy Review Subcommittee members (including the Superintendent) agree that the first set of comprehensive plans should be available for the School Committee's review no later than June 22, 2006.)

2. Fire Drills
It shall be the duty of the Superintendent of Schools to see that each principal gives such instruction to his/her assistants as will prepare them to act prudently and promptly in case of fire in the school building, and so train the pupils that at the given signal, they will leave the school in order and speedily. The fire alarm signal shall be given at least once each month during the school year.

a. There should be a definite plan for the complete, safe, quiet, and orderly vacating of the building to a reasonable distance when an emergency occurs.

b. The fire alarm system and fire extinguishing equipment should be checked daily by the senior building custodian (or under his/her direction) who should ascertain that they are properly maintained. All means of egress, including corridors and fire escapes should be kept free from obstruction at all times.

c. Fire drills should be held on different days and at different hours of the day.

d. Discretion should be used about holding fire drills when the weather is extremely cold or stormy.

e. An auditorium fire drill should be held as early as possible in the year and at intervals throughout the year.

f. Schools having two or more separate buildings should have separate fire drills.

g. Fire drills should be held without warning to teachers or students.

h. Specific provisions should be made to assist handicapped students.

i. Occasionally an obstruction fire drill should be held. (The obstruction should be a sign, not a physical barricade.)

j. Control rather than speed is important during fire drills.

k. Provision should be made to warn children in showers and in dressing rooms as to whether it is a fire or a fire drill, and if a fire, which exit to use.

l. A record of all fire drills should be kept by the principal stating date, time of day, elapsed time, type of drill, and quality of performance.

m. All personnel should leave during a fire drill.

n. Students should not wait to don outer clothing during a fire drill.

o. If possible, teachers should carry the register or class roster during a fire drill.

3. Bomb Threats

The Principal/Head of School is in charge of carrying out the following procedures in the event of a bomb threat in his/her building. If the call advising of a bomb threat is initially received in the central office, the Superintendent or the senior staff member in the office at that time shall immediately notify the principal of the building in question.

When a bomb threat is received, the following procedures, recommended by the State Department of education are in order:

a. Immediately evacuate the school.

b. Immediately notify the Fire and Police Departments.

c. Conduct search of building under the direction of the senior officer present from either protective department. All officers, firefighters, and custodians of the building should assist in the search.

d. Circumstances will dictate whether any strange or foreign objects should be removed immediately or left for removal by a qualified person.

e. After a thorough search has been conducted and nothing found, the principal/head of school of the school should be notified by the senior member of the local protective department that re-entry will be permitted.

f. If the principal/head of school deems it advisable to dismiss the students for the remainder of the day, s/he shall contact the Superintendent to obtain such permission.

g. Investigation should be made by the local police department, assisted by the State Fire Marshal's office, if requested.

4. Emergency Closings

The decision to close school is based on the judgment of the Superintendent of Schools, or in his/her absence, the senior staff member in charge. If time permits, the Superintendent or his designee shall consult with the Head of School or Principal, Fire Chief, Police Chief, and the Director of School Plant.

E 4 c. Medical Emergencies, First Aid: (6/30/83, #83-325)

In case of an accident to or sudden illness of any student, employee, or visitor, whoever is on the scene should:

1. Provide appropriate assistance to the injured or ill person.
2. Notify medical personnel (school nurse, trained instructional aide, school physician, or emergency unit as appropriate).
3. Notify the school principal or head of school to ensure that the parent or person designated on the Student Emergency Contact Information Sheet is contacted. (Student Emergency Contact Information Sheets are available in the Principal's office or in the nurse's office in elementary schools, and in Deans offices at BHS.) The Athletics Director shall also be contacted and be responsible for carrying out procedures above, if this the emergency involves a High School Athletics event. Upon being notified of such accident, the Principal, Head of School or Athletic Director shall assume overall responsibility for the case until such time as no further care is deemed necessary or until responsibility has been assumed by the parent, an authorized physician, the Brookline Emergency Services Unit, or a hospital.
4. Contact the police emergency number 911 when school is not in session, and when events and activities are being conducted on school property.

The School Physician is available at 730-2335 from 8:30 am-5:00 PM. Detailed guidelines on managing medical emergencies are available through the office of the School Physician (730-2335) and should be posted in each school to provide more specific assistance to persons confronted with an accident or sudden illness.

E 4 d. Prevention and Management of Sports Related Head Injuries: (2/16/12 #12-10)
The purpose of this Policy is to provide standards for the prevention and management of sports-related head injuries in the Public Schools of Brookline (the "PSB"), consistent with G.L. c. 111, s. 222 and 105 CMR 201.000, *et seq*. This Policy shall apply to PSB students who sustain head injuries or concussions during participation in PSB sponsored extracurricular athletic activities.

I. DESIGNATION OF RESPONSIBLE ADMINISTRATOR

The Head of School/Building Principals shall designate a staff person with administrative authority within each school who shall be responsible for the implementation of this Policy and the related procedures (the "Head Injury Response Coordinator" or "HIRC"). At the conclusion of each school year, the HIRC shall provide a report to the Superintendent of Schools, identifying the number of sports-related head injuries/concussions sustained by students during the school year and, for each such injury, the sport in which the injury was sustained.

This Policy and the related procedures shall be consistent with the provisions of G.L. c. 111, s. 222 and 105 CMR 201.000, and shall be reviewed and revised at least every two years.

II. TRAINING AND INSTRUCTION

A. Annual Training

All PSB student athletes and their parents, employees, consultants and volunteers identified in 105 CMR 201.007 shall complete annual training in the prevention and recognition of sports-related head injuries and associated health risks, including second impact syndrome, consistent with 105 CMR 201.006(A)(2). Documentation of such training shall be maintained by the HIRC.

B. Instruction for Coaches, LATs, Trainers and Volunteers

All PSB Coaches, Licensed Athletic Trainers ("LATs"), Trainers and Volunteers who participate in PSB extracurricular athletic activities shall be instructed (1) to teach form, techniques, and skills; (2) to promote protective equipment use to minimize sports related head injuries; and (3) to prohibit student athletes from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, such as using a helmet or other sports equipment as a weapon.

III. PHYSICAL EXAMINATIONS OF STUDENTS

All student athletes must annually provide documentation of a physical examination conducted by a licensed physician prior to participating in any PSB extracurricular athletic activity.

IV. REVIEW AND REPORTING PROCEDURES

Each school shall ensure that appropriate and timely medical or nursing review is conducted of: (1) current information regarding a student athlete's history of head injuries and concussions prior to each sports season consistent with 105 CMR 201.006(A)(4) and

(5); (2) all student athlete "Pre-Participation" forms for extracurricular athletic activities; and (3) all student athlete "Report of Head Injury" forms received.

Each school shall ensure that the Procedures for Identifying and Reporting Head Injuries related to this Policy are followed.

V. POST HEAD INJURY/CONCUSSION PROCEDURES

Each school shall ensure that the Post Head Injury/Concussion Procedures related to this Policy are followed.

VI. NOTICE TO STUDENT ATHLETES AND PARENTS

A. General Information

Each school shall provide students and parents with information pertaining to the annual training requirement set forth in Section II(A); the procedure for notifying parents when a student athlete has been removed from play for a head injury or suspected concussion sustained during an extracurricular athletic activity; the protocol for obtaining medical clearance set forth in the procedures related to this Policy; and the responsibilities of parents/guardians pertaining to the completion of Pre-Participation and Report of Head Injury Forms, when warranted.

B. Student Handbooks

PSB Student/Parent handbooks shall contain information regarding this Policy and the related procedures and where they may be obtained.

C. Communicating with Parents with Limited English Proficiency

Each school shall ensure that parents/guardians with limited English proficiency are provided the information contained in Section VI(A) of this Policy.

D. Parent Outreach

Each school shall take steps to ensure that parents/guardians of student athletes comply with their responsibilities under this Policy and the related procedures.

VII. COMPLIANCE AND PENALTIES

All PSB personnel and student athletes who participate in PSB extracurricular athletic activities are responsible for understanding their responsibilities and obligations under this Policy.

PSB personnel who fail to comply with the provisions of this Policy may be subject to discipline, up to and including termination of employment. Failure of PSB students and/or families to comply with the provisions of this Policy may result in discipline of the student, up to and including exclusion from participation in extracurricular athletic activities.

Refs: G.L. c. 111, s. 222; 105 CMR 201.000, *et. seq.*

E 4 e. Policy on Face Coverings (Voted 8/17/21, #21-70; 11/10/22, #22-90)
The Public Schools of Brookline (PSB) are committed to providing a safe environment at schools during health pandemics. According to public health experts, one of the best ways to stop the spread of airborne viruses and to keep members of our school community safe is to wear face masks or face coverings (hereafter referred to as face coverings).
Consequently, the PSB are mask-friendly environments that strongly encourage voluntary use of face coverings when students and staff are or may be sick with airborne viruses, or trying to protect themselves and others from those who are or may be sick. Students or staff who know that they are significantly ill should not attend school.
Acknowledging that there may be times where these encouraged voluntary measures are insufficient to mitigate the risks of a health pandemic, the superintendent, in consultation with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), may implement the following requirements under exigent circumstances:.
A face covering that completely covers the nose and mouth, worn by all individuals upon arrival at and in school buildings, school transportation, and school-sponsored activities even when social distancing is observed. If a PSB activity is hosted at a non-PSB venue, the stricter rules will apply at the non-PSB venue. Face coverings must fit snugly against the sides of the face, secured with ties or ear loops. Gaiters, balaclavas, bandanas, and coverings with valves are prohibited.
Individuals may be excused from this requirement for the following list of reasons, per CDC guidance:
The individual:
- has trouble breathing;
- is unconscious;
- is incapacitated.

In addition, face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face covering. Face shields or physical barriers may provide an alternative to face coverings as an exemption in some instances, subject to the approval process outlined below.
A written note from a physician is required prior to approval of a requested exemption. In the event that a written note from a physician cannot initially be obtained due to hardship with timely access to a doctor, a written note from an NP or RN may be accepted on an interim basis, subject to the discretion of the school principal after consultation with the PSB Coordinator of School Health Services. Parents or guardians may not excuse their child from the face covering requirement by signing a waiver. Until an exemption waiver is approved, students must abide by the general terms of the PSB Face Coverings policy.
Additionally, face coverings will not be required:
- while taking face covering breaks under strict protocols to be laid out in detail by the superintendent in consultation with the PSB Coordinator of School Health Services;
- while eating or drinking in a seated position;
- outdoors, unless PSB educators or staff determine otherwise at their discretion.

A student's face covering is to be provided by the student's family or caretakers. Families and caretakers are recommended to provide students with two face coverings so that a spare will be readily available. Staff members are responsible for providing their own

face coverings. However, the district will supply disposable face coverings for individuals who arrive at a building, or board school transportation without one.

If students are in violation of this policy, they will first be offered assistance with how to properly wear their face covering and/or be provided with a suitable face covering in order to be in compliance. In the interest of public safety, non-exempted students who intentionally refuse to wear a suitable face covering properly and/or even after being provided with one by the school will be sent home on an emergency basis while the building principal consults with the parent/guardians to determine whether an exception is appropriate. If an exception is not appropriate the students may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

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

The superintendent, in consultation with the Director of Public Health and Coordinator of School Health Services, may exercise discretion in amending one or more of these provisions. In the event that the superintendent elects to implement mandatory face coverings, the rationale for that decision and for any subsequent discretionary amendment(s) to one or more provisions of this policy shall be presented to the School Committee for its review within 14 days of the implementation date.

SECTION E
SUPPORT SERVICES
5. Transportation Services Management **(Revised Policy)**

Policies covering Student Transportation Services shall be formulated to ensure maximum safety and to achieve minimal budgetary impact. Transportation services shall be managed under the direction of the Superintendent, or his/her designee, and shall be carried out in accordance with the general laws of the Commonwealth.

Student Transportation Services
The School Committee provides transportation free of charge to resident students in Gr. K-6 attending the Public Schools of Brookline (PSB) who reside 1.5 miles or more in walking distance from their homes to their assigned schools. PSB may provide transportation to students in Gr. 7-12, on a space available basis, and may charge a fee for such transportation, provided that the fees offset the costs incurred by the school system.

PSB may provide transportation to students in Gr. K-8 who voluntarily elect to attend a school other than the one to which they would ordinarily be assigned, on a space available basis, and provided that the fees charged will offset the costs incurred by the school system.

All fees mentioned above will be determined by an annual vote of the School Committee, and must be prepaid.

Exceptions
Exceptions to the above include:

1. students who are in a Special Education placement, and who are entitled to transportation by law (IDEA, MGL Ch. 71B);
2. students who are eligible for transportation under MGL Ch. 74, Sec. 8A (attending occupational training schools);
3. students who are eligible for transportation under MGL Ch. 76 Sec. 1 (attending private schools);
4. students who are eligible for free or reduced lunch under the federal school lunch program, and
5. students who are eligible for transportation under McKinney-Vento Homeless Assistance Act.

Such transportation will be provided in vehicle(s) approved by the Superintendent, or his/her designee.

Collaboration
When practical, PSB will collaborate with the MBTA in the implementation of their Student Pass Program by distributing information and cards supplied by the MBTA, according to their guidelines. There will be no cost incurred by the school system in connection with the implementation of the MBTA Student Pass Program, unless one of the above exceptions applies.

Originally voted:
6/18/79, #79-397; 10/29/79, #79-398; 10/6/81, #81-461; 6/30/83, #83-325
Revision Approved by the Brookline School Committee: 4/26/07, # 07-37

E 5 b. Use of School/Town-Owned Vehicles, Mileage Reimbursements, and Car Allowances **(Revised Policy)**

The School Committee recognizes that some staff positions require travel within the Town of Brookline (the Town). The School Committee may provide such staff with either the use of a school-owned vehicle, reimbursement for mileage for the use of a private vehicle, a car allowance, or may arrange for the use of a Town-owned vehicle.

Use of a School-Owned Vehicle

The Superintendent of Schools and the Director of School Plant shall be issued an appropriate vehicle by the School Department to facilitate the functioning of their duties. Environmental impact will be an important consideration in the purchase of all vehicles. Other School Department staff may be authorized by the Superintendent to use a school-owned vehicle in order to conduct school-related business. With the exception of the vehicles that are issued to the Superintendent and Director of School Plant, these vehicles shall be garaged on Town property when not in use for school-related business.

Reimbursement for Mileage for Use of Private Vehicles

The School Committee may authorize reimbursement to other school staff for the use of private vehicles, for school-related business only, in accordance with the terms of any relevant collective bargaining agreement, or by way of reimbursement, which shall be limited to the Town's current mileage rate. No other reimbursement agreements will be made without a specific vote by the School Committee.

Car Allowances

The Deputy and Assistant Superintendents, the Director of Personnel, and the Head of School shall receive a monthly car allowance as specified in their employment contracts, or at the current Town mileage rate per mile, whichever is greater, as compensation for using their personal cars for school-related business.

Authorized Use of School/Town-Owned Vehicles

1. No School/Town-owned vehicle shall be used by any unauthorized person. An Unauthorized Person is defined as any person who is not specifically authorized to use a particular School/Town owned vehicle by someone having authority to grant such authorization. This restriction includes, but is not limited to, members of the family of the school employee.

2. The School/Town-owned vehicle issued to an employee shall be used for business use only, and shall not be for personal use, other than for commuting to and from work, when explicitly permitted by the School Committee, or de minimis personal use. Employees using Town/School owned vehicles in violation of this policy will not be indemnified by the Town for damages arising out of any action or proceedings that arise as a consequence of such use, and may be held individually liable for any damages arising from such use.

3. No School/Town-owned vehicle shall be used for commuting to and from work, unless such use is specifically authorized in writing by the School Committee.

4. All School/Town-owned vehicles shall be operated in a safe and lawful manner. Any employee who is found responsible for, or convicted of, a moving violation will have his/her access to all school-owned vehicles reviewed. Any employee who is convicted of Driving Under the Influence (DUI) of alcohol or a controlled substance in violation of M.G.L. Ch. 90, Sec. 24 while operating a School/Town vehicle will be prohibited from using any School/Town vehicle, and may be subject to discipline, up to and including termination from his/her job. In all cases of an accident, the driver will promptly report in writing to the appropriate authorities.

Originally Voted: 2/21/76, #76-45; 1/22/79, #79-24 and 25; 9/22/81, #81-438; 6/29/82, #82-270; 6/30/83, # 83-325; 6/17/04, #04-71

Revision Approved by Brookline School Committee: 6/5/07, # 07-55

SECTION E
SUPPORT SERVICES
6. Food Services Management: (Voted 2/5/73, #73-27; 2/28/84, #84-69)

The Brookline School Committee endorses a major objective of the National School Lunch and Child Nutrition Program, which is to provide nutritious meals to all school children.

School Food Services
The schools shall provide a Type A Lunch to all school children in the Town of Brookline, Grades 1-12 inclusive. Whenever feasible, the staff shall also endeavor to serve the wider Brookline community. Additional services may include lunch programs for Senior Citizens and non-public school students, and breakfast programs in schools where there is a need. Parents shall be notified through the local newspaper of the lunch menu and of the nutritional benefits of the Food Services Program.

Program Management
The Brookline Public Schools shall maintain a qualified professional food services staff. Supervisors are responsible for efficient program management. They shall maintain equipment and facilities in excellent repair, make maximum use of federally-donated commodities, provide in-service training to all employees, adopt efficient scheduling practices, and maintain accurate records and reports.

E 6 a. Free and Reduced Price Food Services:
(Voted 2/2/76, #76-42; 9/19/78, #78-392, 2/28/84, #84-69)
The Brookline School Committee shall provide free and reduced-price meals to those who are eligible under the policy established by the Director of the Massachusetts Bureau of Nutrition Education and School Food Services. Eligibility procedures shall be administered by the principal of each school.

The Brookline School Committee authorizes the Assistant Superintendent for Administration and Finance to disseminate applications for eligibility for free and reduced-price meals, and to fulfill the requirement of publicly announcing this policy to the students and their parents.

The Brookline School Committee directs staff to exercise utmost discretion in the solicitation of participants for the free and reduced-price meals programs.

E 6 b. Meal Charge Policy: **(Voted 7/9/18, #18-65)**

I. PURPOSE/POLICY:

The purpose of this policy is to establish consistent meal account procedures throughout the district and to protect the solvency of the food service revolving fund. The goals of this policy are to:

- Establish a consistent district policy regarding meal charges and collection of charges.
- Ensure all families and students are treated with dignity regarding meal accounts.
- Ensure compliance with the United States Department of Agriculture (USDA) regarding meal charges and balances.

II. SCOPE OF RESPONSIBILITY:

PSB employees are responsible for supporting and meeting all compliance requirements of the Food Service Program provided by School Committee Policy, administrative directive, or USDA/Department of Elementary and Secondary Education (DESE) regulation or guidelines. The Food Service Department is responsible for maintaining charge records and notifying the school district of outstanding balances. The Food Service Department is also responsible for notifying the student's parent/guardian of low or outstanding balances with the help and assistance of the school principal when appropriate, as determined by the school principal.

III. ADMINISTRATION

The Superintendent, along with the Deputy Superintendent of Administration and Finance will provide administrative guidance and direction on the collection of school breakfast and lunch fees. The administrative guidance and direction will provide for the following:

1) **Meal Charges and Allowances** for Free, Reduced, and Paid Lunch Students and employees;

2) **Balances Owed:** Collection of Balances owed will follow the School Committee's policy, *Student Fees, Fines, and Charges*.

   a) **Checks Returned for Non-Sufficient Funds**: Fees and Penalties will follow the direction of the Town Treasurer. Second requests will follow M.G.L. Chapter 93 §40A.

   b) **Balances Owed with no response by Parent/Guardian or Employee:** If the payment is not received, the Superintendent or his/her designee may take action, if published and notice provided, unless or until prohibited by state law or regulation.

c) **Other remedies available to the Superintendent or designee:**
   i) Employees carrying a negative account balance may be prevented from using their point of sale system account until the negative account balance is paid.
   ii) All charges not paid before the end of the school year will be carried forward into the next school year.
   iii) Seniors must pay all charges before participating in graduation activities.

3) **Point of Sale System:** All school cafeterias will possess computerized point of sale/cash register systems that maintain a record of all monies deposited and spent for each student and said record will be made available to the parent/guardian upon request.

a) **Refunds**
   i) Withdrawn Students: For any student who is withdrawn, a written request for a refund of any money remaining in their account must be submitted. An e-mail request is also acceptable.
   ii) Graduating Students: Students who are graduating at the end of the year will be given a refund. Funds can also be transferred to a sibling's account with a written request.

b) **Unclaimed Funds**: All refunds pursuant to Section III. 3(a) above must be requested within one year of withdrawal or graduation, as applicable. Thereafter, such funds will be deemed unclaimed funds. Unclaimed funds will then become the property of the Public Schools of Brookline Food Service Program.

Legal Reference: **7 CFR 210**, Office of Management and Budget Circular A-87
M.G.L. Chapter 71: Section 72. Sale of lunches
M.G.L. Chapter 71: Section 68. Duties of towns to maintain schools; transportation of children; school building committee representation
M.G.L. Chapter 71: Section 37K. Business demonstration projects; disposition of proceeds
M.G.L. Chapter 44: Section 69. Municipal or district services, fees or charges; insufficient funds checks; penalty
M.G.L. Chapter 60: Section 57A. Payment by check not duly paid; penalty
M.G.L. Chapter 93: Section 40A. Dishonored checks; demand for payment

Policy Cross Reference:
Student Fees, Fines, and Charges

E 6 c. Vending Machines: (Voted 2/28/84, #84-69)
In general, vending machines shall be prohibited in areas accessible to students. The School Committee will approve exceptions to this policy where such machines can be supervised by food service personnel to ensure that the food provided is nutritious, and that the waste is properly disposed of.

E 6 d. Offer vs. Serve: (Voted 6/9/92, #92-202)
It shall be the policy of the Brookline Public Schools to approve "Offer vs. Serve" as a method of service in all schools, as outlined in the National School Lunch and School Breakfast Program Regulations. This policy is designed and intended to reduce plate waste and food costs, without jeopardizing the nutritional integrity of meals served.

> Breakfast:
> Students at all grade levels may be allowed to reject any one of the required four components. The School Food Service Department may claim the breakfast as reimbursable if students select three or four components. All four components will be offered to all students daily in schools participating in the School Breakfast Program.
>
> Lunch:
> Students at all grade levels have the option of choosing three, four, or five of the required meal components, and allowing the school food service department to claim the lunch as a reimbursable meal. Students also have the choice of accepting smaller portions of one or two items, provided they accept full portions of at least three items. All five components will be offered to all students daily.

All student meals served, regardless of a child's eligibility status (i.e. free, reduced, or full-paying), shall meet "Offer vs. Serve" requirements.

SECTION E
SUPPORT SERVICES
7. *Office Services and Data Management:* (Voted 2/28/84, #84-69)
Office services for the Brookline School Department, including postage, printing and duplicating, clerical services and record keeping, are administered by the office of the Assistant Superintendent for Administration and Finance.

The data processing operation for the School Department is combined with the data processing operation for the Town in a department called Management Information Services (MIS). This department is administered by a Director, who is responsible to a 7-member Computer Coordinating Committee, with 3 members representing the School Department and 4 members representing the Town government. The representatives may be elected officials or Town employees. The Chair of the Committee shall be a member of the Board of Selectmen.

The members are: a member of the School Committee, the Assistant Superintendent for Administration and Finance, the Assistant Superintendent for Curriculum and Instruction, the Executive Secretary of the Town, the Town Comptroller, the Director of Planning, and one member of the Board of Selectmen.

The employees of the MIS Department are classified as School Department employees and are listed in the staff count of the School Budget. The MIS budget is funded in approximately equal parts by the School and Town.

SECTION F

FACILITIES DEVELOPMENT

1. Capital Improvements
   - a. Adequacy Standards for School Facilities F 2
   - b. Development & Oversight of Capital Projects F 3
2. Naming Spaces F 3
   - a. Building Plaques F 4
   - b. Space/Room Plaques F 4
3. Materials Resource Management F 5
   - a. Maintenance and Control of Materials F 5
   - b. Use of School-Owned Materials F 5

SECTION F
FACILITIES DEVELOPMENT

1. Capital Improvements: (Voted 11/29/12, #12-71; 12/2/21, #21-102)
Consistent with the PSB core value of educational equity, the School Committee is committed to building, renovating, and maintaining school facilities that are clean, safe, and adequately sized for the number of classes in the building, and that provide all students, regardless of the particular school they attend, a physical plant that supports the full range of programs and educational opportunities offered by a Brookline education.

F 1 a. Adequacy Standards for School Facilities:
(Voted 11/29/12, #12-71; 12/2/21, #21-102)
In order to assess and prioritize capital improvements, the Superintendent, in consultation with the School Committee, shall develop and maintain adequate capacity guidelines for the core common spaces and shared special instruction rooms in all buildings involved in the instruction of students, e.g., elementary and high school buildings. Guidelines shall also cover other core fixed infrastructure from the standpoints of technology, safety/health (including HVAC systems), IEP/504 Plan accommodation, and gender equity.

The Superintendent or designee shall also develop and bring to the School Committee for annual review and inclusion in the CIP a plan to achieve these adequacy standards at all schools with the use of available public funds.

Core common spaces and shared special instruction spaces covered by this policy may include, but are not limited to:

- Art Rooms
- Cafeterias
- Gymnasiums
- Locker rooms
- Restrooms
- Libraries/Media Centers
- Music Rooms
- Special Education facilities
- Nurses Offices
- Performing Arts Spaces (e.g., Auditoriums, Multi-purpose rooms, or recreational space designated as school gathering & performance space)
- Science Labs

Guidelines developed under this policy shall meet or exceed capacity standards where they have been established by applicable law or regulation.

F 1 b. Development & Oversight of Capital Projects: (Voted 11/29/12, #12-71)
(Brookline By-laws, pg. 11)
Procedures for development and oversight of Capital Projects can be found in Article XV-A of the Town of Brookline General By-Laws. Nothing in this policy shall be read as replacing or superseding these by-laws. All school building projects will comply with federal and state law, as well as these by-laws.

The School Committee, in consultation with the Superintendent, Town Administrator, and Board of Selectmen, shall make every effort to secure state reimbursement for major capital projects, including but not limited to new buildings, school renovations and/or replacements.

In the case of priority capital projects (where priority is expressed through placement of the project in the CIP, the budget, and/or the Strategic Plan of the PSB), the School Committee may, in consultation with the Superintendent, approve the use of non-tax dollars to accomplish or enhance the project. The use of non-tax dollars for this purpose shall be subject to the guidelines and restrictions established by the BSC policies contained in Section D: Fiscal Management.

2. Naming Spaces: (Voted 9/24/98, #98-93; 11/29/12, #12-71)
The School Committee may desire to dedicate a space or to place a plaque in a school building to recognize:

1. a national (public) figure who represents a core value of the system;
2. an individual who has demonstrated lengthy and/or exemplary service to the students of Brookline, provided the named honoree has not served in the PSB for a minimum of two years prior to his/her nomination to be honored with the naming of a space.
3. an individual or group that has donated significant funds in order to recognize, memorialize, or honor that individual or group;
4. a person or person(s) who have made exceptional grants or gifts to the Public Schools of Brookline.

Recommendations/requests for such recognition may come from the BSC or from members of the public or school community.

a. For recommendations from a member, members, or group of a specific school community, the principal/head of school of the school shall first seek the approval of the Superintendent, who will present recommendations for such recognition to the School Committee. Proposals for such recognition should include, but are not limited to the following information:

- how/whether the purpose of the recognition reflects the core values of the system;
- how/whether the recognition is in appropriate proportion to past awards and recognitions; and
- how/whether the proposed recognition is proportionate to the honoree's contribution to the PSB.

In order to avoid confusion of such recognitions with advertising or other commercial

purpose, the School Committee will not ordinarily consider naming or dedication of public school real property to a corporation or corporate entity.

Selection and placement of any long-lasting object (e.g. a plaque, tree, bench, or monument) is subject to BSC Policy, Section D7(iii): Grants and Gifts from Private Sources, and may be subject to local by-laws and/or approval by relevant Town boards, agencies, and staff.

The Superintendent shall develop and maintain guidelines for school leaders to facilitate compliance with this policy.

F 2 a. Building Plaques: (Voted 12/6/76, #76-415; 11/29/12, #12-71)
The Brookline School Committee approves the format of the plaque appearing below for all future school dedications following renovation or new construction. The membership of the various town bodies listed on the plaque shall ordinarily be the membership at the time the Town Meeting vote of funds took place, as well as those in office during construction, up to and including the date of project completion. Names shall be listed alphabetically without any name being designated as chair.

Example:
NAME OF SCHOOL
School Committee Members
Superintendent of Schools
Principal
Board of Selectmen Members
Building Commission Members
Building Commissioner
Funds voted by the Town Meeting on (*date of vote*)
*****
Architects
Construction Co.
Dedication Date

F 2 b. Space/Room Plaques:
(Voted 11/22/83, #83-496; 5/7/84, #84-175; 11/21/85, #85-485; 11/29/12, #12-71)
Plaques naming a space or room in a school facility for an individual or group shall conform, in general, to the following examples:

ROBERTS & DUBBS AUDITORIUM
IN HONOR OF
DR. ARTHUR W. ROBERTS
CHAIRMAN, CLASSICS DEPARTMENT BROOKLINE HIGH SCHOOL
1900-1926
HARRY AND MARION DUBBS
PATRONS OF MUSIC AND FOUNDERS OF THE BROOKLINE YOUTH CONCERTS
1950
"WHERE THE WORD ENDS, MUSIC BEGINS" Heinrich Heine
DEDICATED TO THEIR DISTINGUISHED SPIRIT AND SERVICE TO YOUTH
December, 1985

SCHLUNTZ GYMNASIUM

in honor of
H. EDWARD SCHLUNTZ
dedicated to the teaching and coaching of young people
in Brookline
Teacher: 1953 to Present
Assistant Football Coach: 1953-1961
Football Coach: 1961-1983
Athletic Director: 1970-Present
"We serve youth that youth may learn to serve."
May, 1984

3. Material Resource Management: (Voted 2/28/94, #84-69)
In order to ensure maximum availability of supplies and materials secured through available funding, the School Committee directs staff to establish procedures for maintenance and control of materials, warehousing, non-instructional material inventory, and use of school-owned materials.

F 3 a. Maintenance and Control of Materials: (Voted 2/28/84, #84-69; 11/29/12, #12-71)
Maintenance, cleaning, and upkeep of school facilities, and control of educational materials and furniture is the responsibility of the Principal/Head of School in each building, working with the Superintendent's office and custodial staff.

F 3 b. Use of School Owned Materials: (Voted 1/13/77, #77-15; 1/9/78, #78-22; 2/28/84, #84-69; 9/24/98, #98-88; 11/29/12, #12-71)
The Superintendent will ensure that equipment and materials purchased with Brookline public funds will be used only for the Public Schools of Brookline.

SECTION G

PERSONNEL

1. General Policies

a. School Committee/Staff Communication	G 3
b. Staff Involvement in Decision-Making	G 3
c. Smoke Free Schools	G 3
d. Drug Free Workplace	G 5
e. Staff Complaints and Grievances	G 8
f. Staff Ethics	G 8
g. Policy Against Fraudulent Conduct, Misappropriation and Corruption	G 12
h. Staff Conduct	G 16
i. Staff Conflict of Interest	G 16
j. Staff Legal Protection	G 16
k. Staff Participation in Political Activities	G 16
l. Staff/Student Relations	G 17
m. Staff Gifts and Solicitations	G 17
n. Staff Health	G 18
o. Employment of Persons with AIDS	G 19
p. Service Animals in Schools	G 21
q. Earned Sick Time Policy for Less than Half-Time, Temporary and Certified Seasonal Employees	G 23
r. Staff COVID-19 Vaccination Policy	G 26

2. Recruitment, Selection, and Staffing

a. Role of Personnel Office	G 27
b. Job Classification/Group Recognition	G 27
c. Job Descriptions	G 30
d. Administrative Vacancies	G 30
e. Professional Staff Recruiting	G 33
f. Staff Hiring-Professional Category	G 33
g. Part-Time and Substitute Staffing	G 36
h. Professional Staff Orientation	G 37
i. Conditions of Employment	G 37
j. Reduction in Professional Work Force (RIF)	G 37
k. Retirement of Professional Staff	G 37
l. Resignations, Terminations, Suspensions, Dismissals	G 37
m. Criminal History Checks of Employees, Volunteers and Others	G 38
n. Equity Policy – Staff Recruitment and Retention	G 40

3. Professional Development
- a. Professional Staff Development G 42
- b. Professional Organizations G 42
- c. Exchange Teaching G 42
- d. Professional Research and Publishing G 42
- e. Professional Staff Tutoring/Consulting G 43
- f. Non-School Employment by Professional Staff Members G 43
- g. Professional Staff Promotions G 43
- h. Professional Staff Leave Days G 43

4. Supervision and Evaluation
- a. Supervision and Evaluation G 44
- b. Superintendent's Evaluation G 44
- c. Administrator Evaluation G 44
  - 1. Principles of Effective Administrative Leadership G 44
  - 2. Procedures for Evaluating Administrators G 48
  - 3. Summative Evaluation for Assistant Building Administrators G 51
  - 4. Comprehensive Year Summative Evaluation for Curriculum/ Program Administrators G 54
- d. Teacher Evaluation
  - 1. Evaluation Criteria and Format G 58
  - 2. Brookline Principles of Effective Teaching G 58
  - 3. Procedures for Teacher Evaluation G 58
- e. Parent Comment Sheet G 60
- f. Student Comment Sheet G 62
- g. Individual Questions, Concerns, Criticisms G 67

5. Anti-Retaliation Policy G 68

6. Policy Against Discrimination, Harassment, Sexual Harassment, and Retaliation G 71

SECTION G
PERSONNEL

1. General Policies: (Voted 3/27/84, #84-121)
General personnel policies in this section apply to all employees of the Public Schools of Brookline. Additional personnel policy statements are contained in the several contracts between the School Committee and various employee unions.

***G 1 a. School Committee/Staff Communications*:** (Voted 3/27/84, #84-121)
Nothing in the policies of the Brookline School Committee shall hinder or detract from full and free communication between the School Committee, or its individual members, and individual staff members or any group or association representing staff members.

***G 1 b. Staff Involvement in Decision-Making*:** (Voted 9/22/81, #81-431; 3/27/84, #84-121)
The School Committee encourages involvement of professional staff in decision-making.

G 1c. Smoke Free Schools: (Voted 9/28/93, #93-266)
The Surgeon General of the United States has warned that smoking endangers health and that smoking cessation greatly reduces serious health risks. Recent findings cited by the Surgeon General outline the dangers of passive smoking, i.e. the inhalation by non-smokers of smoke in the environment.

On June 1, 1987, the Town of Brookline adopted a by-law which requires the establishment of smoke-free worksites for all Town of Brookline employees. Ch. 71 of 1993, Sec. 37H of the MGL prohibits the use of tobacco products within the school buildings, school facilities, at any event or activity held on school property, or on school grounds (public sidewalks are not school grounds) or buses, by any individual, including school personnel. Smoking rooms or smoking areas are *not* permitted. Penalties for violation, developed locally, are as follows:

1. Parents or others who smoke in any school building or on any school property will be informed of the law, and asked to comply with it.

2. Elementary students who smoke in any elementary school, or on school property will be reported to the principal of the school. The parents/guardians will be notified. In the absence of a specific school-based code of conduct, the student may be liable for suspension.

3. High School students will be subject to the following consequences:
   Offense #1 1 detention
   Offense #2 2 detentions
   Offense #3 Loss of open campus privilege and/or other restrictions placed on the student's unscheduled time for 3 weeks.

Offense #4 1 day of school suspension, an additional 3 week restriction on student time, and a recommendation that the student enroll in a smoking cessation program.

4. School personnel who violate this policy after being informed of it will be urged to enroll in a smoking cessation program, and may be subject to appropriate disciplinary action, subject to applicable provisions of the collective bargaining agreement.

Information which discourages smoking shall be part of the Health Curriculum. This policy will be publicized and signs will be posted.

G 1 d. Drug Free Workplace: (Voted 9/11/91, #91-327; 3/2/17, #17-24)

Purpose and Goal
The Town of Brookline (Town) and the Public Schools of Brookline (PSB) are committed to protecting the safety, health and well-being of all Town/PSB employees and other individuals, including the public. We recognize that alcohol and drug abuse pose a significant threat to these goals. We have established this Drug-Free Workplace Policy as a commitment to maintaining an alcohol and drug-free environment, in accordance with the Drug Free Workplace Act and any other applicable laws and/or guidelines.

In addition to being subject to this Drug-Free Workplace Policy, all employees who must hold a commercial driver's license (CDL) as a requirement of their job or to perform their duties (including casual, intermittent or occasional drivers) are also covered under the Town of Brookline's Controlled Substances and Alcohol Use and Testing Policy Applicable to Holders of Commercial Drivers Licenses, in accordance with the provisions of the Omnibus Transportation Employee Testing Act of 1991 and the rules of the Federal Motor Carrier Safety Administration.

Scope
This Policy applies to Town/PSB employees, contractors and subcontractors and employees thereof, volunteers, interns, and, where applicable, appointed and elected officials (collectively, "employees").

Prohibited Behavior and Other Requirements
The Town and the PSB strictly prohibit during work hours or on Town or PSB property the illicit use, possession, sale, conveyance, distribution, or manufacture of illegal drugs and controlled substances as defined by law (including marijuana (THC), cocaine, opiates, phencyclidine (PCP), amphetamines (including methamphetamines).

In addition, the Town and the PSB strictly prohibit employees from reporting to work under the influence of alcohol or illegal drugs/controlled substances.

These prohibitions do not apply to the use of prescription drugs taken under medical supervision that do not prevent the employee from safely and competently performing his or her duties. The Town and the PSB will reasonably accommodate persons taking prescription drugs under medical supervision in conformity with applicable law and Town and PSB policies.

Employees must provide written notification of a drug conviction for a violation occurring in the workplace within 5 calendar days of the conviction. Within 30 calendar days of receiving such written notice, the Town/PSB will take appropriate action, which may be (1) taking disciplinary action against the employee up to and including termination consistent with legal and collective bargaining agreement requirements, and (2) requiring the employee's satisfactory participation in a drug abuse assistance or rehabilitation program approved by a federal, state or local health, law enforcement or other appropriate agency.

Consequences
Employees found in violation of this Policy will be subject to appropriate disciplinary action up to and including termination of employment and referral for prosecution, to the extent permitted by law. Discipline taken pursuant to this Policy shall be taken in conformity with applicable law and collective bargaining agreements. The Town and PSB will also take appropriate corrective action against any contractor or subcontractor or employee thereof found to have violated this Policy.

Assistance
One of the goals of this Drug-Free Workplace Policy is to encourage employees to voluntarily seek help with alcohol and/or drug problems. To support employees, a comprehensive benefits package and an easily accessible Employee Assistance Program (EAP) are offered which provide employees and their immediate family members with supportive resources, referrals and short-term counseling services free of charge.

Treatment for alcoholism and/or other drug use disorders may be covered by the employee benefit plan. However, the ultimate financial responsibility for recommended treatment belongs to the employee.

Confidentiality
All information received by the Town and/or the PSB pursuant to this Policy is considered confidential. Access to this information is limited to those who have a legitimate need to know in compliance with applicable law and Town and PSB policies.

Shared Responsibility
A safe and productive drug-free workplace is achieved through cooperation and shared responsibility. Both employees and management have important roles to play.

Employees whose ability to perform their job duties is impaired due to on- or off-duty use of alcohol or other drugs should not report to work or be subject to duty.

Pursuant to this policy, **employees** are asked to:
- Be concerned about, and contribute to, a working in a safe environment.
- Support fellow workers in seeking help.
- Report dangerous behavior to their supervisor/s.

Pursuant to this policy **supervisors** are responsible for:
- Observing employee performance.
- Reporting reasonable suspicion of on-duty employee alcohol or drug impairment
- Preventing an employee from reporting for duty if there is a suspicion of drug or alcohol impairment
- Investigating or cooperating with investigations into reports of dangerous practices as may be determined by Human Resources.
- Documenting negative changes and problems in performance.

Communication

Communicating our Drug-Free Workplace Policy to both supervisors and employees is critical to our success. To ensure all employees are aware of their role in supporting our drug-free workplace program, all employees will receive a written copy of the Policy and the Policy will be reviewed in new employee orientation sessions. This Policy will also be posted on the Town's/PSB's website.

LEGAL REFERENCES: Drug-Free Workplace Act of 1988, 41 U.S.C. § 8102, 49 C.F.R. Part 32.

G 1 e. Staff Records, Complaints, and Grievances: (Voted 3/7/84, #84-121)
Policies regarding personnel records and staff complaints and grievances shall be governed by the individual employee contracts and statutes.

G 1 f. Staff Ethics: (Voted 3/7/84, #84-121)
The Brookline School Committee expects that the administrators and teachers of the Brookline Public Schools will adhere to the code of ethics of the American Association of School Administrators and the National Education Association, as described below:

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
STATEMENT OF ETHICS FOR SCHOOL ADMINISTRATORS

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve, for the purpose of providing educational opportunities to all. However, the administrators assume responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community's professional associates and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value of all decision-making and actions.

2. Fulfills professional responsibilities with honesty and integrity.

3. Supports the principle of due process and protects the civil and human rights of all individuals.

4. Obeys local, state and national laws and does not knowingly join or support organizations that advocate, directly or indirectly the overthrow of the government.

5. Implements the governing board of education's policies and administrative rules and regulations.

6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.

7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.

8. Accepts academic degrees or professional certification only from duly accredited institutions.

9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.

10. Honors all contracts until fulfillment or release.

NATIONAL EDUCATION ASSOCIATION
CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach, and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, or students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this code shall be exclusive, and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I Commitment to the Student

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

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:

a. Exclude any student from participation in any program;
b. Deny benefits to any student;
c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II Commitment to the Profession

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

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

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualification.

2. Shall not misrepresent his/her professional qualifications.

3 Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

G 1 g. Policy Against Fraudulent Conduct, Misappropriation and Corruption:
(Voted 10/20/11, #11-65)

1. POLICY STATEMENT

The Board of Selectmen and School Committee for the Town of Brookline adopt this policy for the Town of Brookline and the Public Schools of Brookline (together, the "Town") to protect public assets against fraudulent activity, misappropriation and corruption by Town employees, agents, elected and appointed officials, Board and Committee members, and third parties. The Town has a zero tolerance policy for such conduct and will take prompt, appropriate corrective action to address fraudulent activity, misappropriation and corruption in the event it occurs, including disciplining employees up to and including termination and reporting such conduct to law enforcement agencies for possible criminal investigation and prosecution, as appropriate.

This policy is intended to establish procedures to prevent whenever possible, fraud, misappropriation and corruption, for its prompt reporting and investigation, and to ensure a coordinated approach for addressing any such misconduct. It is intended to safeguard the assets of the Town and the financial activities conducted on behalf of the Town by its employees, agents and citizens.

2. PROHIBITED CONDUCT

This policy prohibits the use of a Town job, position or contract for personal enrichment or the enrichment of another person through deliberate misuse or misapplication of the Town's assets, as further detailed below. "Assets," as used in this policy, means Town funds, securities, supplies, inventory, vehicles, furniture, fixtures, equipment, and anything else of value.

Fraudulent Statements or Financial Conduct. The inclusion of false information within, or forgery of, Town financial statements or other documents belonging or submitted to the Town bearing on the Town's finances (*e.g.,* checks, time sheets, expense reports, contractor agreements, purchase orders, vendor invoices and supporting documentation) is prohibited. Failure to accurately account for the use of paid leave benefits is prohibited. The unauthorized modification of student records or transcripts is prohibited.

Asset Misappropriation. No person or entity may misappropriate or misuse Town assets, whether by larceny (the stealing of cash or other Town property after it has been recorded in the Town's records), "skimming" (the stealing of cash of other Town property before it is recorded in the Town's records), embezzlement (the fraudulent misappropriation of Town funds for one's use), causing fraudulent disbursements (the unauthorized disbursement of Town funds, *e.g.,* for goods not received or for services not performed, through a trick or device such as false time sheets or expense reports or falsification of invoice dates), or unauthorized use or disposal of Town property (including, but not limited to, supplies, office equipment, cell phones and vehicles) in violation of existing policies pertaining to personal use or gain.

Corruption. This policy prohibits the wrongful use of influence a person has by virtue of a person's job or position with the Town in order to procure a benefit for the person or another person, including, but not limited to bribery, economic extortion, the unlawful receipt of gratuities, conflicts of interest, and any other violation of the Massachusetts Ethics Law, Massachusetts General Laws Chapter 268A.

Other Conduct Prohibited by This Policy. This policy prohibits any activity that places Town assets at risk of waste or abuse, including, but not limited to, improprieties in the handling of funds or the reporting of financial transactions, and improprieties related to recommendations or referrals made to citizens or resident business of specific contractors (including professional service providers like attorneys, bankers or accountants), and willful destruction of Town property.

This policy does not replace but is meant to supplement other existing policies of the Town and School.

3. PROCEDURES AND RESPONSIBILITIES

a. Reporting Procedure

Any employee who believes that fraud, misappropriation, corruption, or other conduct prohibited by this policy has occurred shall promptly report any such suspected misconduct to any of the following Administrators. For the purposes of Town employees, an Administrator is a Supervisor, a Department or Division Head, the Comptroller, the Finance Director, or the Town Administrator. For purposes of School employees, an Administrator is a Supervisor, a Principal, a School Administrator, the Deputy Superintendent for Finance and Administration, the Superintendent of Schools, the Comptroller or the Finance Director. The Town strongly encourages non-employees to also report such suspected misconduct to these individuals.

Supervisors, Department/Division Heads, the Comptroller, the Finance Director, the Town Administrator, principals, the Deputy Superintendent for Finance and Administration, the Superintendent of Schools and School Administrators must promptly report all suspected instances of fraud or other conduct prohibited by this policy to the Town Counsel's Office and to the Town Administrator or Superintendent of School. Should these senior administrators or Town Counsel deem appropriate, it shall also be reported to the Brookline Police Department.

The Town prohibits retaliation against persons who have made reports in accordance with this policy of suspected fraud, misappropriation, corruption, or other conduct prohibited by this policy.

b. Responsibilities

The following individuals are responsible for establishing and maintaining proper internal controls that provide security and accountability for the assets and resources entrusted to them: within the Town, the Town Administrator, and/or his designee(s), including

Supervisors and Department/Division Heads; within the School Department, the Superintendent, and/or his designee(s), including Deputy Superintendents, Assistant Superintendents, Principals, Head of School, Assistant Head of School, and all other administrators. Such individuals should be familiar with the risks and exposure inherent in their areas of responsibility and be alert for any indications of fraud, misappropriation, and other prohibited conduct. If the situation warrants immediate action – for example, obvious theft has taken place, security of assets is at risk, or immediate recovery is possible – management and non-managerial staff receiving reports should immediately contact the Police Department.

As detailed above, all employees with information about violations of this policy shall do the following:

- Insure that notification promptly reaches the Town Administrator or the Superintendent of Schools and/or the office of Town Counsel.

- Do not contact the suspected individual to determine facts or demand restitution. Under no circumstances should there be any reference to "what you did", "the crime", "the fraud", "the forgery", "the misappropriation", etc.

- Administrators should consult with Town or School Human Resources departments and Town Counsel to determine whether any immediate personnel action is warranted (see section 5. Discipline, below).

- Do not discuss the case, facts, suspicions, or allegations with *anyone*, unless specifically directed to do so by the Town Administrator or the Superintendent of Schools and/or the office of Town Counsel.

- Direct to Town Counsel all inquiries from any suspected individual, his or her representative, or his or her attorney. Direct all inquiries from the media to the Town Administrator or School Superintendent's office.

Town Counsel or her or his designee shall investigate suspected violations of this Policy. In doing so, Town Counsel may seek the collaboration and/or assistance of internal or external departments, such as the Finance Director, Deputy Superintendent for Finance and Administration, Comptroller, Town and School Human Resources Departments, Police Department, and/or other federal, state, or local agencies as circumstances may warrant. Town Counsel shall have full, free and unrestricted access to all records and personnel of the Town for such purpose. All investigations will be conducted in conformity with applicable state and federal laws and regulations and School and/or Town system policies and procedures, as well as applicable contractual and collective bargaining requirements.

The Town Finance Director and/or Comptroller's Office shall, after consultation with Town Counsel, coordinate the notification of insurers and filing of claims with the Chief

Procurement Officer, and, if federal funds, are involved, determine the required federal reporting requirements and take the steps necessary to comply with them.

The Treasurer shall be responsible for notifying the bonding companies and filing bonding claims.

All employees shall be vigilant to possible fraud, misappropriation and other misconduct prohibited by this policy and shall provide their full cooperation as may be necessary for the implementation of this Policy and for the effective detection, reporting, and investigation of such misconduct and, as may be appropriate, the prosecution of offenders.

All parties shall maintain the confidentiality of reports and investigations into suspected or substantiated reports of fraud, misappropriation, corruption or other conduct prohibited by this Policy, except as may be necessary to make a report under this policy, conduct an investigation, take any necessary corrective action, and respond to or conduct any legal and/or administrative proceedings related to the alleged misconduct, or as may otherwise be specified by the Superintendent of Schools, Town Administrator, Finance Director, the Controller, or Town Counsel. No employee shall knowingly make a false accusation, alert suspected individuals that an investigation is under way or knowingly make statements that could lead to claims of false accusation.

Every effort should be made to effect recovery of Town losses from responsible parties or through Town insurance coverage.

4. NON-FRAUD IRREGULARITIES

Identification or allegations of acts outside the scope of this policy, such as personal improprieties or irregularities (whether moral, ethical, or behavioral), other safety or work-related conduct, or complaints of discrimination or sexual harassment, should be resolved by the respective area management in conjunction with Human Resources and/or with reference to any other existing Town or School policies, guidance or resources. Examples of such policies include the Policy on the Use of Information Technology Resources and the Policy Against Discrimination, Sexual Harassment and Retaliation (this list is not all-inclusive).

The Town Counsel's Office may be consulted with any questions concerning this policy.

5. DISCIPLINE

The Town maintains a zero tolerance policy with respect to Fraud. Violations of this policy will result in appropriate discipline, up to and including termination. When the Town determines there is a violation of this policy, the Town will act promptly to eliminate the conduct and impose any necessary corrective action. Such corrective action may include, but is not limited to counseling, verbal or written warning, suspension, demotion, transfer or termination. Any discipline will be taken in accordance with applicable labor contracts and bylaws as applicable. Employees found to have knowingly

made false accusations or given knowingly false statements regarding this policy will be disciplined up to and including termination.

Any citizen or any vendor who has engaged in Fraud as described in this Policy, will be dealt with by the Town Administrator or Superintendent of Schools, or by the Board of Selectmen or Trustees of the School Department.

6. OTHER ACTIONS

Consistent with the Town's Zero Tolerance Policy, in addition to disciplinary action, the Town shall pursue appropriate corrective action to the fullest extent under federal and state laws.

G 1 h. Staff Conduct: (Voted 9/11/84, #84-403)

All teachers shall respect the policies, regulations, and requirements of the Committee, transmitted through the Superintendent, and shall cooperate cordially with him/her and with each other in the conduct of the schools and in the maintenance of good order therein. They shall consider the suggestions and directions of the Superintendent as given by the authority of the School Committee.

G 1 i*. Staff Conflict of Interest: (Voted 4/15/68, #68-165; 3/27/84, #84-121)

The Brookline School Committee expects that all staff will abide by the statutes which govern Conflict of Interest of Public Employees, in particular Ch. 268 A of the Massachusetts General Laws.

With respect to hiring and placement of staff, the School Committee guarantees fair and equitable treatment of all applicants while, at the same time, wishing to minimize the possibility of personal and professional conflicts of interest. To this end:

1. A teacher will not be appointed to a position in which s/he would be subject to supervision, evaluation, or recommendation by a spouse or relative.

2. Wherever possible, spouses or relatives shall not be assigned to the same school or same department.

G 1 j. Staff Legal Protection: (Voted 3/27/84, #84-121)

Legal liability and its limitations for all public employees is covered in Ch. 258 of the MGL of the Commonwealth.

G 1 k. Staff Participation in Political Activities: (Voted 3/27/84, #84-121)

In accordance with the laws of the Commonwealth and the principles of academic and political freedom, the Brookline School Committee acknowledges the political rights of all employees in the Brookline School System.

G 1 l. Staff/Student Relations: (Voted 3/27/84, #84-121)
Teachers shall have authority, and it shall be their duty, to make and enforce by reasonable means, rules and regulations necessary and proper for the internal regulation of their respective classrooms, subject to the considerations cited below.

The discipline to be maintained in the schools shall be kind and judicious, and all methods should be avoided which achieve discipline by lowering a student's self-respect or diminishing his/her sense of personal dignity. Teachers should endeavor, by their own examples of personal dignity and fairness, to win the genuine esteem and whole-hearted cooperation of the students. As stipulated by law, all teachers shall avoid corporal punishment.

So far as practical, teachers shall exercise a general oversight of pupils going to and from school. The principal or head of school shall ensure that staff activities and manuals or student handbooks conform to these principles.

G 1 m. Staff Gifts and Solicitations: (Voted 3/27/84, #84-121)
In general, no person or agent shall be permitted to enter a school for the purpose of exhibiting, either to teachers or to pupils, any book or article of merchandise, or for any purposes of trade or business, without the written authority of the Superintendent or his designee.

In the schools, no one shall post or read to pupils commercial advertisements, unless approved by the School Committee in advance.

No teacher shall receive gifts from the pupils under his/her charge.

No subscriptions or contributions shall be allowed in the schools, unless approved by the School Committee in advance, except as noted below:

a. annual collection for American Red Cross
b. annual collection for OXFAM
c. The Dorchester Federated House Thanksgiving Fund
d. UNICEF at Halloween
e. UNITED WAY (staff only).

G 1 n. Staff Health (Revision)

In order to conform to the laws of the Commonwealth and to ensure the health and safety of staff and students, the School Department is included in the Town of Brookline's health program, administered through the Human Resources Department. Procedures related to this program may change from time to time for a number of reasons, including but not limited to collective bargaining agreements and any other contracts in force between categories of employees and the School Committee. Said procedures will cover, at the very least, the following subjects:

1. Required Physicals
2. Work Related Accidents, Illnesses, and/or Disabilities
3. Prolonged Absence
4. Clearance to Work or Clearance to Return to Work

Additionally, in response to the wide range of personal problems that affect workers on the job, the School Department is included in the Town of Brookline's provision of a pre-paid Employee Assistance Program, or "EAP" benefit. This benefit offers free short-term counseling and referral services to all employees and any member of their immediate household. Employees (and family members) seeking assistance can receive quick access to confidential, professional help by calling a 24-hour toll-free hotline.

In order to conform to the laws of the Commonwealth and to ensure the health and safety of staff and students, the Brookline School Committee also has adopted a policy on Communicable Diseases (Section E of this Policy Manual).

Originally Policy Voted: 3/27/84, #84-121; 12/17/85, #85,521; 2/26/91, #91-54
Revised Policy Voted: 12/14/06, # 06-112

G 1 o. Employment of Persons Diagnosed with AIDS:

(Voted 12/17/85, #85-521; 2/26/91, #91-54)

Consistent with guidelines released by the U. S. Department of Public Health, school employees with AIDS or with evidence of infection with the AIDS-associated virus (HIV-1) shall be treated in the same way as any other school employee with illness or disability, subject to the following:

1. Employee guidelines:

A school employee with evidence of infection with the AIDS-associated virus (HIV-1), and receiving medical attention, shall be permitted to work as usual, subject to his/her ability to adequately perform his/her duties and the following restrictions:

a. an employee with skin eruptions or weeping lesions that cannot be covered, shall not be permitted to work.

b. AIDS-infected employees shall not provide assistance to other employees or students where there has been trauma to these individuals, such as an open wound, which could provide a portal of entry for the virus, nor shall they provide mouth-to-mouth resuscitation.

c. Any employee involved in the handling or preparation of food must follow recommended standards and practices of good personal hygiene and food sanitation.

d. School employees with evidence of infection with the AIDS- associated virus (HIV-1) and receiving medical attention shall report his/her condition to the Director of School Health, who shall review these regulations with the employee.

2. Disability and Health Benefits:

Any employee with evidence of infection with the AIDS associated virus, who is unable to work, shall be entitled to the same benefits as any employee with illness or disability, in accordance with School Committee policy and the terms of the respective employee contract agreements.

3. Confidentiality:

Only persons with an absolute need to know shall be informed of the employee's diagnosis.

a. The Director of School Health shall inform the Superintendent of Schools orally of information received regarding employees diagnosed with evidence of infection with the AIDS-associated virus (HIV-1). The Director of Health and the Superintendent of Schools are required to maintain the confidentiality of this information. No written records of this information shall be kept.

b. Reports of routine absences shall be made according to the normal procedures, and as customary, do not require that the exact clinical nature of the illness be stated.

c. Any claims for benefits which necessitate a report of AIDS or evidence of infection with the AIDS-associated virus (HIV-1) shall be made directly and as appropriate to the Director of Personnel or to the Assistant Superintendent for Administration and Finance, who shall take special precautions to ensure that the confidentiality and privacy of the employee is maintained. Specifically, the administrator shall: report the request to the Superintendent of Schools; make no other mention of the information orally or in writing , other than on an absolute need to know basis, consistent with obtaining entitled benefits for the employee; refer any inquiries concerning the employee's condition to the Superintendent of Schools.

d. Any papers, claim forms, or other documents containing information concerning AIDS or evidence of infection with the AIDS-associated virus shall be held in strictest confidence by the Director of Personnel or the Assistant Superintendent of Administration and Finance and provided only on an absolute need to know basis. Further, these administrators will see to it that all personnel under their direction handling such forms fully understand the responsibility of maintaining the privacy of the individual's record.

Breeches of confidentiality known to the Superintendent of Schools shall be reported to the School Committee.

4. Tests Results for HIV-1 Antibody:
Results of the HIV-1 antibody tests are confidential and should not be reported to the schools. However, if knowledge of such tests becomes available to school authorities, it shall be kept totally confidential and shall not constitute grounds for changing the conditions of an individual's employment.

5. Updates:
The most up-to-date Public Health fact sheets shall be available from the Director of School Health. Modifications in School Committee policy will be made to reflect such fact sheets.

G 1 p. Service Animals in Schools (Voted June 16, 2011, #11-49)

The School Committee recognizes that service animals may be used to provide assistance to some persons with disabilities. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school related activities.

I. Definition

Service animal: For the purpose of this policy, "service animal" shall mean any dog that is individually trained to do disability related work or tasks for an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. A service animal may also include a miniature horse, if the horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute disability related work or tasks under this Policy. (Section 35.104)

II. Permitted Access

Use of a service animal by a qualified student or employee with a disability will be allowed in school and at school related activities when it is determined that such use is required because of the student or employee's disability; and when it is readily apparent that the animal is trained to do work or perform tasks for such student or employee. (Section 35.136(f)) Use of service animals in schools and at school related activities by other individuals, such as parents/guardians, visitors, and independent contractors, shall be consistent with the provisions of the Americans with Disabilities Act ("ADA").

III. Procedures

The parent/guardian of a student who seeks to bring a service animal to school, or an employee who seeks to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 Building Coordinator and the Assistant Superintendent for Student Services, will determine whether or not to permit the service animal in school. In the case of a student or employee who attends or works at more than one school, the written request shall be made to the building principal of one school, and the building principal's determination shall apply to all such schools. Other building principals will be so notified by the Superintendent or his/her designee.

Before a service animal shall be permitted in school or on school property, the student's parent/guardian or the employee seeking such permission must provide the building principal with:

A. A description of the work or tasks the service animal is expected to perform in assisting the person with a disability; and

B. Current certification from a veterinarian that the service animal is in good health and has received appropriate vaccination against rabies.

IV. Exclusion

The building principal may remove or exclude a service animal from the school or school property if:

A. The presence of the service animal poses a direct and immediate threat to the health and safety of others;

B. The service animal is out of control and the student, employee or handler does not take effective action to control the animal;

C. The service animal is not housebroken.

If a service animal is properly excluded under this section, qualified students and employees with disabilities shall be given the opportunity to participate in the services, programs, or activities of the PSB without having the service animal on the premises. (Section 35.136(c))

V. Appeals

If a decision is made to remove or exclude a service animal, that decision may be appealed to the Superintendent.

Legal References:
42 U.S.C. § 12101 et seq.
28 C.F.R. Part 35

G 1 q. Earned Sick Time Policy for Less than Half-Time, Temporary and Certified Seasonal Employees (Voted 4/28/16, #16-23)
Effective July 1, 2016, beginning immediately upon hire, non-union part-time employees who work less than 18.75 hours/week, certified seasonal and temporary employees shall earn one (1) hour of paid sick leave for every thirty (30) hours of time actually worked and shall be eligible to use earned sick time ninety (90) days after their first date of actual work, should a qualifying need arise. This policy does not apply to student interns, co-op students, per diem substitutes, and individuals receiving a stipend. Long-term substitutes, as defined in 603 CMR 7.02 as those working in excess of 90 days and required to be licensed for the role or working under a hardship waiver, are covered by this policy.

Hours Worked and Rate of Pay
When computing hours to determine the accrual rate, all hours actually worked by the employee are counted, regardless of location and department. Further, if the employee receives a different wage rate for different work (e.g., recreation, school), when using paid sick leave, the employee shall be paid the rate the employee would have been paid if the employee had worked during the time in which the employee used accrued sick leave.

Less than half-time, temporary and seasonal employees shall accrue paid sick leave, no earlier than 90 days of employment, in accordance with the following schedule. For employees who are working an average of or hired to work a schedule with an average of:

Average Hours/week	**Hours earned each calendar year ***	**Accrual rate**
Less than Half Time		
5-9 hours per week	10 hours	.83 hours/month
10-15 hours per week	20 hours	1.66 hours/month
16-19 hours per week	30 Hours	2.5 hours/month
Temp Part-time and Full Time		
20-40 hours	40 hours	3.33 hours/month

*prorated for a less-than-12-month schedule

Cap on Earned Time
Once an employee possesses a bank of 40 hours of unused earned sick time, the employee shall not continue to accrue more hours of earned sick time regardless of the additional hours worked. Once the employee draws down on the bank, below 40 hours the employee may accrue additional hours consistent with this policy.

Carry over
Such hours may be carried over from year to year up to a maximum of 40 hours.

Use of Hours

An employee may use earned sick time for a qualifying purpose in accordance with the rules described herein. In addition, less than half-time, temporary and seasonal employees may also use up to a maximum of 8 hours of the employee's accrued sick time, during each calendar year, as personal time for purposes of:

- professional medical diagnosis or care, or preventative medical care;
- attend a routine medical appointment or a routine medical appointment for the employee's child, spouse, parent, or parent of spouse;
- address the psychological, physical or legal effects of domestic violence; or
- travel to and from an appointment, a pharmacy, or other location related to the purpose for which the time was taken.

When personal time is used, as described herein, it shall not be regarded as use of sick time for purposes of analyzing sick time abuse. Such personal time is also available for personal matters, consistent with personal time described herein, Section 11, Other Leave.

Non-regular part-time, temporary and seasonal employees may use accrued sick time to address the psychological, physical or legal effects of domestic violence, as provided herein, and the use of such time shall not be regarded as use of sick time for purposes of analyzing sick time abuse.

Sick leave, for any authorized purpose, may be used in increments of no less than half (½) of a regularly scheduled work day or as otherwise allowed by the Department, based on its operational needs. Further, an employee may not use earned sick time if the employee is not scheduled to be at work during the period of use.

Break in service

Following a break in service of up to four months, an employee shall maintain the right to use any unused earned sick time accrued before the break in service provided the employee holds a position covered by this policy.

Following a break in service of between four (4) and twelve (12) months, an employee shall maintain the right to use earned sick time accrued before the break in service if the employee's unused bank of earned sick time equals or exceeds 10 hours provided the employee holds a position covered by this policy.

Following a break in service of up to twelve months, employees maintain their vesting days from the employer and do not need to restart the 90-day vesting period.

Following a break in service of more than twelve (12) months, any earned but unused sick leave shall be vacated.

This policy does not apply to employees who are members of unions. Employees who are members of unions should refer to their collective bargaining agreement for specific terms governing their sick leave benefit.

G. 1. r. Staff COVID-19 Vaccination Policy (Voted 9/9/21; #21-72; 10/21/21; #21-84; 12/8/22; #97)

The Public Schools of Brookline (PSB) are committed to providing a safe environment during the COVID-19 pandemic. According to public health experts, vaccination is the leading prevention strategy to combat the COVID-19 pandemic, reduce hospitalizations and severe disease, and keep members of our school community safe. Particularly due to the inability of many students to obtain vaccination until they are age-eligible, and the setting of schools where groups gather indoors, the PSB, consistent with public health guidance and the Governor's Executive Orders, shall require all staff to provide proof that they have received full COVID-19 vaccination, unless they receive a documented medical or religious exemption in accordance with relevant state and/or federal law. The PSB strongly recommend that staff with "full COVID-19 vaccination" status receive any Center of Disease Control and Prevention (CDC)-recommended booster vaccine shot(s) for the Johnson & Johnson, Pfizer, and Moderna vaccines within 8 weeks of availability.

Definitions:

"Full COVID-19 vaccination" status will be accorded to any person two weeks after the final dose of initial vaccination (one dose for Johnson & Johnson and two doses for Pfizer and Moderna). This policy applies to all existing and newly hired employees and staff, transportation and food service vendors, and PSB-employed contractors, regardless of whether the employee has been diagnosed with COVID-19 in the past. Staff must demonstrate that they are fully vaccinated with an FDA-approved or emergency use authorized COVID-19 vaccine by November 1, 2021 or within one month of the start date of their employment, unless they receive a documented medical or religious exemption in accordance with relevant state and/or federal law. PSB leadership will establish processes in consultation with the Brookline Educators Union (BEU) and the American Federation of State, County and Municipal Employees (AFSCME) for verifying staff vaccination status necessary to implement this policy.

SECTION G
PERSONNEL

2. Recruitment, Selection, and Staffing:

a. Role of the Personnel Office: (Voted 3/27/84, #84-121)

The School Committee is committed to hiring the most capable professional and support staff to carry out its philosophy, to implement its educational programs, and to maintain its schools in a safe, clean, and comfortable manner.

The Personnel Office shall assist the School Committee in carrying out this commitment by forecasting personnel needs; preparing pertinent budget data; preparing job descriptions, maintaining personnel records; administering salary and wage schedules; managing negotiations and labor relations; supervising fringe benefits; administering legislated programs; continuously appraising employment conditions, and managing the process of recruitment, selection, and placement of the most capable personnel.

G 2 b. Group Recognition/Job Classification:
(Voted 6/14/78, #78-215; #78-216, #78-242; 11/16/81, #81-509; 9/11/84, #84-403; 1995-96)

For the purpose of establishing professional and contractual relations between the Brookline School Committee and the professional staff, the School Committee recognizes the following professional groups. Employment conditions are stipulated by policy, individual contract, or Bargaining Unit contract.

MANAGEMENT

Senior Management Staff

- Superintendent
- Assistant Superintendent (various)
- Director of Personnel
- Head of School
- Principal (elementary)
  - Interim Freshman Campus Principal

Other Managerial Staff

- Administrative Assistant (Payroll)
- Administrative Assistant (Superintendent)
- Assistant Supervisor of Custodians
- Assistant to Director of Personnel
- Assistant to the School Committee
- Budget Analyst
- Computer Lab Administrator (BA&CE)
- Director of Brookline Adult and Community Education Program
- Director of Child Health Services
- Director of Food Services
- Grants Coordinator
- Program Assistant BA&CEP
- Supervisor of Custodians
- Technological Systems Manager

Transportation Coordinator

PROFESSIONALS **BEA Unit A**

Associate Dean
Coach/Advisor
Computer Lab Specialist
ESL Student Advisor
Guidance Counselor
Language Lab Specialist/Assistant
Library Assistant/Library Technology Assistant
Library Technical Services Specialist
Librarian
METCO Basic Skills Specialist
METCO Counselor, High School
METCO Social Worker
Resource Specialist
School Adjustment Counselor
Guidance and Adjustment Counselor
School Nurse
School Psychologist
Social Worker
Speech Therapist/Speech & Hearing Clinician
Teacher (various)
Technician

BEA Unit B

Administrative Coordinator of METCO
Assistant Head of School
Assistant Principal
Coordinator of SWS
Curriculum Coordinator (various)
Dean
Director of Athletics
Director of Instructional Technology
Director of Opportunity for Change Program
Early Childhood Coordinator
Early Childhood Social Work Position
Early Childhood Specialist
Supervisor (various)
Vice Principal
Winthrop House Program Coordinator

Learning Skills Specialist **BEA Unit LSS**

PARAPROFESSIONALS **BEA Unit PARA**

Application Support Specialist
Attendance Supervisor
Coordinator of Teacher Substitutes
Food Services Assistant
Hourly Educational Aide

ECE Aide
Educational Aide
Title I Aide
Instructional Technology Network Specialist
Job Coach
METCO Bus Monitor
Parent Network Liaison
Parent Outreach Coordinator (Lincoln School)
Parent Coordinator Chapter 1
Salaried Instructional Aide (various)
METCO Aide
TK Aide
Security Aide
Science Assistant and Instructional Resource Assistant
System Substitute (High School, Elementary)
Teacher Substitute Dispatcher (High School, Elementary)
Tutor
Math Tutor
METCO Tutor
Special Education Tutor
Understanding Handicaps Coordinator

SERVICE WORKERS

Custodian	**Custodial**	**AFSCME 1358**
Food Service Worker	**Food Service**	**AFSCME 1358**
Secretary	**BESA**	**SEIU 925**

SKILLED HOURLY WORKERS
Bus Monitor
Contract Worker/Intern
Food Service Utility Worker
Home Tutor
Hourly Clerical Substitute
Miscellaneous Specialist
Homework Center Director
Computer Lab Specialist
Temporary Help
Occupational Therapist
Physical Therapist
Special Education Specialist
Student Employee
Career Ed.
Lab Asst.
Tutor (for METCO students)
Temporary Help
System Network Support
Teacher/Nurse Substitute

STIPENDED WORKER
Adult Education Teacher
Summer School Director

Summer School Teacher

G 2 c. Job Descriptions: (Voted 6/14/78, #78-215, #78-216, #78-242; 11/16/81, #81-509)

The Superintendent shall establish job descriptions for all administrative personnel. All job descriptions shall be prepared by the Personnel Office, and reviewed and approved by the School Committee. Any major changes in administrative job descriptions shall be brought to the attention of the School Committee for approval. In order to provide a fair and equitable basis for the evaluating performance, job descriptions shall contain a concise statement of the principle duties and responsibilities associated with the position, the exact placement of the position within the system, describing to whom the position is responsible, the supervisory authority of the position, the performance evaluation, and a clear delineation of the major duties of the position. A booklet containing all job descriptions can be found in the Personnel Office.

G2 d. Administrative Vacancies **(Revised Policy)**

When administrative positions are vacated, the Superintendent shall evaluate the responsibilities related to that position and, if warranted, recommend to the School Committee changes in duties and responsibilities.

For administrative positions not included in the Brookline Education Union (BEU Unit B) contract, the School Committee shall determine the compensation or parameters within which the Superintendent may determine the compensation.

It is the policy of the Public Schools of Brookline to seek the most talented individuals available for any job opportunities. Prior to any selection, each search shall result in a diverse pool of qualified candidates.

Positions Reporting Directly to the Superintendent

For any vacancy arising in an administrative position that reports directly to the Superintendent, the Superintendent will select seven (7) to fourteen (14) members to comprise an interviewing committee and will designate one member to serve as Chair of the committee. The interviewing committee shall include:

a. A permanent member of Senior Cabinet;
b. An Elementary Principal;
c. Program or Curriculum Coordinator, and
d. Equal numbers of teachers and parents, but not more than three (3) of each

The Superintendent may also appoint to the interviewing committee any staff member, up to two students, additional members from categories (a), (b) and (c) above and a member of the School Committee except that no member of the School Committee may serve on the interviewing committee for a position for which the School Committee must vote whether to approve the candidate chosen by the Superintendent. All members of the

interviewing committee, including the School Committee member if any, shall be chosen by the Superintendent.

The role of the interviewing committee is strictly advisory. It shall interview all qualified internal candidates and determine which other candidates it will interview. The interviewing committee shall provide the Superintendent with a written report regarding each candidate it interviews. This report should include comments concerning each candidate's strengths and weaknesses, and his/her suitability for the position in question. In addition, the report will also include the number and qualifications of all affirmative action candidates.

The Committee shall not be asked to recommend finalists. The Chair and other members of the Committee shall meet with the Superintendent to report on the work of the Committee and to review the written report on each applicant who was interviewed.

The Superintendent or designee may conduct additional interviews and/or reference checks before designating finalists. In addition, the Superintendent may decide to interview candidates considered by the Interviewing Committee, or may choose other alternatives, such as revisiting the original pool of applicants, reopening the search, or any other option compatible with his/her administrative responsibilities. The Superintendent shall select the finalists for the position. The Superintendent shall ensure that there are opportunities for parents and staff to meet the finalists including, but not limited to, public interviews conducted under the direction of the Superintendent or designee.

For positions over which the School Committee has statutory authority to approve or disapprove hiring (Deputy and Assistant Superintendents), the Superintendent will select a single candidate to recommend to the School Committee. The candidate will be presented to the School Committee at a School Committee meeting. Members of the School Committee will have an opportunity to interview the candidate before approving or disapproving his/her hiring. Such approval by the School Committee of the recommendation shall not be unreasonably withheld, provided, however, that upon the request of the Superintendent, the School Committee shall provide an explanation of disapproval (per statute Ch. 71, Sec. 59).

The Superintendent shall develop regulations, to be reviewed regularly with the School Committee, that address the charge to the interviewing committee and the process for conducting finalist interviews.

Positions Not Reporting Directly to the Superintendent

For vacancies in administrative positions not reporting directly to the Superintendent, the Superintendent shall develop regulations, to be reviewed regularly with the School Committee, that address the role and composition of interviewing committees as well as the charge to the interviewing committee and the process for conducting finalist interviews. These regulations will be coherent with the policy on positions reporting directly to the Superintendent but modified appropriately to account for the unique aspects of particular administrative positions.

Interim Positions
In so far as possible, the Superintendent of Schools shall fill or recommend candidates to fill vacant positions without the appointment of acting personnel. However, in the event that time does not permit or when a suitable permanent candidate is not found, the Superintendent shall appoint a person to serve temporarily in an acting capacity (for a maximum of 18 months). In all cases, individuals serving in these interim roles will be permitted to apply when the permanent opening is posted and/or advertised.

The Superintendent is not required to conduct a formal process to recommend or select an interim candidate for any administrative position, except for those positions where the School Committee has statutory authority to approve the appointment.

(Administrative Procedures to be developed.)

Originally Approved: 6/14/78, #78-215, 78-216, 78-242; 9/16/81, #81-509
Revised Policy Adopted by Brookline School Committee: 12/22/05, #05-137

G 2 e. Professional Staff Recruiting: (Voted 9/11/84, #84-403)
The Superintendent, in cooperation with the Director of Personnel and other administrators, shall determine the personnel needs of the school system and of the individual schools, and develop and maintain a recruitment program designed to seek out the best qualified persons for employment in the Public Schools of Brookline.

The School Committee directs staff actively to seek out strongly qualified teaching candidates and to make every effort to develop and maintain personal contacts on college and university campuses. To that end, representative of the Public Schools of Brookline shall periodically journey to selected campuses.

Because the School Committee recognizes that diversified backgrounds among those appointed to positions in the school system contribute to a variety of ideas, techniques, and personalities in the school system, the search for good teachers and other professional staff members will extend to a wide variety of educational institutions and geographical areas. It shall take into consideration the diversified characteristics of the school system and the need for teachers and administrators of various racial and cultural backgrounds.

G 2 f. Staff Hiring--Professional Category:
(Voted 6/19/78, #78-276; 9/11/84, #84-403; 9/24/98, #98-90, 91, 92; 6/14/01, #01-76)
Through its employment policies, the School Committee will attempt to attract, secure, and hold the highest qualified personnel for all professional positions. The selection program will be based upon an alertness to candidates who will devote themselves to the education and welfare of the children attending the Public Schools of Brookline.

Each principal has the responsibility, consistent with School Committee personnel policies and budgetary restrictions, <u>and</u> subject to the approval of the Superintendent, to hire all teachers, athletic coaches, instructional or administrative aides, and other personnel assigned to his/her school. Consistent with School Committee personnel policies and budgetary restrictions, the Superintendent may appoint administrators and other personnel not assigned to particular schools.

Upon the recommendation of the Superintendent, the School Committee may appoint Assistant and Associate Superintendents, and fix their compensation. The School Committee has the authority to approve or disapprove the Superintendent's recommendation; however, the Commitee shall not unreasonably withhold its approval and will provide an explanation for its disapproval if the Superintendent so requests.

The Superintendent may recommend for the position of Assistant Superintendent for Administration and Finance an individual who does not meet state requirements for certification as an Assistant Superintendent. In such cases, the Superintendent may request permission to appoint a Business Manager. The School Committee shall not unreasonably withhold its permission for such an appointment, and will provide an explanation for withholding permission if the Superintendent so requests. If, with the School Committee's

permission, the Superintendent appoints a Business Manager, policies applicable to the corresponding Assistant Superintendent position shall be deemed to apply, unless application of such policies would conflict with state law.

It will be the duty of the Superintendent to see that persons nominated for employment in the Public Schools of Brookline meet all requirements for the position established by the School Committee and in comply with state law for the type of position for which nomination is made.

1. Posting and Advertising

All professional positions shall be posted and advertised in accordance with the contract with the Brookline Educators Association.

A. For promotional positions, the following steps shall be taken:

1. A notice of the vacancy shall be advertised in local newspapers and minority newspapers.
2. A notice of the vacancy shall be sent to each professional staff member.
3. A notice of the vacancy shall be sent to selected college and university placement offices.
4. When necessary, advertisements may be placed in major newspapers.

B. For non-promotional positions, the following steps may be taken:

1. A notice of vacancy may be sent to each school to be posted in a prominent place.
2. A notice of vacancy may be sent to selected college and university placement offices.
3. A notice of vacancy may be sent to other school systems.
4. When necessary advertisements may be placed in major newspapers.

2. Reimbursement of Travel Expenses for Candidates for Administrative Positions

The Brookline School Committee adopts the following procedures for the reimbursement of travel expenses incurred by candidates for the positions of Assistant Superintendent, Director of Personnel, Head of School, Principal, Curriculum Coordinator, and Supervisor, subject to the following limitations:

a. The costs related to the candidate's first trip to Brookline shall be borne entirely by the candidate.

b. Should the candidate be requested to return to Brookline for subsequent interviews, the following will be allowable:

1. Air Travel: economy class fare only will be approved, except for extraordinary circumstances, with the approval of the Assistant Superintendent for Administration and Finance. Reimbursement will not be made for flight insurance or for alcoholic beverages.

2. Railroad and Bus Travel: fares will be paid.

3. Taxicab fares: public transportation should be utilized whenever possible. However, taxicab fares will be reimbursed when they are necessary and an explanation is furnished.

4. Accommodations: reimbursement will be made in full, based upon single room rate in Brookline only.

5. Meals: Maximum of $30 daily. Ordinary meal charges need not be itemized.

6. Automobile Travel: candidates who select to travel to Brookline in their own automobiles will be reimbursed at the Town mileage rate, plus tolls.

G 2 g. Part -time and Substitute Staffing:

(Voted 6/4/79 #79-186; 9/9/80, #80-313; 11/22/83, #83-491; 9/11/84, #84-403)

The Brookline School Committee recognizes that it may be necessary of desirable to employ teachers and other professionals on a part-time basis. Due to scheduling difficulties or enrollments, it is frequently necessary to employ part-time staff members.

By providing the opportunity for individuals to be employed on a part-time basis, the Brookline School Committee believes it is possible to attract and/or retain outstanding professionals who might not otherwise be available. As an alternative employment procedure, the Brookline School Committee endorses the concept of job sharing or partnership teaching. Conditions of employment for part-time staff shall be in accordance with the contract with the Brookline Educators Association.

It is the policy of the Brookline School Committee that supervision shall be provided for high school or elementary school teacher absences of any duration. To provide the optimal educational experience for the students, plans will be developed and implemented at the High School to issue advance students assignments and/or to provide the substitute personnel with appropriate lesson plans.

Substitutes for librarians and library assistants shall be hired whenever it is necessary in order to prevent a library from being closed during normally open hours. If coverage by another librarian or library assistant is provided, a substitute will not be hired unless the absent librarian or library assistant is out for more than ten consecutive days.

In order to assist in class coverage at the High School, the School Committee authorizes employment of instructional aides under contract from 7:45 AM to 2:15 PM daily on days when schools are in session, assigned respectively to the Social Studies and English departments, Science and Math departments, and Foreign Language and Occupational Education departments.

The Committee will employ as substitutes persons who meet the requirements for teacher appointment, or others approved by the Director of Personnel and other school administrators (elementary principal, Head of School, or curriculum coordinator). When the supply of potential substitutes in a particular subject area or grade level is too limited to meet the needs of the school system, there will be an active recruitment for substitutes in those areas.

To carry out these policies, regulations covering the hiring procedures and responsibility of the teacher, substitute, and supervisor shall be developed and approved by the School Committee, and may be found with the job description for part time teacher and substitute teacher.

G 2h. Professional Staff Orientation: (Voted 9/11/84, #84-403)
The senior administration shall arrange orientation programs for all new professional staff. To this end, a general orientation program shall be provided over a two day period just prior to the opening of school for staff entering the system at the start of the school year. In addition, the Assistant Superintendents for Curriculum and Instruction and Integrated Student Services, working with the Director of Personnel shall arrange ongoing orientation activities for all new staff throughout the year and, in particular, for new staff entering the school system during the school year.

G 2i. Conditions of Employment: (Voted 9/11/84, #84-403)
Professional staff conditions of employment regarding promotion, tenure, seniority, assignments, transfers, time schedules, and workloads are specified in the respective contracts.

G 2j. Reductions in Professional Work Force (RIF)*:* (Voted 9/11/84, #84-403)
Reductions in Professional Staff work force shall be carried out in accordance with statutes and the respective contracts.

G 2k. Retirement of Professional Staff Members: (Voted 9/11/84, #84-403)
The School Committee shall comply with the provisions of MGL Ch. 32, and other applicable statutes dealing with retirement.

G 2 l. Resignations, Terminations, Suspensions, Dismissals:
(Voted 9/11/84, #84-403)
The School Committee shall comply with applicable statutes for dismissal, suspension, retirement, and non-renewal. The School Committee requires 30 days notice of resignation. The School Committee shall comply with the "Just Cause" provision in its contract with the Brookline Educators Association, and with any applicable statutes when it becomes necessary to suspend or dismiss an employee.

G 2 m. Criminal History Checks of Employees, Volunteers and Others
(CORI Policy Voted 6/19/03; #03-75; New Policy Voted 3/14/13; #13-16)

In order to ensure a safe teaching and learning environment and pursuant to G.L. 71, s. 38R, the Public Schools of Brookline (PSB) shall access criminal offender record information ("CORI"), fingerprint-based criminal background information, and/or sexual offender registry information ("SORI") for the purpose of determining the suitability of current and prospective PSB employees, volunteers, and others who may have direct and unmonitored contact with students in the PSB.

1. **Access to Criminal History Information**

a. Criminal Offender Record Information (CORI). The PSB shall obtain from the MA Department of Criminal Justice Information System (DCJIS) all available CORI for any current or prospective employee or volunteer within the school district and for any subcontractor or laborer commissioned by the school committee or school to perform work on school grounds, who may have direct and unmonitored contact with children, including individuals who regularly provide school-related transportation to children. Such CORI shall be accessed periodically, but not less than every three years.

b. Fingerprint-Based Criminal Background Checks. The PSB shall obtain a state and national fingerprint-based criminal background check for all current and prospective employees of the school department who may have direct and unmonitored contact with children, for all individuals who regularly provide school-related transportation to children, and for any subcontractor or laborer commissioned by the school committee or school to perform work on school grounds who may have direct and unmonitored contact with children, including, but not limited to, employees of extended day and/or other after school programs that are regularly conducted on PSB school property.

c. Sex Offender Registry Information (SORI). The PSB shall annually request SORI from the Brookline Police Department for the purpose of determining the suitability of current and prospective employees and volunteers.

2. **Procedures for Accessing Criminal History Information.** All criminal history checks, including access to CORI, fingerprint-based criminal background information, and SORI shall be conducted solely for the purpose meeting the PSB's obligations under G.L. c. 71, s. 38R and for other lawful purposes, and in conformity with all applicable federal, state and local laws, regulations, by-laws, and this policy. The Superintendent of Schools or his/her designee shall develop procedures for the implementation of this policy that are consistent with G.L. c. 71, s. 38R, 803 CMR, and this policy, and that reflect the minimum standards of the DCJIS Model CORI Policy, including, procedures for conducting CORI screening, accessing CORI, CORI training, the use of criminal history in background screening, verifying subjects' identities, inquiring about criminal history, determining suitability, making adverse decisions based on CORI, and the

maintenance of secondary dissemination logs.

3. **Training of Personnel.** All personnel authorized to conduct CORI and fingerprint-based criminal background checks shall review, and be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

4. **Confidentiality.** Access to CORI, the results of fingerprint-based criminal background checks, and SORI is restricted by law and shall be disseminated only as authorized by law or regulation. Access to criminal history information within the PSB shall be limited to those individuals who are authorized to have such access.

5. **Fees.** Any PSB employee or prospective employee required under G.L. c. 71, s. 38R to submit to registration in any or all criminal background registries shall be responsible for any fees related to the processing of that registration, unless such fee is waived due to financial hardship on the part of the employee or applicant.

References:
G.L. c. 71, s. 38R, as amended by *Chapter 459 of the Acts of 2012*
803 CMR 1.00, *et seq*. and 803 CMR 2.00, *et seq*.
DCJIS Model CORI Policy (2013)
G.L. c. 6, s. 172, 178

G 2 n. Equity Policy - Staff Recruitment and Retention
(Voted 4/27/23; #23-41)

The Public Schools of Brookline recognize that for the sake of student achievement, community, and belonging, the demographic makeup of the educator workforce should broadly reflect that of the student body. Accordingly, PSB seeks to recruit and retain educators from groups that are currently underrepresented relative to the local community served by PSB.

1. Recruitment

PSB will take active measures to recruit and hire educators from groups that are currently underrepresented relative to the local community served by PSB. For example, for educators of color, such steps may include, but are not limited to:

- Targeted outreach to race-based affinity groups and affinity spaces, including the holding of events aimed at recruiting educators of color.
- Recruitment from Historically Black Colleges and Universities, the Hispanic Association of Colleges and Universities, Tribal Colleges and Universities, and institutions serving a large AAPI population.
- Recruitment of educators of color from outside Massachusetts. Such educators may be given guidance on the requirements for obtaining a Massachusetts teaching license. Where appropriate, PSB may seek a waiver of the license requirement from the Massachusetts Department of Elementary and Secondary Education (DESE) while the educator works to obtain the required license.
- Intersectional recruitment across multiple identities, for example recruitment of LGBTQ educators of color.

Recruitment will be led collaboratively by the Office of Human Resources and the Office of Educational Equity.

2. Retention

A. Mentoring. All pre-PTS educators will have access to culturally competent mentorship that is centered on coaching and peer support, not evaluation. Such mentorship should help the teacher to navigate PSB services (e.g. Human Resources, Teaching and Learning, and Instructional Technology) and to address professional interactions that may involve bias or insensitivity.

B. Community Building. PSB will take active measures to:

- Validate and affirm educators across multiple layers of identity by creating intentional spaces (e.g. staff affinity groups) to uncover their experiences, sentiments, and needs.
- Train educators to confront and challenge biased, racist and xenophobic behavior at the moment it occurs, especially in group settings.

- Provide tailored support to new colleagues as needed. Such support is in addition to, not in place of, individual mentorship as described in "A."

C. Supervision and Evaluation. All supervisors (e.g. principals, vice principals, and curriculum coordinators) who are responsible for evaluating other employees will undergo anti-bias training. This training is meant to ensure that procedures for supervision and evaluation are unbiased and afford employees timely feedback and support.

3. Outcome Measurement

On an ongoing basis, the Subcommittee on Diversity, Equity, Inclusion, and Justice will work with the PSB administration to review progress on recruiting and retaining a diverse body of educators. No later than October 31 of each year, the Superintendent will present data to the Subcommittee on Diversity, Equity, Inclusion and Justice on the demographics of the PSB workforce, as of October 15, including data on recent hiring, departures, and granting of Professional Teacher Status; said report shall be made to the full School Committee no later than December 31 of each year.

SECTION G
PERSONNEL
3. Professional Development:
a. Professional Staff Development Opportunities: (Voted 9/11/84, #84-403)
The Brookline School Committee encourages the continuing growth and development of the professional staff through such vehicles as the Teacher Administrator Training Fund, curriculum and training workshops, the Boston University Consortium, and the use of tuition vouchers to support individual course work at area colleges and universities.

G 3 b. Professional Organizations: (Voted /11/84, #84-403)
The School Committee encourages participation of its professional staff in state, regional, and national organizations which promote the improvement, betterment, or growth of the respective professions. The Committee recognizes and reaffirms the right of its staff to join and participate in such organizations as the National Council for the Social Studies, the National Council of Teachers of Mathematics, the National Association of Elementary School Principals, etc.

G 3 c. Exchange Teaching: (Voted 9/11/84, #84-403)
The School Committee recognizes the value of promoting and encouraging and exchange of staff members with other domestic schools or overseas schools as a means of providing students with differing cultural perspectives. To this end, the Committee encourages participation in domestic exchange programs or foreign exchange programs, such as the Fulbright Exchange Program. All exchange teachers employed by the Public Schools of Brookline must be approved by the School Committee.

G 3 d. Professional Research and Publishing: (Voted 9/11/84, #84-403)
The Brookline School Committee encourages its professional staff to engage in research, publication or other related activities that contribute to knowledge and enhance their own professional lives, so long as these activities do not derogate from their duties as members of the Brookline staff.

No employee may test, gather data, interview, produce research , or actually compose materials involving students, staff, or activities of the Brookline Public Schools while performing duties expected of them by the School Committee, without the explicit approval of the Superintendent of Schools. The School Committee reserves the copyrights to any such material, subject to the U.S. copyright laws.

G 3 e. Professional Staff Tutoring and Consulting: (Voted 9/11/84, #84-403)
Nothing in School Committee policy prevents a teacher from providing tutoring, teaching, coaching, or consulting services for compensation, so long as such services do not derogate from his or her duties as a Brookline staff member.

G 3 f. Non-School Employment by Professional Staff Members:
(Voted 9/11/84, #84-403)
The School Committee is the exclusive employer of its professional staff. Any staff member may accept speaking, writing, lecturing or other engagements of a professional nature, as he/she deems fit, including the acceptance of honoraria, provided they do not derogate from his/her duties as a Brookline staff member.

G 3 g. Professional Staff Promotions: (Voted 9/11/84, #84-403)
All qualified professional employees will be given an adequate opportunity to apply for any positions normally considered to be above their rank and status. The procedures to be followed in such an event are listed in this section under Section G 2. Recruitment, Selection and Staffing.

G 3 h. Professional Staff Leave Days: (Voted 9/11/84, #84-403)
All professional staff members are entitled to one professional leave day annually. Additional requests for educational days are submitted for approval to the Principal/Head of School, Assistant Superintendent for Integrated Student Services, or Curriculum Coordinator before submitting to the Assistant Superintendent for Curriculum and Instruction. A request for a Travel Form must be filed with the Assistant Superintendent for Curriculum and Instruction at last one calendar week in advance of the date requested. The final disposition of the request is at the discretion of the Assistant Superintendent for Curriculum and Instruction.

SECTION G
PERSONNEL
4. Supervision and Evaluation:
a. Supervision and Evaluation:
In order to promote effective teaching, the School Committee endorses the establishment of both a strong and supportive staff supervision process and a fair and constructive evaluation process. To achieve this end, the job descriptions of all administrative staff shall include clear and concise statements of supervisory authority and responsibility. In addition, the School Committee supports on-going training of administrative staff in the skills of supervision and evaluation.

Parent and student comment regarding professional staff shall be encouraged (see *G 4 e Parent Comment Sheet*, Page G 56). Peer evaluation, as provided for in the Brookline Educators Association contract, shall also be encouraged. This policy shall be carried out in accordance with the provisions of the contract with the Brookline Educators Association.

***G 4 b. Superintendent's Evaluation*:** (Voted 12/9/86, #86-550, 551; 4/27/83, #93-125; 4/29/97, ES; 2/12/09, #09-14)
Evaluation of staff serves two important purposes: it identifies areas for professional learning and growth, and it allows for mutual accountability between staff and supervisor. As part of its official duty to oversee the Superintendent of the Public Schools of Brookline (PSB), therefore, the School Committee will conduct an annual evaluation of the Superintendent to assess his/her performance relative to agreed-upon annual goals, the PSB Strategic Plan, and/or other relevant planning documents.

The School Committee may solicit input from a broad range of sources as part of its evaluation process, including School Committee members, senior staff and others who report directly to the Superintendent, teachers, parents, selected Town employees, and members of the community. The School Committee will also ask the Superintendent to complete a self-evaluation as a regular part of the evaluation process.

The evaluation will culminate in (a) a written and oral communication outlining the Superintendent's accomplishments and challenges to date and setting measurable goals for the following year, and (b) a professional development plan for the Superintendent, including the allocation of available professional development resources. It will also form the basis for future contract and salary negotiations between the School Committee and the Superintendent.

In addition, the School Committee leadership will conduct regular, interim performance discussions with the Superintendent to assess progress on stated goals and priorities. The School Committee will develop and maintain written procedures to implement this policy. Prior to each review cycle, the School Committee and the Superintendent will review these procedures and any documents upon which the evaluation will be based.

G 4 c. Administrator Evaluation:
1. Principles of Effective Administrative Leadership

The following principles were created by the Massachusetts Department of Education and were published in July, 1995. They have been adopted by the Public Schools of Brookline as the minimum standard for successful administrative performance.

I. EFFECTIVE INSTRUCTIONAL LEADERSHIP

The effective administrator works with others to create learning environments that address the needs of students.

A. The administrator facilitates the development of a shared mission and vision.
B. The administrator encourages and uses a variety of strategies to assess student performance accurately.
C. The administrator applies current principles, practices, and research to foster effective teaching.
D. The administrator leads the renewal of curriculum and instructional programs.
E. The administrator promotes and models the effective use of appropriate instructional technologies.
F. The administrator holds teachers accountable for having high standards and positive expectations that all students can perform at high levels.
G. The administrator works with teachers and other staff to supervise and evaluate their performance, using performance standards, and to identify areas for growth.
H. The administrator supports ongoing professional development.

II. EFFECTIVE ORGANIZATIONAL LEADERSHIP

The effective administrator creates a self-renewing organizational environment that consistently focuses on enabling all students to achieve at high levels.

A. The administrator applies research and organizational leadership skills.
B. The administrator demonstrates communication skills that are clear, direct, and responsive.
C. The administrator creates a positive, informed climate for collegial teaching and learning.
D. The administrator facilitates constructive change.
E. The administrator plans for, models, and encourages collaboration and shared decision-making.
F. The administrator applies strategic planning techniques that foster systemic approaches and result in sound decisions.

III. EFFECTIVE ADMINISTRATION AND MANAGEMENT

The effective administrator acts within legal and responsible guidelines to accomplish educational purposes an improve student learning.

A. The administrator carries out personnel selection, supervision, evaluation, and management functions for the school or district effectively.

B. The administrator applies current knowledge of policy formation and legal requirements within the scope of his/her responsibility.

C. The administrator applies certain knowledge of fiscal management policy and practices within the scope of his/her responsibility.

D. The administrator applies current knowledge of auxiliary programs (such as transportation, food services, pupil personnel services, maintenance, and facilities management) within the scope of his/her responsibility.

E. The administrator uses appropriate technologies to administer his/her responsibilities.

IV. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

The effective administrator strives to ensure equity for all students and values diversity in the school environment.

A. The administrator strives to ensure equity among programs and learning opportunities for staff, students, and parents.

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

V. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY

The effective administrator interacts with the community responsibly to address the needs of students.

A. The administrator assesses the needs of parents and community members and involves them in decision-making.

B. The administrator promotes partnerships among staff, parents, business, and the community.

C. The administrator interprets, articulates, and promotes the vision, the mission, the programs, the activities, and the services of the school/district.

VI. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

The effective administrator models professional behaviors that contribute to addressing the needs of students.

A. The administrator demonstrates enthusiasm for his/her own learning.
B. The administrator demonstrates and promotes an atmosphere of respect for others.
C. The administrator models responsible behavior.

G 4 c. 2. Procedures for Evaluating Administrators

(May 30, 1996)

Mission Statement

The process of supervision and evaluation is central to the quality of the Brookline Public Schools. The process should have personal and professional benefits for the person begin evaluated. The words supervision and evaluation are linked, and reflect a holistic view of a widely diverse series of interactions between the evaluator and the person being evaluated. The ultimate goal of supervision and evaluation is the growth of the individual which leads to the overall improvement of the system.

Formative and summative evaluation should be considered inseparable components of the entire process; the formative component includes goal setting, conferring, observation, informal interactions, and collaborative activities which inform, shape and validate the final summative evaluation. These activities may include: monthly synopses of planned job-related activities and professional development, meetings, presentations, informal consultation with colleagues, portfolios which validate individual and instructional goals, and verification of ongoing professional development.

ADMINISTRATOR EVALUATION TIME LINE

Administrators with Pre-Professional Administrator Status will follow the comprehensive evaluation procedure each year. Administrators with Professional Administrator Status will follow the four year cycle for evaluation.

I. THE FOUR YEAR CYCLE:

- Year 1: Peer Supervisory/Professional Development
- Year 2: Mid-Cycle Evaluation
- Year 3: Peer Supervisory/Professional Development
- Year 4: Comprehensive Evaluation

A. Year 1: Peer Supervisory/Professional Development

The purpose of years 1 through 3 is to extend and expand upon the Brookline Principles of Effective Administrative Leadership, descriptors, and recommendations from the Comprehensive Evaluation Year. Year 1 and year 3 consist of activities designed to assist the administrator to improve his/her performance. The activities in Year 1 and in Year 3 consist of Option A and Option B. Administrators who choose Option A in Year 1 must choose Option B in Year 3, and similarly, administrators who choose Option B in Year 1 must choose Option A in Year 3.

1. **By October 15** the administrator will present the evaluator with his/her Supervision/Professional Development Plan. The plan shall be composed of either:

Option A: a structured collaborative peer (administrator with administrator) supervision relationship.

OR

Option B: at least one of the following job-related activities:

•development or implementation of an innovative program or management initiative,
•conducting research,
•take a graduate course,
•develop and teach a post-secondary course
•undertaking projects mutually agreed upon by the evaluator and the administrator (e.g. grant writing, building community partnerships).

The structure of this year parallels Supervision/Professional Development Year 3.

2. **By May 15** the evaluator and administrator will meet to discuss:

a) the progress of the administrator's Supervisory/Professional Development Plan, and
b) plans for the next year (the Mid-Cycle Evaluation).

B. Year 2: Mid-Cycle Evaluation Year

The Mid-Cycle Evaluation Year is a continuation of the formative Supervisory/Professional Development Plan and a summative evaluation of the administrator's performance since the completion of the Comprehensive Evaluation Year. The Mid-Cycle Evaluation is based on the Brookline Principles of Effective Administrative Leadership and the evaluation document.

1. **By October 1** the administrator and the evaluator will meet to :

a) discuss the administrator's performance, and
b) review the Brookline Principles of Effective Administrative Leadership and the evaluation document.

2. **By April 15** the administrator and the evaluator will meet to review the administrator's performance. The evaluator will complete The Mid-Cycle Report of Administrator Effectiveness of the administrator's performance on each of the major areas indicated in the descriptors for the administrator's position.

C. Year 3: Supervisory/Professional Development Year

The purpose of years 1 through 3 is to extend and expand upon the Brookline Principles of Effective Administrative Leadership, descriptors, and recommendations from the Comprehensive Evaluation Year. Years 1 and 3 consist of activities designed to assist the administrator to improve his/her performance. The activities in years 1 and 3 consist

of Option A and Option B. Administrators who choose Option A in year 1 must choose Option B in year 3. Administrators who choose Option B in year 1 must choose Option A in year 3.

1. **By October 15** the administrator will present the evaluator with his/her Supervision/Professional Development Plan. The plan shall be composed of either:

Option A: a structured collaborative peer (administrator with administrator) supervision relationship.

OR

Option B: at least one of the following job-related activities:

•development or implementation of an innovative program or management initiative,

•conducting research,

•take a graduate course,

•develop and teach a post-secondary course

•undertaking projects mutually agreed upon by the evaluator and the administrator (eg. grant writing, building community partnerships).

The structure of this year parallels Supervision/Professional Development Year 1.

2. **By May 15** the evaluator and administrator will meet to discuss:

a) the progress of the administrator's Supervisory/Professional Development Plan, and

b) plans for the next year (the Mid-Cycle Evaluation).

D. Year 4: Comprehensive Evaluation Year

1. **By October 1** the evaluator and the administrator will meet to:

a) review the Brookline Principles of Effective Administration Leadership and the evaluation document; and

b) jointly develop goals. The evaluator will write up goals and provide a copy to the administrator within five school days of the meeting.

2. **By December 15** the evaluator and administrator will meet to review the administrator's performance for the first half of the year. The evaluator will complete a progress report and give it to the administrator within five school days of the meeting.

3. **By March 15** the administrator will provide the evaluator with a file that includes (but is not limited to) professional

development activities completed since the administrator's last comprehensive evaluation. The file for administrators in pre-professional status will include professional development activities since their appointment as an administrator in Brookline.

4. **By April 15** the Annual Report of Administrator Effectiveness will be completed by the evaluator and given to the administrator within five school days of the final evaluation meeting.

Administrators who teach will be observed teaching students at least once during the evaluation year.

II. OUT-OF-CYCLE EVALUATION

Any administrator with professional administrator status may be evaluated out-of-cycle. By November 15 of each year, the evaluator will provide the administrator with substantive reasons for undertaking the out-of-cycle. An out-of-cycle evaluation will follow a "minimally successful" or an "unsuccessful" evaluation. This decision to undertake an evaluation out-of-cycle, though grievable, shall not be subject to arbitration.

When performance of an administrator with professional administrator status is considered successful after having been evaluated out -of-cycle, that administrator's cycle will begin anew at the time of the successful evaluation.

III. DEFINITION OF TERMS

A. Department signifies department and program.

B. Principal refers to principal and head of school.

IV. DEVELOPMENT COMMITTEE Ratified June 1996

Carol Gregory Co-Chair
Bill Ribas Co-Chair
Cathy Heller
Ilene Horwitz
Philip Katz
Louise Tobasky
Bernice Millman
Manuela Bartiromo
Claire Jackson
Barbara Shea
Terry Kwan

G 4 d. 3 Summative Evaluation For Assistant Building Administrators

(Assistant Head of School, Assistant Principal, Dean, Vice-Principal)
Document for the Comprehensive Evaluation Year -
Report of Administrator Effectiveness
(by April 15)

NAME: SCHOOL:

POSITION: DATE:

EVALUATOR:

• • • • • • • • • • • •

CORE VALUES:

•HIGH ACADEMIC ACHIEVEMENT FOR ALL STUDENTS
•EXCELLENCE IN TEACHING
•COLLABORATIVE RELATIONSHIPS
•RESPECT FOR HUMAN DIFFERENCES

A. LEADERSHIP
(descriptors)
1. Represents the principal/head of school/school community intelligently and persuasively throughout the community.
2. Assists principal/head of school in finding and organizing resources to support initiatives for improvement.
3. Models responsible behavior.
4. Assists principals/head of school in implementing the overall mission of the school and system-wide initiatives.
(Principles IID, VIC, and VC)

B. KNOWLEDGE OF THE FIELDS OF CURRICULUM, SUPERVISION, AND INSTRUCTION.
(descriptors)
1. Assists the principal/head of school in the ongoing assessment of total school program/curriculum.
2. Is knowledgeable about instructional theory and curriculum including current principles, practices, research, and technology.
3. Demonstrates enthusiasm for his/her own learning.
(Principles IC, ID, IE, VIA)

C. CLARITY OF COMMUNICATION
(descriptors)
1. Speaks knowledgeably and articulately when representing the school.
2. Writes and communicates in a clear, concise fashion.
(Principles IIB)

D. FACILITATION OF INSTRUCTIONAL PROCESSES
(descriptors)
1. Guides in the implementation and the selection and utilization of appropriate assessment and instructional techniques.
2. Works closely with the principal/head of school to assist in securing and supporting the best people for the school.
(Principles ID, IB)

E. APPROPRIATE AND EFFECTIVE EVALUATION
(descriptors)
1. Evaluates staff in accordance with established procedures of the Brookline Public Schools.
2. Supports and assists staff to work effectively and/or implement change.
(Principles IF, IG, IIA, IIIA, IIIB)

F. EQUITABLE, SENSITIVE AND RESPONSIVE INTERACTION WITH SCHOOL PERSONNEL AND COMMUNITY
(descriptors)
1. Fosters positive parent and community relations by initiating and encouraging appropriate procedures and activities.
2. Informs faculty of policies.
3. Encourages an atmosphere favorable to the voicing of ideas and opinions.
4. Creates a positive, informed climate for collegial teaching and learning.
(Principles IIC, IIE, VA, VB)

G. RESPECT FOR HUMAN DIFFERENCES
(descriptors)
1. Demonstrates an understanding and respect for diversity.
2. Demonstrates an appreciation for the expression of different ideas, approaches, points of view and conclusions.

H. MANAGEMENT
(descriptors)
1. Assists the principal in implementing appropriate procedures for the efficient operation of the school.
2. Assists the principal in the preparation of required reports.
3. Demonstrates knowledge of current fiscal management policy and practice.
4. Uses appropriate instructional technologies to administer his/her responsibilities.
5. Identifies and accomplishes yearly goals in concert with the shared mission and vision.
(Principles IA, IIF, IIB, IIIC, IIID, IIIE)

I. PROFESSIONAL RELATIONSHIPS
(descriptors)
1. Interacts with other professionals in a clear, direct, responsive, and collegial manner.
2. Participates in professional activities with peers and colleagues.
3. Treats others with respect.

(Please attach narrative and recommendations)

This evaluation indicates successful performance. Recommendations for continued growth are indicated above.

This evaluation indicates successful performance with some need for change. Recommendations for change are indicated above.

This evaluation indicates minimally successful performance but it will not be deemed successful hereafter without substantial improvement. Recommendations for improvement are indicated above.

This evaluation indicates unsuccessful performance. The areas of concern and recommendations are indicated above.

OVERALL EVALUATION

SUCCESSFUL UNSUCCESSFUL

EVALUATOR SIGNATURE:

DATE

ADMINISTRATOR SIGNATURE: DATE

*signature only indicates the administrator has read the Comprehensive Evaluation Report. Administrators are encouraged to comment.

G 4 c. 4. Comprehensive Year Summative Evaluation For Curriculum/Program Administrators

Including, but not limited to: Supervisor of Libraries; SWS Coordinator; Winthrop House Coordinator; OFC Coordinator; Director of Technology; (k-12); Special Education Administrator; 9-12 Curriculum Coordinator; k-12 Curriculum Coordinator; k-8 Curriculum Coordinator.

Document for the Comprehensive Evaluation Year - Report of Administrator Effectiveness (by April 15)

NAME: SCHOOL:

POSITION: DATE:

EVALUATOR:

• • • • • • • • • • • •

CORE VALUES:

•HIGH ACADEMIC ACHIEVEMENT FOR ALL STUDENTS
•EXCELLENCE IN TEACHING
•COLLABORATIVE RELATIONSHIPS
•RESPECT FOR HUMAN DIFFERENCES

A. LEADERSHIP

(descriptors)
1. Represents the Public Schools of Brookline intelligently and effectively throughout the community.
2. Anticipates problems and responds appropriately.
3. Facilitates constructive change.
4. Supports the overall mission of the school and annual system-wide initiatives.

(Principles IA, IID, and VC)

B. KNOWLEDGE OF THE FIELDS OF CURRICULUM, SUPERVISION, AND INSTRUCTION
(descriptors)
1. Keeps abreast of new thinking about curriculum, assessment and instructional theory and strategies.
2. Is primarily responsible for guiding the development and implementation of curriculum and instruction.
3. Demonstrates understanding of key concepts of classroom interaction.
4. Creates a positive, informed climate for collegial teaching and learning.

(Principles IA, IC, IIA, IIC)

C. CLARITY OF COMMUNICATION
(descriptors)
1. Listens to and respects different ideas, approaches, points of view and conclusions.
2. Speaks knowledgeable and articulately when representing the department.
3. Writes clear, concise memos, letters, and reports.

(Principles IIA, IIB)

D. FACILITATION OF INSTRUCTIONAL PROCESSES
(descriptors)
1. Works to secure the best people and recommends to the Principal the best people for the department.
2. Works to develop the departmental schedule and works collaboratively with the administrative team to develop the building schedule.

(Principles IIE, IIF, IIIA)

E. APPROPRIATE AND EFFECTIVE EVALUATION
(descriptors)
1. Supervises and evaluates staff in accordance with established procedures and the Principles of Effective Administrative Leadership of the Brookline Public Schools.
2. Understands both classroom and out-of-classroom work of members of the department.
3. Demonstrates and promotes an atmosphere of respect for others.
4. Writes clear, perceptive observation reports and evaluations.

(Principles IG, IIA, IIB, IIC, IIIA, IIIB, VIB)

F. EQUITABLE, SENSITIVE AND RESPONSIVE INTERACTION WITH SCHOOL PERSONNEL AND COMMUNITY

(descriptors)

1. Plans effective department meetings.
2. Participates in school-wide and/or system-wide committees..
3. Is sensitive to and candid with staff, students, parents, and members of the community at large.
4. Maintains appropriate professional boundaries with staff, students, parents, and members of the community at large.

(Principles VA, VB)

G. RESPECT FOR HUMAN DIFFERENCES

(descriptors)

1. Reviews curriculum, instructional, and assessment practices to ensure no bias is present.
2. Looks for ways to expand own expertise in working with diversity of both staff and students.
3. Plans for, models, and encourages collaboration and shared decision-making.

(Principles IB, IF, IIA, IIE, IVA, IVB)

H. MANAGEMENT

(descriptors)

1. Prepares appropriate budget materials using appropriate fiscal practices.
2. Meets deadlines.
3. Makes appropriate expenditures for the department, working within the limitations of the allocated funds.
4. Uses appropriate instructional technologies to administer his/her responsibilities.

(Principles IA, IIF, IIB, IIIC, IIID, IIIE)

I. PROFESSIONAL RELATIONSHIPS

(descriptors)

1. Interacts with other professionals in a clear, direct, responsive and collegial manner.
2. Participates in professional activities outside of the school.
3. Models responsible behavior.
4. Encourages professional development of staff.
5. Treats others with respect.

(Principle IH, VIA, VIC)

J. OTHER JOB SPECIFIC CRITERIA-TEACHING AND LEARNING

(descriptors)

1. Demonstrates ability to teach a wide variety of students.

2. Shows interest in continually developing own teaching techniques.
3. Promotes and models the effective use of appropriate instructional technologies.
4. Demonstrates enthusiasm for his/her own learning.
(Principle IE, VIA)

(Please attach narrative and recommendations.)

This evaluation indicates successful performance. Recommendations for continued growth are indicated above.

This evaluation indicates successful performance with some need for change. Recommendations for change are indicated above.

This evaluation indicates minimally successful performance but it will not be deemed successful hereafter without substantial improvement.

Recommendations for improvement are indicated above.
This evaluation indicates unsuccessful performance. The areas of concern and recommendations are indicated above.

OVERALL EVALUATION
SUCCESSFUL UNSUCCESSFUL

EVALUATOR SIGNATURE: DATE

ADMINISTRATOR SIGNATURE: DATE

*signature only indicates the administrator has read the Comprehensive Evaluation Report.

Administrators are encouraged to comment.

*note:
This edited document satisfies all the principles developed by the Mass. Dept. of Education.

Joint Year Goals, Progress Report, and Supervisory/professional development plan for Mid-cycle evaluation are found with the Director of Personnel.

G 4 d. Teacher Evaluation:
1. Evaluation Criteria and Format

The teacher's central role in the schools is classroom teaching. But the teacher's other roles outside the classroom are important, too; for example, in parent and community relations and as a member of the staff. This evaluation format seeks to identify the most important areas of performance within these roles, yet remain flexible enough for educators to communicate fully and honestly about teaching performance.

The criteria listed in the attached sheets are intended to represent the image of good teaching in Brookline, to serve as an aid for teacher self-evaluation, and to establish a standard towards which all members of the professional staff of the Brookline Public Schools can work cooperatively to improve instruction.

G 4 d. 2. Brookline Principles of Effective Teaching:
The following list summarizes the criteria by which teachers are to be evaluated. A more elaborative list, with examples of descriptors, can be found with the Director of Personnel.

I. Currency of Curriculum

II. Effective Planning and Assessment of Curriculum and Instruction.

III. Effective Management of Classroom Environment

IV. Effective Instruction

V. Promotion of High Standards and Expectations for Students' Achievement

VI. Promotion of Equity and Appreciation of Diversity

VII. Fulfillment of Professional Responsibilities

G 4 d. 3 Procedure For Teacher Evaluation

ORIENTATION: In September of each year, all teachers with Professional Teacher Status (PTS) and teachers in Pre-PTS will meet with supervisors for an orientation of the evaluation procedures. It is the intent of this meeting to allow all staff the opportunity to enter the evaluation process with full and open knowledge of what the process is.

FREQUENCY OF EVALUATION: Pre-PTS teachers will be evaluated every year and teachers with PTS will be evaluated every other year.

OUT -OF-CYCLE EVALUATION: Any teacher with PTS may be evaluated out-of-cycle. On or before October 20, the supervisor will provide the teacher with the substantive reasons for undertaking the out-of-cycle evaluation, and it is understood this action does not necessarily imply a negative evaluative finding. This decision to undertake an evaluation out of cycle, though grieve able, shall not be subject to arbitration.

When a PTS teacher's performance is considered satisfactory after having been evaluated out-of-cycle, that teacher's cycle will begin anew at the time of the satisfactory evaluation.

PRE-EVALUATION CONFERENCE: On or before October 15, supervisors shall meet with all Pre-PTS teachers and on or before December 1, supervisors shall meet with all PTS teachers in the year of their formal evaluation. These pre-evaluation conferences will address goals for the year, strengths of the teacher, relationships between current and previous evaluations and support available.

CLASSROOM OBSERVATIONS: a) There will be one announced, formal classroom observation for each Pre-PTS and for each PTS teacher in the year of their formal evaluation. Each formal classroom observation will be at least thirty (30) minutes in length for elementary teachers and a full period for secondary teachers. b) Supervisors may informally observe teachers at any time.

PRE-OBSERVATION CONFERENCE: A pre-observation conference may take place prior to a formal classroom observation. Requests for these conferences may be made by either the supervisor or the teacher.

POST-OBSERVATION CONFERENCE: A post-observation conference shall be held within seven (7) work days of the classroom observation, unless the supervisor and the teacher agree to waive the seven (7) day time line and arrange another mutually convenient date. A classroom observation report shall be completed at or after the post-observation conference. A copy of the completed observation form, signed by the teacher and the supervisor, will be given to the teacher.

Annual Evaluation Report and Staff Evaluation Report Forms are available with the Director of Personnel.

G 4 e. Parent Comment Sheet:

(Voted 6/5/78, #78-480; 9/11/84, #84-403; 11/3/80, #80-393; 4/6/81, #81-114; 9/1/84, #84-403)

Participation by parents and students in the ongoing process of education is encouraged by both the School Committee and the staff of the Public Schools of Brookline. In order to ensure that this is done in a constructive way, resulting in improved education and support for the children, parents and students shall be encouraged to comment on the school experience. It is hoped that this procedure will ensure fair and equitable treatment of persons involved and that it will supply the citizen with the desired information.

For this purpose a Parent Comment Sheet shall be made available to all parents through the office of each elementary school principal and the High School Head of School, through individual teachers, if they so desire, as well as through the school's PTO newsletter. The Comment Sheet is approved by the School Committee.

Recognizing the primary responsibility for the supervision and evaluation of staff lies with the administrative and/or supervisory staff, according to the procedures and criteria included in the teachers' contract, the School Committee suggests, as a means to channel parent comments constructively into this process at the appropriate level to the teacher directly or to his/her immediate supervisor, that the Parent Comment Sheet be adopted and made available to all parents. It is understood that these comment sheets shall not become part of any staff member's permanent file.

The Parent Comment Sheet shall be left on display in every principal's or head of school's office. They will be given to teachers to use if they so desire, and shall be given to PTO officers. The availability of these coment sheets shall be made known through the "Handbook for Parents", PTO Handbooks, and any general School Committee publications to parents.

Parents and students are also encouraged to follow the recommended procedures for handling criticisms of staff, as outlined in *Section G 4 g. Individual Questions, Concerns, and Criticisms* on Page G 65.

In the case of a non-tenured principal, the parents in that school will be advised in writing by November 15 by the Assistant Superintendent for Curriculum and Instruction of procedures used in the evaluation of principals, and of the fact that parents are specifically invited to submit their comments to the Assistant Superintendent for Curriculum and Instruction no later than February 1. It is assured that the procedures will be those which comply with the terms of the BEA contract in effect at the time.

PARENT COMMENT SHEET

Introduction

Recognizing that the primary responsibility for the supervision and evaluation of staff lies with the administrative and/or supervisory staff according to the procedures and criteria included in the teachers' contract, the Brookline School Committee suggests, as a means to channel parent comments constructively into this process at the appropriate level, to the teacher directly, or to is/her immediate supervisor, that the following Parent Comment Sheet be adopted and made available to all parents. It is understood that these comment sheets shall not become part of any staff member's permanent file.

Directions

Parents wishing to comment on their child's school experience are invited to fill out the following comment sheet. Additional paper may be used. Although signatures are optional, parents are encouraged to sign the comment sheet in order to allow communication between the parents and supervisor(or teacher), which is often constructive. After completing the comment sheet, parents may forward the sheet directly to the teacher or to the appropriate supervisor (principal or curriculum coordinator). It should be remembered that both positive and negative comments about your child's school experience can be beneficial.

Teacher's Name: Date:

Questions

1. Do you have any general comments about your child's school experience?

2. Have you shared these comments with your child's teacher? How did the teacher respond?

3. Do you find it easy to communicate with your child's teacher? Explain.

4. If your child has had problems, how have they been handled?

5. Please use the space below for further comments you may have.

Signature:
(optional) _____

***G 4 f. Student Comment Sheet* :** (Voted 6/5/78, #78-480; 9/11/84, #84-403)

The Brookline School Committee endorses the concept of student/teacher interaction and encourages teachers to actively seek and use student evaluation. To this end, the Brookline School Committee:

a. Approves the High School Student Comment Sheet for use by all departments at the High School, with the exception of Guidance, Libraries, and Head of House. (These three departments all have evaluation sheets which have been found satisfactory by students and teachers.) This approval is with the understanding that the Student Comment Sheet shall be distributed by each teacher at least once to each class.

b. Approves instruction sheet to be provided to each teacher for his/her use.

c. Directs the head of school to assign to each department a specific week during the second and fourth quarters during which that department's teachers shall distribute the Comment Sheets.

d. Directs that copies of the Student Comment Sheet shall be available in each department or office, and in the Head of School's office for use by students as they may wish.

e. Suggests review of the above procedures or student evaluation after one year, such review to include teacher and student reaction.

The Student Comment Sheet may be given as often as desired, but must be distributed by each teacher at last once to each class. For one-semester fall courses the Student Comment Sheet should be distributed during the second quarter during the week designated for that department. For one semester spring courses, or for full year courses, the Student Comment Sheet should be distributed during the fourth quarter during the week designated by the department. The purpose in assigning a specific week within the quarter to each department's teachers is to protect students from being bombarded five or six times within a day or two with the same questionnaire, which can lead to less thoughtful responses.

An attempt has been made to make the Student Comment Sheet as relevant as possible for both the teacher and the students. It is recognized, however, that specific teachers may wish to gather from students information about the course which is not called for on the sheet. It is also recognized that some questions may not be relevant for certain departments. For these reasons, teachers are encouraged to discuss the Student Comment Sheets with the students ahead of time, to suggest additional questions under Section III, if they so desire, or to suggest deletion of certain questions through use of answer #6 "Does not apply to this course."

It should be noted that, unlike before, the student's signature is optional and also that teachers may, if they desire, elect to have the students take the questionnaire home or fill it out in class, whichever procedure the teachers prefer.

BROOKLINE HIGH SCHOOL
STUDENT COMMENT SHEET

Teacher's Name:
Course:
Date:

This evaluation is designed to help teachers to plan courses and to improve the quality of their classes. To be used in this way, the questionnaire must be taken seriously. Please give careful consideration to your answers. Specific comments are most helpful.

Section1:
Each question contains a statement. Consider the statement and decide where along the scale below the answer lies for you. Mark your response in the blank at the end of the statement. Space is provided below each question for optional comments.

SCALE

1. Strongly Agree
2. Somewhat Agree
3. Neither Agree or Disagree
4. Somewhat Disagree
5. Strongly Disagree
6. Does Not Apply to this course

1. The Teacher appears to know the subject well.
   Comment

2. The teacher is well prepared for class.
   Comment

3. Class sessions are well organized.
   Comment

4. The teacher gives a clear explanation of the material.
   Comment

5. The teacher makes me feel free to ask questions, disagree, express ideas, etc.
   Comment

6. The teacher responds effectively to questions.
   Comment

7. The work outside of class is relevant to class sessions.
   Comment

8. The work required outside of class is appropriate in quantity and quality.
   Comment

9. The textbooks are a useful part of this course.
   Comment

10. The assigned reading helps me understand the subject matter of this course.
    Comment

11. The teacher is available for individual help.
    Comment

12. The teacher is interested in trying to help students.
    Comment

13. The teacher is fair and impartial in dealing with students.
    Comment

14. The grading system is reasonable.
    Comment

15. This course has increased my interest in the subject matter.
    Comment

16. This course has made a real contribution to my knowledge and understanding.
    Comment

Section II
Please check the response that most accurately reflects your answer.

1. Overall, this course is: Outstanding Good Fair Poor.

2. Does the teacher teach this course at the appropriate level for you?
   Yes No, too simple. No, too difficult

3. Why are you taking this course?
   School Requirement College Requirement
   Interest in Subject Other

4. I do all of my assignments.
   most
   some
   none

Section III
Please use the space below for any additional comments you may have regarding the strengths, needs, recommendations for this course. Additional paper may be used if necessary.

G 4 g. Individual Questions, Concerns, and Criticisms:

(Voted 6/5/78, #78-209, 210; 6/18/79, #79-246))

Participation by parents and students in the ongoing process of education is encouraged by both the School Committee and staff of the Brookline Public Schools. In order to ensure that this is done in a constructive way, resulting in improved education and support for the children, the following guideline is offered to both parents and students.

It is hoped that the following procedure for handling individual queries concerned with materials, program and staff will ensure fair and equitable treatment of persons involved and that it will supply the citizen with the desired information.

Individual questions may also be directed to staff in accordance with this procedure.

No School Committee policy shall limit the right of parents to petition the School Committee in order to discuss their child's education.

RECOMMENDED PROCEDURES AND SEQUENCE FOR HANDLING INDIVIDUAL QUESTIONS, CONCERNS AND CRITICISMS

1. The teacher should be consulted, since many issues can be resolved through informal discussion.

2. The query may then go to the appropriate principal, curriculum coordinator, or to an officer of the PTO.

3. The next person who may be consulted is the Assistant Superintendent of Schools for Curriculum and Instruction.

4. The matter may then be brought to the attention of the Superintendent of Schools.

5. At any time, the parent or student may contact individual members of the School Committee.

SECTION G
PERSONNEL
5. Anti-Retaliation Policy – Adoption of Town's Anti-Retaliation Policy
(Voted by the School Committee 12/14/06, #06-113)

Anti-Retaliation Policy

(Whistleblower of violations of law or risk to public health, safety or the environment)

In Accordance with the Massachusetts Anti-Retaliation statute, provided in M.G.L., Ch. 149, §185, the Town of Brookline, including the Brookline School Department (hereinafter, the "Town") shall not take retaliatory action against an employee of the Town because the employee does any of the following:

1. Discloses, or threatens to disclose to a supervisor or to a public body an activity, policy or practice of the Town, or of another employer with whom the Town has a business relationship, that the employee reasonably believes is in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment;

2. Provides information to, or testifies before, any public body conducting an investigation, hearing or inquiry into any violation of law, or a rule or regulation promulgated pursuant to law, or activity, policy or practice which the employee reasonably believes poses a risk to public health, safety or the environment by the employer, or by another employer with whom the Town has a business relationship; or

3. Objects to, or refuses to participate in any activity, policy or practice which the employee reasonably believes is in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment.

Notice to Town - In order to be protected against retaliatory action for acts described in # 1 above, the employee must provide a supervisor with written notice of the violation and afford the Town a reasonable opportunity to correct the alleged violation.

Exception: An employee is not required to provide written notice if:

1. He/she is reasonably certain that the activity, policy or practice is known to one or more supervisors of the Town and the situation is emergency in nature;
2. He/she reasonably fears physical harm as a result of the disclosure provided; or
3. the employee, for the purpose of providing evidence of what he/she reasonably believes to be a crime, makes the disclosure to either:

a. a federal, state or local judiciary, or any member or employee thereof, or any grand or petit jury; or
b. a federal, state or local law enforcement agency, prosecutorial office, or police or peace officer.

Key Terms – For purposes of this policy, the following words have the following meanings:

- "Employee" means any individual who performs services for and under the control and direction of the Town for wages or other remuneration.
- "Employer" means the commonwealth, and its agencies or political subdivisions, including, but not limited to, cities, towns, counties and regional school districts, or any authority, commission, board or instrumentality thereof.
- "Public body" means-
    - the United States Congress, any state legislature, including the general court, or any popularly elected local government body, or any member or employee thereof;
    - any federal, state or local judiciary, or any member or employee thereof, or any grand or petit jury;
    - any federal, state or local regulatory, administrative or public agency or authority, or instrumentality thereof;
    - any federal, state or local law enforcement agency, prosecutorial office, or police or peace officer; or
    - any division, board, bureau, office, committee or commission of any of the public bodies described in the above paragraphs of this subsection.
- "Retaliatory action" means - the discharge, suspension or demotion of an employee, or other adverse employment action taken against an employee in the terms and conditions of employment.
- "Supervisor" means any individual to whom the Town has given the authority to direct and control the work performance of the affected employee or who has authority to take corrective action regarding the violation of the law, rule or regulation of which the employee complains or any of the following persons or their successors:

Town Administrator
Town Hall, 333 Washington Street
Brookline, MA 02445
617-730-2211

Town Human Resources Director
Town Hall, 333 Washington Street
Brookline, MA 02445
(617) 730-2120

Superintendent of Schools
Public Schools of Brookline
Town Hall, 333 Washington Street
Brookline, MA 02445
617-730-2401

School Department Human Resources Director
Town Hall, 333 Washington Street
Brookline, MA 02445
(617) 730-2405

False Accusations – The Town of Brookline also realizes that false accusation can have a serious effect on innocent employees. Just as the Town will not tolerate any retaliation against employees making reports in good faith, the Town will not tolerate any false complaints. If after investigation, it is clear that an employee who has accused another of engaging in unlawful activity has made the false accusation knowingly or without any good faith basis thereof, the accuser will be subject to disciplinary action, up to and including termination of employment.

Legal Action - Employees aggrieved by a violation of the law may institute civil action in the Superior Court in accordance with M.G.L. c. 149 §185 within two years of the alleged violation. Pursuant to M.G.L. c. 149, §185(f), an employee who institutes such a civil action shall be deemed to have waived any rights such an employee may have under any collective bargaining agreement, contract, common law, or any other state law, rule or regulation.

Posting - This policy shall be posted in common designated posting areas, the Town's Intranet, and in the Human Resources Department

SECTION G
PERSONNEL
6. Policy Against Discrimination, Harassment, Sexual Harassment and Retaliation
(Voted 3/16/17, #17-28; 1/7/21, #21-5)
Replaced *Safe Schools Policy* (10/26/06, #06-98; Revised 5/5/11, #11-41)

General Statement of Policy

The Public Schools of Brookline (PSB) is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected category, and retaliation for engaging in a protected activity.

To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, The PSB has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation.

The PSB values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

This policy applies to all persons employed by, attending, or otherwise affiliated with the Public Schools of Brookline, including volunteers, interns, and partnering organizations.

I. Prohibited Discrimination and Harassment

The core purpose of this policy is the prohibition of all forms of discrimination. Sometimes, discrimination involves exclusion from or different treatment in activities, such as athletics, or employment. At other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, it can encompass sexual harassment. When an alleged violation of this nondiscrimination policy is reported, the allegations are subject to resolution using district procedures.

PSB prohibits all forms of discrimination and harassment in all of its programs, activities, and services based on a person's protected class under the law. Harassment prohibited by the PSB includes, but is not limited to, harassment on the basis of race, ethnicity, color, religion, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, genetic information, marital status, maternity leave, paternity leave, parental status, military and veteran status. Prohibited discrimination under this Policy includes discriminatory harassment and bullying. Prohibited discriminatory harassment and bullying is motivated by or expresses a negative attitude toward a person's membership in a protected class or protected characteristic and creates an intimidating,

hostile, or offensive environment. Conduct prohibited may include, but is not limited to, written, verbal or electronic express or physical act or gesture such as:

- Use of epithets, slurs or nicknames that refer to a person's protected characteristic such as, but not limited to, race or sexual orientation;
- Jokes that have the purpose or effect of demeaning or making fun of a person based on a protected characteristic;
- Graffiti or other visual messages or displays that degrade a person based on a protected characteristic, and;
- Any other verbal or non-verbal conduct that has the purpose or effect of creating a hostile work environment based on a person's protected characteristic.

Nothing in this policy shall limit the ability of PSB to enforce violations of its code of conduct in areas that may not legally qualify as discrimination, harassment, sexual harassment, or retaliation under state and federal law (e.g. harassment based on housing status, receipt of public benefits, economic class, etc.)

a. Disability Discrimination and Accommodation

The PSB is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal, state, and local laws and regulations pertaining to individuals with disabilities.

b. Nondiscrimination

The PSB adheres to all federal, state, and local civil rights laws and regulations prohibiting discrimination in public institutions of education. Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964. Discrimination against persons with disabilities is prohibited by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (Title II prohibits discrimination on the basis of disability by public entities, whether or not they receive federal financial assistance). Discrimination on the basis of sex is prohibited by Title IX of the Education Amendments of 1972.

c. Prohibited Sexual Harassment Massachusetts

While PSB prohibits all forms of discrimination and harassment, federal and state law require additional protections for sexual harassment. In Massachusetts, the legal definition for sexual harassment refers to sexual advances, requests for sexual favors, and 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; or,

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.

The Massachusetts 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 a work place or educational environment that is hostile, offensive, intimidating, or humiliating may also constitute sexual harassment.

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 upon 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, touching, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences, and
- Discussion of one's sexual activities
- Taking or posting of photographs, videos or images of a sexual nature without consent

It should be noted that retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

d. Prohibited Sexual Harassment Title IX

Pursuant to regulations promulgated by Title IX of the Education Amendments of 1972, PSB shall adopt and publish a grievance process for responding to formal complaints of Sexual Harassment as defined under Title IX. Title IX requires that schools use a separate, but similar definition of Sexual Harassment when responding to formal complaints. According to Title IX, Sexual Harassment is conduct on the basis of sex that satisfies one or more of the following:

- A PSB employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- 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 PSB's education programs or activities; or

- Sexual assault, dating violence, domestic violence, or stalking (as defined under the Clery Act and the Violence Against Women Act)

Title IX also requires that the incident occurred in the United States, at PSB or during its programming, and the complainant must have been actively participating in or attempting to participate in PSB's educational programming or activities during the incident.
The Title IX Coordinator has the primary responsibility for coordinating the PSB's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remedy, and prevent discrimination, harassment, and retaliation prohibited under this policy. Any District employee with knowledge of an allegation of sexual harassment must report it to the Title IX Coordinator. The District will promptly respond to all reports alleging Sexual Harassment to ensure a fair and equitable resolution to the report, provide support to the complainant, eliminate harassment, and impose discipline if necessary. Discipline may range from verbal reprimand to suspension or termination, in the case of an employee.

II. Policy Coordinators / Notice of Rights

Inquiries about this Policy or applicable law (including Title VI, Title IX, Section 504, and Title II of the Americans with Disabilities Act) may be directed to the designated PSB administrators listed below.

Contact information (telephone number, office address, email address) shall be identified in a Notice of Rights for each school, and a separate one for the District, and shall be posted, on the school and district website, in each school building, and within public areas of PSB administrative facilities.

The PSB administrators are responsible for consulting regarding the handling of complaints for consistency with this Policy and applicable procedures and legal requirements, and for identifying and addressing any patterns or systemic problems that arise during the review of such complaints. The district's designated administrators are:

Regarding complaints of violations of a **student's** rights:

Elizabeth O'Connell
Interim Deputy Superintendent of Student Services
Title II, Title VI, and Title IX Coordinator
Town Hall, 333 Washington Street, 5th Floor
Brookline, MA 02445
Phone: 617-730-2447
Fax: 617-730-2066
liza_oconnell@psbma.org

Debra Bromfield
Section 504 and McKinney-Vento Interim Coordinator
Town Hall, 333 Washington Street, 5th Floor
Brookline, MA 02445
Phone: 617-730-2460
Fax: 617-730-2066
debra_bromfield@psbma.org

Regarding complaints of violations of an **adult's** rights (staff, visitors, contractors, etc.):

Paul Toner
Interim Human Resources and Labor Relations Director
Title IX and Title VII Coordinator
Town Hall, 333 Washington Street, 5th Floor
Brookline, MA 02445
Phone: 617-730-2410
Fax: 617-730-2601
paul_toner@psbma.org

III. Prohibited Retaliation

The PSB prohibits punitive action of any kind against a person for engaging in protected conduct such as reporting, filing a complaint, or opposing acts of discrimination, sexual harassment and/or retaliation, or for participating in an investigation into or proceeding relating to alleged discrimination, sexual harassment and/or retaliation. Prohibited retaliation may include, but is not limited to:

- disciplining a person, or taking any other adverse action against a person based on a person's protected conduct,
- discriminating against a person in the PSB services, programs and activities because of a person's protected conduct, and
- subjecting a person to harassment, bullying, shunning, hazing, or name-calling, or any other hostile verbal or non-verbal conduct on the basis of a person's protected conduct.

IV. Reasonable Accommodation

The PSB will reasonably accommodate persons with disabilities and with religious observance or practice requirements. A reasonable accommodation is one that would not pose an undue financial or administrative burden on the PSB by being unduly costly, extensive, substantial or disruptive, or by fundamentally altering the nature or operation of the PSB's programs, services or activities. Depending on the facts, examples of reasonable accommodations may include, but are not limited to, a modified work or break schedule, altering how or when job duties are performed, reasonable modifications to policies and procedures, supplying an auxiliary aid or service to permit effective communication, and providing assistive technology or removal of an architectural barrier.

Persons seeking reasonable accommodations should direct their request to the applicable Coordinator designated in Section II.

Students seeking a Section 504 accommodation or special education services in order to access the PSB's educational programs should contact the Office of the Deputy Superintendent for Student Services for more information about any special procedures (including complaint procedures) applicable to Section 504 accommodations and special education services.

V. Other Prohibited Actions

Also, prohibited by this Policy is knowingly making a false accusation of discrimination, sexual harassment or retaliation, or interfering with the investigation into such conduct by, for example, pressuring, goading, or encouraging false denials or covering up such conduct.

VI. Duties and Responsibilities

In each school, the Principal is responsible for receiving complaints/reports of violations of this Policy at the school level. The Superintendent is responsible for receiving complaints/reports of violations by a Principal or a Deputy Superintendent. The Chair of the School Committee is responsible for receiving complaints/reports of violations by the Superintendent. Any other person designated by the Principal, Superintendent, or School Committee Chair to receive complaints/reports shall forward them to the person responsible for receiving them under this paragraph. A Coordinator identified in Section II will be consulted regarding next steps consistent with this Policy and applicable law.

PSB staff, independent contractors and school volunteers who witness or become aware of discrimination, sexual harassment and/or retaliation shall immediately report such conduct to their direct superior. If the reporting party does not feel comfortable reporting to their direct superior, they may report it to the Superintendent or a Coordinator identified in Section II. All allegations of Sexual Harassment shall be reported to the Title IX Coordinator.

Each member of the school community is responsible for cooperating with the PSB's investigation of reports or complaints of violations of this Policy and with the PSB's efforts to prevent, respond effectively to, and eliminate any such conduct.

The Superintendent is responsible for:

- developing procedures to implement this Policy, which shall be consistent with legal requirements and PSB Policy and procedures, including, but not limited to, the Bullying Prevention Policy and procedures, the Student Discipline Policy, and applicable collective bargaining agreements.

- Otherwise developing guidelines to effectively implement this Policy and comply with applicable law, which may include guidelines regarding:
- publication of this Policy and Notices of Rights to the entire school community in an age appropriate manner and in the languages most prevalent within the school community, including in School Handbooks, and
- in-service training; and
- student training.

VII. Investigations / Corrective Action / Recordkeeping / Reporting

The PSB shall take prompt and effective steps reasonably calculated to end any discrimination, sexual harassment or retaliation and prevent any such conduct from recurring. The decision to discipline, the nature of any disciplinary action, and the disciplinary procedures followed shall comply with the PSB's disciplinary policies (including, but not limited to, Section J(8), PSB Policy Manual), applicable collective bargaining agreements, and federal and Massachusetts state law (including, but not limited to, Title IX, M.G.L. c. 71, §§ 37H, 37H ½, and 37H ¾, and in the case of students with disabilities, the federal Individuals with Disabilities Education Act).

Records regarding any actions taken in response to report or formal complaint of discrimination or harassment investigations must be retained and available to parties for a minimum of seven years.

The Coordinators will each prepare an annual report to the Superintendent and School Committee (without personal identifying information) regarding the number and resolution of any complaints or reports of violations under this Policy, along with any measures taken in the prior year, and/or anticipated for implementation in the coming year, to systemically address and prevent violations under this Policy. Both substantiated and unsubstantiated complaints or reports of violations of this Policy shall be included in the annual report to the Superintendent and School Committee. In assembling the annual report, the Coordinators shall include all written complaints or reports of violations under this Policy to which the Coordinators become aware, irrespective of whether the complaints or reports of violations comply with the formal procedural mechanisms for reporting. The Coordinators shall make their best effort to include subtotals and subcategories of reported violations in the annual report to the Superintendent and School Committee, so as to best inform the Superintendent and School Committee of the state of reported discrimination and harassment in the schools.

For allegations of sexual harassment specifically, the report shall include at minimum: (i) the total number of allegations of sexual harassment reported to the district's Title IX coordinator by a student or employee of the district against another student or employee of the district; (ii) the number of allegations made by a student or employee of the district against another student or employee of the district investigated by a local or state law enforcement agency, if known; (iii) the number of students and employees found responsible for violating the district's policies prohibiting sexual harassment; (iv) the number of students and employees found not responsible for violating the district's

policies prohibiting sexual harassment; and (v) the number of disciplinary actions imposed by the district as a result of a finding of responsibility for violating the district's policies prohibiting sexual harassment. Such incident data shall be reported in the form and manner that complies with state and federal privacy laws.

The annual report to the Superintendent and School Committee shall be submitted no later than June 15 of each year and shall be publicly posted in a manner accessible to the general public by July 1 of that same year.

VIII. Contact Information for State & Federal Agencies

PSB urges all individuals in the school community to bring any concerns or complaints of discrimination or harassment to the attention of school personnel so that they can be addressed. If either party to the complaint is dissatisfied with the results or progress of the PSB's investigation, they may discuss this directly with the Superintendent of Schools. Below are the relevant state and federal agencies if the party is unsatisfied with PSB's response or would rather contact them directly.

The state agency responsible for enforcing laws that prohibit harassment in the workplace is the Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Suite 601, Boston, MA 02108-1518; telephone (617) 994-6000; TTY Users (617) 994-6196. The time frame for filing a complaint with the MCAD is within 300 days from the date of the most recent incident of alleged harassment. The state agency responsible for ensuring that Massachusetts public schools do not discriminate on the basis of protected characteristics is the Massachusetts Department of Elementary and Secondary Education (DESE), 75 Pleasant Street, Malden, MA 02148-4906; telephone (781) 338-3300; TTY Users (800) 439-2370. The MA DESE's Program Quality Assurance Services (PQA) accepts complaints when the alleged violation occurred no more than one year before PQA received the written complaint.

The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces federal laws prohibiting employment discrimination. The deadline for filing a complaint with the EEOC is within 300 days from the day of the alleged discrimination The EEOC is located at JFK Federal Bldg., 475 Government Center, Boston, MA 02203; (617) 565-3200 or (800) 669- 4000; TTY Users (800) 669-6820. The US Department of Education's Office for Civil Rights (OCR) is a federal agency that enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the US Department of Education. In most cases, a complaint must be filed with OCR within 180 calendar days of the date of the alleged discrimination. OCR is located on the 8th Floor, 5 Post Office Square, Boston, MA 02109-3921; telephone (617) 289-0111, fax (617) 289-0150.

Legal References

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*, and its implementing regulations, 34 C.F.R. Part 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*,

and its implementing regulations, 34 C.F.R. Part 106; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 *et seq.*, and its implementing regulations, 28 CFR Parts 104 and 300; Title II of the Americans with Disabilities Acts (ADA), 42 U.S.C. § 12131 *et seq.*, and its implementing regulations, 28 C.F.R. Part 35; the Age Discrimination in Employment Act of 1967, 29 U.S.C. § 621 *et seq.*, and its implementing regulations, 29 C.F.R. 1625 and 1626 *et seq.*;
the Age Discrimination Act of 1975, 42 U.S.C. § 6101 *et seq.* and its implementing regulations, 34 C.F.R. Part 110; the Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*, and its implementing regulations, 29 C.F.R. Part 1635 *et seq.;* the Uniformed Services and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 *et seq.*, and 20 C.F.R. Part 1002; Massachusetts General Laws (M.G.L.) Chapter 76, § 5; M.G.L. c. 151B; and M.G.L. Chapter 151C.

SECTION H

NEGOTIATIONS

1.	Negotiations	H 2
2.	Compensation and Benefits	H 2
	a. General	H 2
	b. Negotiating Agents	H 3
	c. Sick Leave Bank for Civil Service Employee Groups	H 3
	d. Senior Management Staff Defined	H 3
	e. Senior Management Staff Contract/ Salary Principles	H 4
	f. Sample Contracts:	
	1. Superintendent	H 5
	2. Assistant Superintendent, Head of School, Director of Personnel	H 9
3.	Senior Management Staff Benefits	H 12
	a. Tax Sheltered Annuity Program	H 12
	b. Group Health Insurance	H 12
	c. Sick Leave	H 12
	d. Sick Leave Buy Back	H 12
	e. Administrative Leave	H 13
	f. Bereavement Leave	H 13
	g. Vacation Leave	H 13

SECTION H
NEGOTIATIONS
1. Negotiations:
As detailed in Section G 2, the School Committee recognizes the following professional groups:

- Management
  - Senior Management Staff
  - Other Management Staff
- Professionals
  - BEA Unit A
  - BEA Unit B
  - BEA LSS
  - BEA PARA
- Service Workers
  - Secretaries
  - Custodians
  - Food Service Workers
- Skilled Hourly Workers
- Stipended Workers

SECTION H
NEGOTIATIONS
2. Compensation and Benefits:
a. General: (Voted 11/16/81, #81-509; 8/11/84, #84-404; 11/20/84, #84-493; 6/6/85, #85-226; 12/20/88, #88-631)
For all professional staff and support staff who are members of the various bargaining units, conditions of employment regarding promotion, seniority, assignments, transfers, time schedules, workloads, salary schedules, supplementary pay plans, fringe benefits, leaves and absences, vacations and holidays are specified in the respective contracts, available in the Personnel Office.

For staff not in collective bargaining units or specific groups, contracts are negotiated individually. Salary schedules are determined annually and listed in the salary table book available in the Finance Office, the Personnel Office, or the Payroll Office.

In addition to benefits listed in the various contracts, the children of non-resident, Town of Brookline employees may apply for admission to the Brookline Public Schools, under the conditions and qualifications set forth in the School Admissions Policy (Section J of this manual).

H 2 b. Negotiating Agents: (Voted 12/20/76, #76-430; 9/24/98, #98-89)
For the purposes of collective bargaining with all units, the School Committee, as part of its establishment of subcommittee assignments, will establish negotiating teams.

H 2 c. Sick Leave Bank for Civil Service Employee Groups:
(Voted 6/21/71, #71-293; 4/24/72, #72-132; 6/26/72, #72-266; 6/19/78, #78-297)
The administrative staff is authorized to establish a sick leave bank for any Civil Service employee group wishing to join one. The School Committee will not look favorably upon any further extensions of sick leave after the establishment of the proposed bank.

The administrative staff is authorized to establish a Civil Service Employees' Sick Leave Bank, initially for the Custodial Service employees and to develop an appropriate administrative procedure whereby this bank will be administered by the Public Schools of Brookline's Custodians Association.

The Brookline School Committee ratifies the action of the Brookline Educational Secretaries Association in voting to join the teachers' sick leave bank for one year, effective September 1, 1972, as authorized by the Executive Board of the Brookline Teachers Association.

The School Committee authorizes the agreement with the Food Service Association to be amended by the addition of a provision whereby the employees within the bargaining unit may operate a sick leave bank under suitable guidelines as determined by the Assistant Superintendent for Administration and Finance and added to the agreement by amendment.

H 2 d. Senior Management Staff Defined: (Voted 1/19/76, #76-7; 2/2/76, #76-45; 5/24/76, #76-198; 5/10/83, #83-164; 6/30/83, #83-325; 9/11/84, #84-403; 6/26/90 #90-222)
Senior Management Staff are defined as those persons employed to fill the following positions: Superintendent of Schools, Assistant Superintendent of Schools, Head of School of Brookline High School, and Director of Personnel.

H 2 e. Senior Management Staff Contract/Salary Principles:
(Voted 11/16/81, #81-509; 4/27/82, #82-140; 11/20/84, #84-493)
(5/10/83, #83-164; 6/30/83, #83-332; 6/19/84, #84-346; 6/18/85, #85-304; 4/15/86, #86-169; 5/7/87, #87-178, 179; 6/1/88, #88-256; 66/8/88, #88-285; 11/1/88, #88-546; 6/20/90, #90-222, 223; 6/29/92, #92-313)
In accordance with Ch. 71, Sec. 41 of the MGL, the Brookline School Committee shall award contracts to its Superintendent of Schools and to its Assistant Superintendents of Schools for periods not to exceed 6 years.

Superintendent contracts shall usually be for 3 years, with specific terms beyond the sample contract listed below as negotiated. Variations of any of the benefits listed below may be written into the Superintendent's contract.

The Assistant Superintendents, Head of School, and Director of Personnel contracts shall be for 3 years. The terms of said contracts are listed in the sample below.

Salaries of these positions shall be based upon three basic principles:

1. Persons working in comparable jobs in the system should be paid at comparable rates.

2. Experience should be considered in establishing salary, and therefore a scale shall be established such that a person shall reach the maximum for that position by distinct increments in four years. Increments shall be applied independently of any other general adjustments.

3. As a means of recognizing outstanding performance, bonuses may be extraordinarily granted to senior administrators for a given year. If granted, bonuses will be based on the Superintendent's recommendation of merit. Under no circumstances will bonuses be added to the base salary for the given year. All future increments or adjustments will be calculated on the base.

Salary schedules for all of these positions can be found in the Finance Office, the Personnel Office, and the Payroll Office.

H 2 f. 1. Sample Contract for Superintendent:

SUPERINTENDENT'S EMPLOYMENT CONTRACT

This agreement is made as of **July 1, 1994**, by and between the BROOKLINE SCHOOL COMMITTEE, hereinafter referred to as the COMMITTEE and JAMES FRANCIS WALSH, hereinafter referred to as the SUPERINTENDENT.

In consideration of the promises herein contained, the parties hereto mutually agree as follows:

1. EMPLOYMENT: The Committee hereby employs JAMES FRANCIS WALSH as Superintendent of the Public Schools of Brookline, and the Superintendent hereby accepts to continue employment on the following terms and conditions:

2. TERMS: The Superintendent shall be employed for a 5-year period commencing **July 1, 1994 through June 30, 1999.**

3. ALTERATION, AMENDMENT, TERMINATION: The Committee shall give written notice to the Superintendent by January 15 of any year during this contract that it desires to alter, amend, or terminate any or all of the terms hereof. If the Superintendent wishes to alter, amend, or terminate any or all of the terms hereof, he may do so by giving at least 120 days' notice of this intention to the Committee. For a July 1 termination, he will give notice by March 1.

In the event the Committee wishes to terminate this agreement without mutual consent before the termination date of this contract, it shall pay full salary for the remainder of the term of this Agreement (at an annual rate not less than the salary in the year in which the termination occurs), except in cases where dismissal is in accordance with Mass. General Laws Ch. 71, Sec. 42.

4. COMPENSATION: The Superintendent shall be paid an annual salary **in accordance with the following schedule:**

As of July 1, 1994 retroactive	**3% increase to $ 96,842.**
As of July 1, 1995	**1% increase to $ 97,810.**
As of January 1, 1996	**2% increase to $ 99,767.**
As of July 1, 1996	**1% increase to $100,764.**
As of January 1, 1997	**2% increase to $102,780.**

5. DUTIES: The Superintendent shall perform faithfully, to the best of his ability, the duties of Superintendent of Schools, as set forth in a job description for the Superintendent of Schools approved by the School Committee and in accordance with Mass. General Laws Ch. 71, Sec. 59, and other applicable laws. The job description is subject to reasonable changes by action of the School Committee.

6. CERTIFICATE: The Superintendent shall furnish and maintain throughout the term of this contract a valid and appropriate certificate qualifying him to act as Superintendent in the Commonwealth, as required by Mass. General Laws Ch. 71, Sec. 38G.

7. PROFESSIONAL ACTIVITIES: The Superintendent's exclusive employer shall be the Brookline Public Schools. The Superintendent may accept speaking, writing, lecturing, or other engagements of a professional nature as he sees fit, including the acceptance of honoraria, provided they do not derogate from his duties as Superintendent. In the event that the Superintendent wishes to participate in short-term, part-time employment, he must first obtain approval of the School Committee.

8. STATE RETIREMENT ASSOCIATION: The Superintendent shall be a member of the Teacher's Retirement System, as required by Mass. General Laws, Ch. 32.

9. FRINGE BENEFITS: The Superintendent shall be entitled to all insurance (medical, hospital, and life) benefits, and all other fringe benefits currently available to Assistant Superintendents, such benefits not to reduce benefits expressly provided for in this contract or to be agreed upon in the future.

10. ANNUAL VACATION: As a performance-based amendment to School Committee Policy on Senior Management Staff Benefits (Section H), the number of vacation days is supplemented with the offer to buy back up to **10 days** per year. The offer to buy back is not meant to be cumulative. He may request this buy back once within each fiscal year, beginning **July 1, 1994**.

The Superintendent is also allowed 2 of the 3 in-school vacation periods (December, February, or April) as "in-year" compensatory time, **as well as 23 additional days of "special" compensatory leave accrued every five years, which must be taken over the course of the 12 months following the accrual or be lost.**

Exception: The Superintendent accrued 23 days of special compensatory leave on his 5th anniversary, June 30, 1993. However, he was unable to use it during the 12 month period July 1, 1993-June 30, 1994. Therefore, the Committee, knowing he will be unable to use it, will allow the Superintendent to buy back this special compensation over a 4 year period, from July 1, 1994 to June 30, 1998, up to a maximum of 6 days in each of the 4 years.

The Superintendent may accumulate up to a maximum of 150% of his annual vacation (i.e. 37.5 days), and upon termination of this contract, compensation and/or equivalent vacation or this accumulated leave shall be granted in accordance with Section 4 of the Vacation Leave Benefit for Senior Management Staff, noted in Section H of the School Committee Policy Manual, which, except as otherwise provided herein, shall apply. Any subsequent change in the School Committee policy shall not adversely affect these provisions. The Superintendent shall begin this contract with credit for the accumulated vacation leave which he may have, up to 150% maximum days, in accordance with such aforesaid policy.

11. SICK LEAVE: Consistent with the School Committee Policy on Benefits for Senior Management Staff (Section H), the Superintendent shall be entitled to sick leave in an amount equal to, but not in excess of, 15 days of sick leave for each year of this contract or any extensions hereunder, and unused sick leave shall be cumulative. The Committee agrees and accepts that the Superintendent shall begin this contract with sick leave time accumulated to date.

12. DISABILITY INSURANCE: The School Committee shall permit the Superintendent to participate in any long-term disability policy made available to the Assistant Superintendents; currently, a program which provides coverage to be based on a 90-day elimination period before benefits commences with a benefit of 60% to a maximum of $4,000/month/individual.

13. TAX SHELTERED ANNUITY (TSA): The School Committee shall continue to provide a **$4,500** tax-sheltered annuity for each year of this contract.

14. TRAVEL EXPENSES: The Superintendent shall be issued a car by the Town. The Superintendent of Schools shall reimburse the Town at the mileage rate used by the Town for any personal use (including commuting to and from home on a routine basis).

15. ADMINISTRATIVE LEAVE: The Committee shall grant 7 administrative leave days with pay annually. Such leave is non-cumulative, and must be taken only for important personal reasons and not as vacation or recreation.

16. PERFORMANCE: The Superintendent shall fulfill all aspects of this contract. Any exceptions thereto shall be by mutual agreement, in writing, between the Committee and the Superintendent.

17. ENTIRE AGREEMENT: This contract embodies the whole agreement between the Committee and the Superintendent. There are no inducements, promises, terms, conditions, or obligations made or entered into by either party other than those contained herein. The contract may not be changed, except in writing and signed by the party against whom enforcement thereof is sought.

18. INVALIDITY: If any paragraph, part of or rider to this agreement is invalid, it shall not affect the remainder of said agreement, but said remainder shall be binding and effective against all parties.

19. ARBITRATION: Any controversy or claim arising out of, or relating to, the interpretation or application of this agreement, or the breach thereof, shall be settled by arbitration, in accordance with the rules of the American Arbitration Association then obtaining, and judgment upon the award rendered may be entered and enforced in any court having jurisdiction thereof. The administrative costs of the American Arbitration Association and the arbitrator's fees and expenses shall be borne equally by the School Committee and the Superintendent.

20. NOTICE: Any notices required or desired to be given under this agreement shall be in writing and mailed by certified mail to his residence, in the case of the Superintendent, or to its principal office, in the case of the School Committee.

21. This Agreement shall be executed in four counterparts, each of which shall be deemed an original, and all four of which taken together shall be deemed one and the same instrument.

IN WITNESS THEREOF, the parties have hereunto signed and sealed this Agreement, and three copies thereof, on this _____day of _____, in the year **1995.**

TOWN OF BROOKLINE

BY: _____
Isabella Hinds, Chair, Brookline School Committee Date

BY: _____
James F. Walsh, Superintendent Date

H 2 f. 2 . Sample Contract
Assistant Superintendent, Head of School, Director of Personnel:

CONTRACT OF EMPLOYMENT

THIS AGREEMENT, made as of February 16, 1995, by and between the Brookline School Committee, hereinafter referred to as the "Committee," and Granville Harris, hereinafter referred to as the "Assistant Superintendent."

In consideration of the promises herein contained, the parties hereto mutually agree as follows:

1. EMPLOYMENT: The Committee hereby employs Granville Harris as Assistant Superintendent of the Public Schools of Brookline, and the Assistant Superintendent hereby accepts employment on the following terms and conditions:

2. TERM: The Assistant Superintendent shall be employed for a 3 year period commencing July 1, 1995 through June 30, 1998 inclusive, and from year to year thereafter, unless the Committee gives written notice to the Assistant Superintendent by February 15, 1998 or February 15 of any year thereafter, that it desires to alter, amend or terminate any or all of the terms hereof, or if the Assistant Superintendent gives notice to the Committee by April 1, 1998 or April 1 of any year thereafter that he desires to alter, amend or terminate any or all of the terms hereof.

3. COMPENSATION: The Assistant Superintendent shall be paid an annual salary, of $77,810 per year.* The salary in future years will be reviewed and established annually in conformity with the principles contained in Section H of the School Committee Policy Manual (Senior Management Staff Contract/Salary Principles).

4. TERMINATION: In the event that said Assistant Superintendent desires to terminate this contract before the term of service shall have expired, he may do so by giving at least ninety (90) days notice of his intention to the Committee. For a July 1 termination, he must give notice by April 1. In the event that the Committee wishes to terminate this agreement without mutual consent before the termination date of this contract, it shall pay full salary for the remainder of the term of this Agreement (at an annual rate not less than the salary in the year in which the termination occurs), except in cases where dismissal is in accordance with MGL Ch. 71, Sec. 42.

5. DUTIES: The Assistant Superintendent shall perform faithfully, to the best of his ability, the duties of Assistant Superintendent, as set forth in the attached job description which is hereby incorporated by reference in this agreement. The job description is subject to reasonable changes by action of the School Committee.

6. CERTIFICATE: The Assistant Superintendent shall furnish and maintain throughout the term of this contract a valid and appropriate certificate qualifying him to act as Assistant Superintendent in the Commonwealth, as required by MGL Ch. 71, Sec. 38G.

7. PROFESSIONAL ACTIVITIES: The Assistant Superintendent's exclusive employer shall be the Brookline Public Schools. The Assistant Superintendent may accept speaking, writing, lecturing or other engagements of a professional nature as he sees fit, including the accepting of honoraria provided they do not derogate from his duties as Assistant Superintendent. In the event the

Assistant Superintendent wishes to participate in short-term, part-time employment, he must first obtain approval of the School Committee.

8. STATE RETIREMENT ASSOCIATION: The Assistant Superintendent shall be a member of the Teachers' Retirement System, as required by MGL Ch. 32.

9. FRINGE BENEFITS: The Assistant Superintendent shall be entitled to all insurances (medical, hospital and life) benefits and all other fringe benefits currently available to other Assistant Superintendents, such benefits not to reduce benefits expressly provided for in this contract or to be agreed upon in the future.

10. ANNUAL VACATION: Consistent with Section H of the School Committee Policy Manual (Senior Management Staff Benefits--Vacation Leave), the Assistant Superintendent, on July 1 of each year, starting July 1, 1996, shall be credited with twenty-three (23) days of annual vacation earned during the previous year, exclusive of legal holidays. The Assistant Superintendent is also allowed two (2) of the three (3) in-school vacation periods December, February or April) as "in-year" compensatory vacation time as well as twenty-three (23) days every five (5) years as "special" compensatory leave which must be taken between July 1 and June 30 of the year in which it is granted. The Assistant Superintendent may accumulate up to a maximum of 150% of his annual vacation, i.e., 34.5 days, and upon termination of his contract, compensation and/or equivalent vacation of this accumulated leave shall be granted in accordance with section 4 of the aforesaid School Committee policy. Any subsequent change in the School Committee policy shall not adversely affect these provisions. The Assistant Superintendent shall begin this contract with credit for the accumulated vacation leave which he may have up to 150% maximum (34.5 days) in accordance with such aforesaid policy.

11. SICK LEAVE: Consistent with Section H of the School Committee Policy Manual (Senior Management Staff Benefits--Sick Leave), the Assistant Superintendent shall be entitled to sick leave in an amount equal to, but not in excess of, fifteen (15) days of sick leave for each year of this contract or any extensions hereunder and unused sick leave shall be cumulative. The Committee agrees and accepts that the Assistant Superintendent shall begin this contract with sick leave time accumulated to date.

12. DISABILITY INSURANCE: The School Committee shall provide a disability insurance program on the same basis as that available to the other Assistant Superintendents; currently, a program which provides coverage to be based on a 90-day elimination period before benefits commence with a benefit of 60% to a maximum of $4,000 a month per individual.

13. TAX-SHELTERED ANNUITY: The Committee shall continue, as a minimum, a $2500 tax sheltered annuity annually for the term of this agreement.

14. TRAVEL EXPENSES: Consistent with the policy of the School Committee, the Committee shall pay $60 per month, for use of her own car for school related business. Any increases in the amounts stated in this policy voted by the School Committee during the term of this contract shall be afforded to the Assistant Superintendent.

15. ADMINISTRATIVE LEAVE: The Committee shall grant seven (7) administrative leave days with pay annually, non-cumulative, and such leave shall be taken only for important personal reasons and not as vacation or recreation.

16. PERFORMANCE: The Assistant Superintendent shall fulfill all aspects of this contract. Any exceptions thereto shall be by mutual agreement between the Committee and the Assistant Superintendent in writing. The Assistant Superintendent will undergo an annual performance evaluation by the Superintendent.

17. ENTIRE AGREEMENT: This contract embodies the whole agreement between the Committee and the Assistant Superintendent and there are no inducements, promises, terms, conditions or obligations made or entered into by either party other than those contained herein. The contract may not be changed except by a writing signed by the party against whom enforcement thereof is sought.

18. INVALIDITY: If any paragraph, part of or rider to this agreement is invalid, it shall not affect the remainder of said agreement but said remainder shall be binding and effective against all parties.

19. ARBITRATION: Any controversy or claim arising out of, or relating to, the interpretation or application of this Agreement, or the breach thereof, shall be settled by arbitration, in accordance with the rules of the American Arbitration Association then obtaining, and judgment upon the award rendered may be entered and enforced in any court having jurisdiction thereof. The cost of administrative fees of the American Arbitration Association and the arbitrator's fees and expenses shall be borne equally by the School Committee and the Assistant Superintendent.

20. NOTICE: Any notices required or desired to be given under this Agreement shall be in writing and mailed by certified mail to his residence in the case of the Assistant Superintendent, or to its principal offices in the case of the School Committee.

21. This agreement shall be executed in two counterparts, each of which shall be deemed to be an original, and both of which taken together shall be deemed one and the same instrument.

IN WITNESS WHEREOF, the parties have hereunto signed and sealed this Agreement and duplicate thereof this _____ day of _____ in the year _____.

TOWN OF BROOKLINE

By : _____
Chair, School Committee

_____
Assistant Superintendent

SECTION H
NEGOTIATIONS
3. Senior Management Staff Benefits:
(Voted 1/19/76, #76-7; 2/2/76, #76-45; 5/24/76, #76-198; 5/10/83, #83-164; 6/30/83, #83-325; 9/11/84, #84-403, 6/26/90, #90-222; 6/17/04, #04-71)

H 3 a. Tax Sheltered Annuity Program:
The School Committee has an agreement with the Senior Management Staff employed on July 1, 1983 to provide a supplementary tax-sheltered retirement annuity program. Such annuities will be purchased by the School Committee, in accordance with authority granted under Ch. 71, Sec. 37B and 43 of the MGL, the premium for said annuities to be paid entirely by the School Committee.

Said premiums are to be paid directly to an annuity insurance firm or firms selected by the Senior Management Staff. Premiums paid for the purchase of said annuities are to be considered as "includable compensation" as defined in Section 403B of the US IRS Code of 1954, as amended. This agreement shall be effective commencing as of July 1, 1983, and shall remain in effect until amended or terminated by mutual agreement. The premiums are listed in the Senior Management Staff contract.

H 3 b. Group Health Insurance:
The Town of Brookline provides Senior Management Staff the opportunity to participate in any of a number of group health insurance programs. For those who choose to participate, the Town pays 75% of the premium.

H 3 c. Sick Leave:
Senior Management Staff shall be credited with 15 days of sick leave as of July 1 of each year. Any Senior Management Staff who joins the staff between July 1 and June 30 of a given year shall be credited with sick leave proportionately. Unused days of absence for sick leave will be cumulative each year, without limit.

H 3 d. Sick Leave Buy Back:
Senior Management Staff are entitled to a sick leave buy-back at a rate of .5 of per diem, up to a maximum of 40 days for time earned in Senior Management Staff positions. Sick leave buy-back excludes time carried forward from other positions. This provision is effective only at termination of employment for whatever reason, be it retirement, resignation, dismissal, or failure to renew a contract.

H 3 e. Administrative Leave:
Each Senior Management Staff is entitled to a total of 7 days of leave with pay during each school year, non-cumulative. Such leave should be taken only for important personal reasons, and not as vacation or recreation.

H 3 f. Bereavement Leave:

1. Senior Management Staff shall be granted leave of absence with pay for not more than 5 days, on account of the death of father, mother, brother, sister, spouse, child, son-in-law, daughter-in-law, or parent-in-law.

2. Senior Management Staff shall also be paid full salary for absence not to exceed one day to attend the funeral of a first cousin, grandparent, grandchild, brother-in-law, sister-in-law, aunt, uncle, nephew, or niece.

H 3 g. Vacation Leave:
Senior Management Staff must earn vacation. On July 1 of each year, a Senior Management Staff shall be credited with 23 days of vacation leave earned during the previous year.

1. Senior Management Staff may accumulate up to a maximum of 150% of their annual vacation leave days. Days in excess of 150% shall be forfeited without compensation, except that the Superintendent may, under unusual circumstances and with the approval of the School Committee, request an employee to work up to a maximum of one half of his/her annual vacation leave, when it is in the best interest of the school system. Employees agreeing to such a request may elect to receive payment to be taken immediately; the computed vacation days will be adjusted accordingly.

2. Senior Management Staff shall not accumulate and shall receive no compensation for "in year" compensatory vacation time (to be taken during any two of the three following vacation periods: December, February or April), which is not used within the school year. During such leave, the School Committee must be assured that there will be adequate coverage for absent senior management staff.

3. Senior Management Staff shall not accumulate and shall receive no compensation for "special" compensatory leave (23 days every five years) not taken within the period July 1-June 30, except by vote of the School Committee, allowing such leave to be delayed one year.

4. At the time of termination of service, employees shall:

a. receive compensation at the current rate of pay for the number of unused vacation leave days, not to exceed 1 year's annual leave (e.g. 23 days for Senior Management Staff), or

b. take equivalent vacation not to exceed 150% of the annual vacation allotment (e.g. 34.5 days for Senior Management Staff), or some combination of a. and b. (e.g. for Senior Management Staff, pay for 23 days and vacation for 11.5 days.)

SECTION I

INSTRUCTION

1. Educational Programming
   - a. Access and Eligibility I 3
   - b. School Calendar I 3
   - c. School Closing/Delayed Opening I 4
   - d. Home Instruction I 5
   - e. Parent Teacher Conferences I 8
   - f. High School Graduation Requirements I 9
     - Exceptions (with BHS Tech. Competencies) I 10
   - g. MCAS Related Graduation Document I 11
   - h. High School Class Size I 12
   - i. Alternative High School Programs I 12
   - j. Cooperative Work/Study Program Opportunities I 13
   - k. Brookline High School Summer School I 13
   - l. Miscellaneous Adult Education Policies I 14
   - m. Remote Learning I 16

2. Instructional Materials/Workbooks
   - a. Materials Selection& Eval. (with administrative procedures) I 18
   - b. Curriculum Development I 20
   - c. Curriculum Development Proc. I 21
   - d. Curriculum Complaints I 25
   - e. Curriculum Inquiry Process I 25

3. Instructional Philosophy
   - a. Field Trips I 29
   - b. Homework Guidelines I 32
   - c. Flag Protocol and Pledge of Allegiance I 35
     - 1. Lowering the Flag I 36
   - d. Teaching About Religion I 37
   - e. Substance Use Prevention and Education I 38
   - f. Handwriting Instruction Guidelines I 39

4. Philosophy Statements
- a. Computer Education I 40
- b. Student School Technology Use I 39
  (with Town/School Policy on Use of Information Technology)
- c. English I 44
- d. Gifted and Talented I 48
- e. Libraries I 49
  - 1. Selection of Books and AV Equipment I 52
- f. Mathematics I 54
- g. Social Studies K-8 I 56
- h. Performing Arts I 58
- i. Physical Education I 59
  - 1. Girls interscholastics/Co Ed Gym/Equal Time
  - 2. Course requirements
  - 3. Individual Programs ("Contracting for Physical Education")
  - 4. Athletics Grade 7-12
- j. Transitional Bilingual/ESL I 61
- k. Visual Arts I 62
- l. Inclusion I 64

5. Parental Notification re: Sex Education I 65

6. Approval of Private Schools I 67

SECTION I
INSTRUCTION

I 1. Educational Programming: (Voted 10/9/69, #69-424; 6/5/14, #14-44)
The Brookline School Committee intends to provide a program of equal and high quality for all Public Schools of Brookline.

I 1 a. Access and Eligibility: (Voted 6/9/92, #92-201; 6/5/14, #14-44)
i. Regular School Hours
Any student who is a resident of Brookline or otherwise enrolled in the PSB is entitled to be considered for all services of the PSB that receive federal funding including, but not limited to, Special Education and Title I, and in compliance with their eligibility guidelines. The Public Schools of Brookline seek to include such students in accordance with the rules of governing agencies.

ii. After School and Out of School Time (ASOST)
No student enrolled in the PSB may be excluded from any ASOST program or service provided in public school facilities and serving students of the PSB on the basis of a recognized protected class including, but not limited to, race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, disability, or genetic information.
a. Massachusetts Interscholastic Athletic Association (MIAA) Participation: Consistent with MIAA guidelines, the Brookline School Committee affirms that Brookline resident students who are home educated may participate in MIAA activities.

I 1 b. School Calendar: (Voted 4/27/89, #89-198)
The Superintendent of Schools shall present a school calendar to the School Comittee for formal adoption no later than the last meeting before the February vacation of the preceding academic year. The Superintendent may recommend a single calendar, or may present several alternative models for consideration. It is the intent of the School Committee that:

1. the calendar be presented to the Brookline Educators Association by the dates specified in the BEA contract, and that the terms of the calendar conform to any terms previously negotiated between the BEA and the Brookline School Committee;

2. the calendar conform to state law and to valid regulations promulgated by the Commissioner of Education, unless, in the judgment of the Superintendent of Schools, the educational needs of Brookline's children would be best served by a calendar not in conformance with state law or regulations, and for which the Superintendent has sought and obtained a waiver from the Commissioner of Education;

3. the calendar conforms to any policy votes of the School Committee, and

4. the proposed calendar be printed in the docket one meeting prior to that at which a vote is to be taken, in order to allow parent comment.

I 1 c. School Closing/Delayed Opening Due to Inclement Weather **(Revised Policy)**

The Administration is responsible for establishing a detailed set of procedures for a School Closing/Delayed Opening Plan in connection with inclement weather. This plan should be reviewed and updated periodically. The plan should also be communicated to all parents/guardians at the beginning of each school year, highlighting any important changes. The safety of the children will always be our primary concern.

The decision to close or delay the opening of schools is made by the Superintendent on the basis of the best information available on the street and weather conditions in the Town as assessed by the Police Department, Public Works Department and the U.S. Weather Bureaus at the time the decision is made. The intent is to determine that it is reasonably safe for students and staff to attend school.

If school is held, but conditions are still dangerous on any particular street or area of the Town, parents may use their own judgment in determining whether or not to send a student to school. Students staying home under this circumstance will not be marked absent.

If a storm occurs during a school day, school will ordinarily remain in session.

Originally Approved: 10/3/94, #93-272
Revised Policy Adopted by Brookline School Committee: 10/20/05, #05-114

I 1 d. Home Instruction: (Voted 9/24/91, #91-353; 12/17/91, #91-441; 11/29/18, #102; 1/17/19, #19-10)

I. INTRODUCTORY PHILOSOPHY STATEMENT

The Brookline School Committee recognizes that parents/guardians are their children's first teachers. When children reach school age, parents/guardians continue to play a vital and crucial role in their children's formal education.

The School Committee recognizes that parent(s)/guardian(s) have the right, subject to applicable law, to educate their children at home. The Massachusetts General Laws require the School Committee to determine that a home-based education program satisfies the minimum standards established for public schools in the Commonwealth prior to approving such a program.

Brookline children aged 6-15 are subject to this policy. Parents/Guardians of a student aged 16 or older are encouraged (but not required) to submit home-based education program plans (as described below) until their student has completed her/his education, as such plans can be helpful for students who wish to obtain college credit as part of certain dual enrollment programs or participate in certain extracurricular activities.

II. APPLICATION PROCEDURE

Parent(s)/guardian(s) intending to educate their children using a home-based education program must register their children with the Office of Student Affairs. Registration will require the presentation of a birth certificate, evidence of prior school achievement, if any, proof of residency (consistent with the requirements for residency set forth in Section J.).

Prior to a student commencing a home-based education program, the Superintendent, or her/his designee, must approve a home-based education program plan (a “Home Instruction Plan”) for the student. If a student is continuing a home-based education program approved in another school district, the Home Instruction Plan for such program must be approved by the Superintendent, or her/his designee, once the student becomes a Brookline resident, and the parent(s)/guardian(s) should submit the Home Instruction Plan for such program together with the previous school district’s approval upon registering the student with the Office of Student Affairs. Once a home-based education program is approved, a parent/guardian must submit a new Home Instruction Plan for approval each academic year of the home-based education program thereafter (prior to the anniversary of the commencement date of such home-based education program) in order for the student to continue the home-based education program.

Parents/Guardians may request approval of a Home Instruction Plan by submitting the Home Instruction Plan to the office of the Deputy Superintendent of Teaching and Learning together with any application form or documentation reasonably required by the Superintendent, or her/his designee. To ensure prompt approval of a Home Instruction Plan, parent(s)/guardian(s) are encouraged to submit a Home Instruction Plan as soon as possible, but, in any event, at least 14 days before the intended commencement date of the home-based education program or, in the case of the continuance of an established home-based education program, the commencement of the next academic year. The Superintendent, or her/his designee, shall use reasonable efforts to complete

her/his review of any Home Instruction Plan that complies with this policy prior to the intended commencement date of the home-based education program.

In the event that a student participates in a home-based education program for which a Home Instruction Plan has not been approved by the Superintendent, or her/his designee, pursuant to this policy, may have grounds to initiate a truancy proceeding or a care and protection action which may include a home visit.

III. HOME INSTRUCTION PLAN REQUIREMENTS

A Home Instruction Plan must demonstrate that the home-based education program will provide (a) an education that meets or exceeds the education provided in the Public Schools of Brookline with respect to thoroughness and efficiency, and (b) establishes the home-based education program's expectations for academic progress. Individual Home Instruction Plans must be submitted for each child in a family. A Home Instruction Plan must include the following information:

1.) The number of hours per day or per week to be spent in each subject area which, in total, must meet minimum state requirements which are, as of the date of this policy, 900 hours per school year for elementary school students (i.e., K-8 students) and 990 hours per year for secondary school students;
2.) The names of the student's parent(s)/guardian(s);
3.) An outline of the course content for each subject area covered by the Home Instruction Plan sufficient to determine the type of subjects to be taught and the grade level of the instruction for comparison purposes with the curriculum of the Public Schools of Brookline;
4.) A list of text books, materials, resources and/or academic programs to be used for instruction in each subject area; and
5.) Plans for periodic and regular assessment of the student's progress in each subject area to ensure educational progress and the attainment of minimum standards.

The development of a Home Instruction Plan is the sole responsibility of a student's parent(s)/guardian(s). Access to those educational materials in general use in the Public Schools of Brookline will be provided to assist in Home Instruction Plan development at a parent's/guardian's request.

IV. HOME INSTRUCTION PLAN REVIEW AND APPROVAL

The Superintendent, or her/his designee, shall approve any Home Instruction Plan that complies with Section III. of this policy and applicable law. In the event that the Superintendent, or her/his designee, rejects a proposed Home Instruction Plan, the reasons for the decision shall be set forth in writing, and the Superintendent, or her/his designee, shall suggest Home Instruction Plan revisions as necessary to cause such Home Instruction Plan to obtain approval pursuant to this policy. Parents/Guardians have the right to an appeal hearing before the School Committee regarding a Home Instruction Plan rejection, which shall include the right to explain their proposed plan and present witnesses on their behalf. The School Committee shall review any request by

Parents/Guardians that an appeal hearing be held in executive session for compliance with the Massachusetts Open Meeting Law.

V. STUDENT PROGRESS/ASSESSMENT

Parent(s)/guardian(s) will provide evidence of academic progress to the office of the Deputy Superintendent of Teaching and Learning annually. The evidence of progress should be provided either at the end of an academic year or prior to the beginning of the next academic year (and may be included with the submission of the Home Instruction Plan for the next academic year). Families will decide how to show student academic progress.

The Public Schools of Brookline will maintain permanent student record folders for students participating in a home-based education program which will contain work samples, assessments, and other records provided by parent(s)/guardian(s).

VI. DISCONTINUANCE OF HOME INSTRUCTION

Should parent(s)/guardian(s) wish to discontinue a home-based education program and return their child to the Public Schools of Brookline, the Superintendent, or her/his designee, will determine the grade level to which the student will be assigned.

VII. EXPECTATIONS AND ACCESS

Parent(s)/guardian(s) are required to maintain routine compliance with Massachusetts regulations governing student health established by the Massachusetts Department of Public Health.

School day activities and academic programming that take place as part of the Public Schools of Brookline school day instructional program are not accessible to students participating in a home- based education program. Furthermore, families cannot request to attend school for a portion of a day, week or month while participating in a home-based education program. Access to extracurricular activities for a student participating in a home-based education program shall be permitted in the school to which the student would be assigned if the student were not participating in a home-based education program on a space available basis, and must be approved, in each instance, by the Superintendent, or her/his designee. Such approval may be contingent upon the satisfaction of additional requirements as determined by the Superintendent, or her/his designee.

A student participating in a home-based education program shall not sit for any district or school assessments and are not entitled to a high school diploma from Brookline High School according to The Education Reform Act of 1993.

Nothing in this policy shall limit the Public Schools of Brookline's obligation to provide a student participating in a home-based education program with special education services. If a student participating in home-based education program requires special

education services, the student's parents/guardians should work directly with the Deputy Superintendent of Student Services.

LEGAL REFS: M.G.L. 69:1D; 76:1, Care and Protection of Charles – MASS. Supreme Judicial Court 399 Mass. 324 (1987), Brunelle v. Lynn Public Schools - MASS. Supreme Judicial Court 433 Mass. 479 (1998), The Education Reform Act of 1993

I 1 e. Parent Teacher Conferences: (Voted 1/19/70, #70-29; 3/16/70, #70-97)
The Brookline School Committee supports the concept of Parent Teacher Conferences in the elementary schools. In compliance with the terms of the contract between the Brookline Educator's Association and the Brookline School Committee, four early release day afternoons will be scheduled for parent teacher conferences twice per year: once in the fall and once in the spring for regular classroom teachers in grades 1-6.

Other early release days may be approved by the School Committee in order to facilitate parent teacher conferences at these grade levels, or in Grades 7 & 8. Students shall be dismissed after luncheons have been served to all students.

The dates of any early release days shall be approved by the School Committee, usually as part of the School Calendar, prior to the start of the next school year, and parents will be notified in writing of all the early release dates in advance of the first such day.

I 1 f. High School Graduation Requirements:
(Voted 11/17/86, #86--536; 2/26/91, #91-52; 4/26/01, # 01-40)

The mission of Brookline High School is to develop capable, confident, life-long learners who contribute to their community, participate thoughtfully in democracy, and succeed in a diverse and evolving global society.

In order to graduate from Brookline High, students must satisfy the following Graduation Requirements:

Minimum Course Requirements
(22 total credits, including the following 19 required credits)

English: (4 credits)*	four years (some students will achieve some of these credits by studying English as a Second Language)
Foreign Language: (2 credits)	two years in one language
Mathematics: (3 credits)	three years
Science: (3 credits)	three years
Social Studies: (3 credits)	three years (World History I and II, US History*****)
Career and Technology	three years distributed across at least three of these program areas: **Education, Community Service, Performing Arts, and Visual Arts: (3 credits)**
Health and Fitness: (1 credit)*	Health and Fitness must be taken each year

The Achievement of the Technology Competencies, as defined by the BHS Technology Oversight Committee and approved by the School Committee.

*** These course requirements are mandated by the State and cannot be modified.**

Exceptions:

We have a responsibility to provide for every student a challenging program which must reflect the particular strengths and weaknesses of the student. Alternative programs and/or some modification of the Graduation Requirements should be available. The alternatives below offer reasonable flexibility to satisfy Graduation Requirements and enable all students to experience academic success. In appropriate circumstances, the student's administrator may recommend a modification to the Graduation Requirements for approval by the Head of School and Superintendent of Schools.

1. A "pathway" of three progressively advanced credits in either Performing Arts, Visual Arts, or Career and Technology Education may substitute for:

a) the distribution requirement in electives

or

b) two credits in Foreign Language, Mathematics, Science, or Social Studies, except that only one credit may be substituted in any of the four disciplines cited above.

2. Students enrolled in Learning Skills may substitute two Learning Skills credit for two credits in Foreign Language, Mathematics, Science, or Social Studies, except that only one credit may be substituted in any of the four disciplines cited above. This exception may not be combined with 1 (b). However, students in Learning Skills are eligible for the "pathway" exception in 1 (a).

3. A "Waiver of Graduation Requirements" may also be recommended, in writing, by the Head of School for approval by the Superintendent of Schools. A waiver may be recommended for students who, because of extraordinary circumstances, have not satisfied all of the Graduation Requirements but, in the considered view of the Head of School, have achieved the learning expectations of The High School.

These Graduation Requirements become effective for the class entering Brookline High in September, 2001, and graduating in June, 2005.

I 1 g. MCAS Related Graduation Document: (Voted 5/22/03, #03-061)

The Brookline School Committee maintains its opposition to the use of MCAS as a graduation requirement. It recognizes that state and federal law and regulation make it impossible, under current conditions, to grant state and federally recognized diplomas to students who have not passed the 10th grade math and ELA MCAS exams and have not had this requirement waived by the state through the MCAS appeals process.

Therefore, the School Committee requests that the Board of Selectmen direct Town Counsel to initiate and participate in an appropriate legal challenge to the MCAS graduation requirement.

It further authorizes the Superintendent and High School Head of School to grant Brookline graduation documents to all those students who have fulfilled Brookline's graduation requirements as described in the Brookline High School handbook. The wording of this document shall be in substantially the following form:

> *This certifies that _____ has successfully completed all of the requirements established by the School Committee for graduation from Brookline High School.*

It further authorizes the Superintendent and High School Head of School to provide students who have passed the requisite MCAS exams or received a state waiver with certification that they have met state standards for graduation as measured by the state. This document will be in substantially the form of Brookline's traditional diploma.

The Superintendent will inform in writing all students who receive a Brookline graduation document but who did not pass MCAS or receive a state waiver, that the state Department of Education does not recognize this document as a diploma and that the federal government has indicated that it will not provide financial aid to Massachusetts students who have not passed the MCAS or received a state waiver.

The Brookline Public Schools will continue to work with seniors who have not passed the MCAS or received a state waiver to ensure that they obtain the recognized equivalent of a high school diploma.

I 1 h. High School Class Size: (Voted 1/24/77, #77-36)
In most instances, courses at Brookline High School will not be offered when there are less than 10 students registered. The Head of School will recommend exceptions to the Superintendent when the elimination of a course would:

1. interrupt a sequential course (e.g. the second year of a language sequence, Medical Careers III);
2. affect specific courses which are a vital part of an academic high school program, e.g. Latin IV or advanced placement courses;
3. affect courses for seniors which are an integral part of career pursuits or post-secondary educational plan, or
4. for other good cause.

I 1 i. Alternative High School Programs: (Voted 6/15/70, #70-296, 9/10/98, #98-81)
Recognizing the need for alternative programs which allow students to become more responsible for their own learning experiences, the School Committee endorses the concept of a School Within A School (SWS) at Brookline High School. SWS shall serve a maximum of 100 sophomores, juniors, and seniors and shall give students a voice in directing their educational experiences through a town meeting format.

Although it is understood that SWS courses may vary in content and instructional methodology from those taught in the regular curriculum, it is the intent of the Committee that SWS courses shall provide students with learning experiences equal to those available within the regular high school program. Students in SWS may take advantage of courses in both SWS and in the regular High School.

The School Committee also endorses two other alternative programs: Opportunity for Change (OFC) and Winthrop House. Opportunity for Change, currently serving 48 students, is committed to the idea that changed behavior is valid proof of learning. In a compact, structured, nurturing environment, students experience a change from the mainstream daily schedule by reaching beyond the walls of the classroom for opportunities in cultural enrichment field trips. Without compromising academic standards, the program helps those who need to make adjustments in all phases of daily life to succeed and move on.

Winthrop House, currently serving 20 students, provides a special education alternative for students in grades 9-12 whose educational, social, emotional, and/or behavioral problems hinder success in a traditional educational setting. An individualized, supportive, therapeutic-educational approach to learning is employed. A high professional/low student ratio provides the optimum learning environment for student success.

I 1 j. Cooperative Work/Study Program Opportunities: (Voted 11/8/76, #76-389)
The Brookline School Committee accepts the provisions of Section 95A of the Department of Labor and Industries to permit certain minors over 16 and under 18 years of age, who are attending school in the Town of Brookline, to be employed in industry without the certificate required by Section 95 of said regulations, pursuant to a cooperative Work/Study Program operated by the Public Schools of Brookline and the Brookline Human Relations/Youth Resources Commission, and subject to the approval of the Department of Education.

Further, the Superintendent of Schools requests the Board of Education to approve a Cooperative Work/Study Program as proposed by the School Committee of the Town of Brookline in order to permit minors over 15 and under 18 attending the Public Schools of Brookline to be employed in industry as required by Section 95A of the Regulations of the Department of Labor and Industries.

I 1 k. Brookline High School Summer School: (Voted 5/17/71, #71-238)
It is the policy of the Brookline School Committee that:

1. Full credit shall be granted for any course which was pursued for a full year and failed in the day school, and subsequently elected and successfully completed in the Brookline High School Summer School. Exceptions to this rule will be made with the advice and consent of the Head of School on an individual basis.

2. New courses may be elected for the first time in the Summer School, and if completed successfully, the maximum of 1/2 of the credit per course will be allowed for diploma purposes. This applies only for courses NOT OFFERED in the regular day school. The Brookline High School transcript will record the completion of these Summer School courses.

3. The School Committee is prepared to recommend that independent study projects, properly supervised and with stringent requirements and contracts, be included in future Summer School Programs, to be accorded the same credit as a student would earn by completing the same project in the day school.

I 1 l. Miscellaneous Adult Education Policies:
(Voted 3/18/71, #71-237; 5/17/71, #71-238; 2/3/75, #75-32; 4/28/75, #75-153)

I. Attendance of Resident High School Students in Adult Education Programs

1. High School students who are Brookline residents enrolled in any secondary school, public or private, are permitted to enroll in any of the courses offered in the Brookline Adult Education Program or the Brookline High School day school, subject to space and teacher availability.

2. If the course is to be taken for high school credit towards a Brookline High School diploma, it is further recommended that credit will be granted only with the approval of the Head of School and subject to the recommendation of the Director of Adult Education Program and the Director of the discipline concerned. Upon satisfactory completion of the course, as well as a 75% attendance record, such credit will be granted.

3. If a student enrolls in a full-year academic course in the Adult Education Program which meets at least 4 hours weekly, and which requires homework and outside preparation, this course may be granted the equivalent credit of the day school. The Head of School reserves the right to approve this credit subject to the recommendation of the Director of Adult Education and the Director of the discipline concerned, under the same conditions described in #2 above.

4. If a student completes a full-year academic course in the Adult Education Program in a course which meets less than four hours per week and which does not require homework or outside preparation, and which satisfies the requirements listed in No. 2 above, this course may be accorded .5 credit toward a Brookline High School diploma, subject to the conditions described above.

II. Minimum Registration and Enrollment for Adult Education Classes

The Brookline School Committee adopts the following policy regarding the minimum number of students to be registered in the Adult Education Program in order to begin a class, and the minimum number to be enrolled in order to continue a class in that program:

Category	Min. Registration	Min. Enrollment
1	10	6
2	16	10
3	24	15

III. Registration Fee Waivers and Textbooks

a. The Adult Education registration fee shall be waived for all Brookline residents who are 65 years of age or older.

b. All students in the Adult Education Program shall be required to buy and retain their textbooks.

IV. Length of Term and Course Credit

a. Academic and business courses which are part of the Adult Education Program shall be offered for credit towards a Brookline High School diploma, and these courses shall be offered for 28 weeks at no additional cost. Approval for High School students to enroll must be given jointly by the Head of School of the High School and the Director of the Adult Education Program.

b. The majority of Adult Education Programs work on a standard 10-week term for two terms. The Brookline Adult Education Program shall also operate on two ten-week terms.

V. Payment to Adult Education Teachers for Non School Days.

Adult Education teachers shall be paid for non school days.

I 1 m. Policy on Remote Learning (Voted 9/14/20; #20-113)
In the event of a district-specific emergency requiring the use of remote learning, the superintendent of schools may declare such emergency and shall, as soon as possible, obtain the approval of the School Committee. The remote learning plan below will be applicable in cases of disease, weather emergencies, destruction or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies declared by government officials, the School Committee, or the superintendent.

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

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available to deliver content for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services while sharing resources as needed;
- Provide resources and services to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e., after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning curricula to implement, as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the School Committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Consult with administrators and principals to ensure the continuing education of students

at all levels, including:

- use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
- ensure access to appropriate content for all students;
- specific accommodations for students at high risk, including special education students, students with disabilities, English language learners, students at economic disadvantage, homeless students, students in foster care and students of military families.

- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared to the extent possible in anticipation of an emergency.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
- Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

SECTION I
INSTRUCTION
2. Instructional Materials/Workbooks: (Voted 6/2/94, # 94-56)
When workbooks (write-in manuals) are the central text of the curriculum, as in the case of K-6 mathematics, they will be purchased annually for each student and treated as consumables.

When workbooks are important to the curriculum but ancillary to the course, they will be purchased with a life expectancy of three years. Students will, when necessary, write answers in notebooks or on separate sheets of paper. In the event that a workbook is written in, defaced, lost or otherwise rendered not usable, the student will be responsible for the replacement cost of the workbook in the same way that they are currently held responsible for hard cover texts.

I 2 a. Material Selection and Evaluation **(Revised Policy)**
The legal responsibility for the selection and purchase of instructional materials rests with the School Committee. The process for selecting materials is the responsibility of the Superintendent or his/her designee, within the following parameters:

- The specifics of any major adoption or revision must be described as part of the budget process.
- The Superintendent may authorize materials for trial use. Such materials may be used for a period not to exceed two school years. Materials approved by the Superintendent for trial use shall be restricted to the classes/courses specified.

In addition, the School Committee directs the Superintendent to consider the following criteria in the selection of any instructional materials, and to be prepared to discuss these criteria with the School Committee as part of any adoption and/or selection process:

- <u>Correlation to Objectives</u>
  Instructional materials will reflect the local Brookline student learning goals and objectives, as described in the Learning Expectations, Brookline High School syllabi, the Brookline High School standards (when available), and State Curriculum Frameworks.

- <u>Quality of Materials</u>
  Materials will reflect the learning of state and local standards, will make real-life connections, will contain concepts that are current and accurate, and contain opportunities for critical thinking and problem-solving practices.

  Materials will reflect Brookline's philosophy of inclusion, alternative approaches for various skill levels, and where appropriate, factual information on diverse cultures and ethnicities, and nonsexist perspectives.

- <u>Readability</u>
  Materials will reflect appropriate grade level and progression of readability.

Requests for Reconsideration of Instructional Materials
Requests may be made by parents or guardians to remove or restrict the use of instructional materials from the Public Schools of Brookline. Formal, written requests to remove items from the school(s), or limit their use, will be reviewed by the Superintendent or designee. Process for review of such requests will proceed in accordance with the procedures established by the Superintendent. Decisions of the Superintendent or designee may be appealed to the School Committee for final determination.

Original Policy Voted 6/3/74, #74-191,192; 6/5/78, #78-209, 210; 9/10/98, #98-81
Revised Policy Adopted by the Brookline School Committee: 12/8/05, 05-131

(Administrative Procedures to be developed by Teaching and Learning Office.)

I 2 b. Curriculum Development: (Voted 9/14/76, #76-318; 11/20/84, #84-500)
Major changes in curriculum, whether on a pilot basis or for general adoption, will be reviewed by the School Committee at a regular meeting before implementation. This includes curriculum activities initiated under general funding and those supported by outside sources. Regulations regarding curriculum and instructional changes are as follows:

1. The administration will continue to support individual efforts by teachers to institute new activities in their classrooms which facilitate learning.

2. Individual teachers or small groups of teachers will be encouraged to work together with a principal or director/supervisor to develop new methods of instruction.

3. Teachers and administrators will continue to work together to review and revise curriculum materials and teaching strategies as needed.

4. Such activities may result in decisions to modify curriculum or instructional methods for a given school, program area, or on a pilot basis for the system as a whole. The School Committee will be informed by the Superintendent or his/her delegate about such activities before they are implemented on a large- scale pilot basis or proposed as major changes in current curriculum or instructional practices. Information provided to the School Committee will include:

a. Description of the activity, including objectives, evaluation, anticipated consequences, etc.
b. specific details of proposed change;
c. grades and/or schools participating;
d. rationale for implementation
e. personnel involved in the development of the proposed curriculum;
f. costs associated with the proposed curriculum.

5. Projects developed for outside funding should follow the procedures outlined above. In addition, the School Committee will be informed of proposals submitted for funding. Copies of each proposal will be available for review. At least once a year, a list of funded operating projects will be submitted to the School Committee.

6. As always, it is the intent of the School Committee and administration to encourage teachers to investigate a variety of curricular and instructional activities which are consistent with the goals of the Public Schools of Brookline.

I 2 c. Curriculum Development Procedures: (Voted 7/10/90, #90-296)

INTRODUCTION

Curriculum development is an ongoing process to provide students in the Public Schools of Brookline with learning experiences that are intellectually challenging, innovative, appropriately sequenced, and current with respect to the best available research and materials. This is done in two ways--informal and formal. Teachers at all levels are involved in an ongoing way improving upon existing materials within individual classrooms and courses. These efforts are considered informal. Formal curriculum development, on the other hand, encompasses major changes in the content or substance of existing programs or major new directions or requirements.

Formal Curriculum Change

Formal curriculum change is a systematic, long-term process. It may take 3-5 years or longer, depending on the nature and depth of the changes. In most cases, formal curriculum change will evolve from a curriculum presentation, a task force report, teacher workshops, a department at the high school, accreditation or evaluation, recommendations from a specific group of staff or others in the school community.

In many cases following a curriculum presentation, a task force may be formed to develop the general framework, goals and objectives. This may be followed by curriculum development activities and then staff development activities including institutes and workshops. Usually during the second, third and fourth year of a development effort, curriculum development, staff development, and initial implementation action are occurring concurrently. Full implementation usually occurs in about the fourth year.

Two examples of curriculum change schedules in Brookline are included below:

K-8 Science

Science Presentation	1987-88
Science Task Force	1988-89
Science Institutes/Workshops	1989, 90, 91
Full Implementation	Fall, 1991

K-8 Social Studies

Social Studies Presentation	May, 1990
Social Studies Task Force	1990-91
Social Studies Curriculum Development	1991-92
Social Studies Institutes/Workshops	1992, 93, 94
Begin Implementation	Fall, 1994

While these might be the norm, there are other changes which might take longer. There are changes that involve refinement, as opposed to overhaul. Mathematics is an example of curriculum refinement with less involvement of task forces, institutes, etc.

K-12 Mathematics

Mathematics Presentation	1989
Mathematics Evaluation	1990
Presentation	Feb., 1991
Refinements, New Directions	1991-93

It is important that a school system limit the number of formal initiatives it is involved in at any one time in order that it might concentrate its resources in the most effective manner, and in order that teachers have appropriate time to assimilate changes.

GUIDELINES FOR FORMAL CURRICULUM DEVELOPMENT

Following are the procedures and guidelines for curriculum development:

1. Curriculum provides students with knowledge so they may develop a heightened capacity to organize and order that knowledge.

2. Curriculum provides a framework for teachers to help students increase their knowledge, develop the ability to solve problems, find and analyze data, and assess the validity of opinion.

3. Curriculum for each content area reflects the concrete expression of philosophy developed and approved by the School Committee.

4. Curriculum fits logically, developmentally, and intellectually within a K-12 sequence.

5. Curriculum connects logically, developmentally and intellectually with other disciplines at the same level. Connections between subject areas should be identified and wherever possible developed.

6. Curriculum includes instructional strategies that enable all students to be successful learners.

7. K-8 curriculum materials are organized by content area and available in each school library and the main town library. The Program Descriptions include four parts:

   1. Program Overview
   2. Scope and Sequence Charts,
   3. Grade Level or Grade Cluster Descriptions,
   4. Resources (print, film, software, etc.)

8. At the High School, each course is described in a Course Overview. This includes three sections: Goals, Course Materials, and a Course Outline. Course overviews are compiled by department and are available in the school library and the main town library.

THE PROCESS OF CURRICULUM DEVELOPMENT

Initiation

The need for change may emerge from teacher or administrator interest, from research or national reports, from a task force, accreditation or evaluation process; from student, parent, or community interest, or from other sources. The primary responsibility for curriculum change or innovation is with teachers and administrators who are knowledgeable about their academic discipline, as well as current research in educational theory and practice.

Development

Major curriculum development includes the involvement of school professionals and representatives from a broad range of parent and community constituencies. Normally the PTO's and citizen groups are asked to participate. Groups whose perspective is not represented may petition the Superintendent for participation at appropriate stages. An ongoing account of the development process will be maintained.

1. At the High School Level

a. In the case of formal curriculum efforts, the Head of School's Advisory Committee will receive a presentation from the coordinator after the coordinator has discussed the proposed change with the Administrative Council of the High School.

b. The Head of School and Curriculum Coordinator formalize the proposal and include a timetable and appropriate participants. This proposal is presented to the Assistant Superintendent for Curriculum and the Superintendent for review, consideration and approval.

c. The Assistant Superintendent for Curriculum and the appropriate Curriculum Coordinator meet with participants to structure a framework for the curriculum change, and to identify outside authorities in a particular discipline including community, university and institutional resources. The Assistant Superintendent provides financial and strategic support, feedback, training and consultants, as needed.

2. At the K-8 and Systemwide Level

a. Based upon recommendations from teachers, coordinators, principals, parents, or others, the Assistant Superintendent for Curriculum and the appropriate Curriculum Coordinator will propose the need for program review/change to the Superintendent. This proposal includes a schedule, a charge, and a request for participants. It is shared with teachers, principals, coordinators, relevant citizen groups, and the School Committee, and approved by the Superintendent.

b. The Assistant Superintendent for Curriculum and the appropriate Curriculum Coordinator meet with participants to structure a framework for the curriculum change and to identify outside authorities in a particular discipline, including community, university, and institutional resources. The Assistant Superintendent provides financial and strategic support, feedback, training, and consultants, as needed.

Review and Approval

This stage represents an opportunity for continued input before recommendations are finalized. Interim reports are shared with the School Committee, various staff, parents, citizen groups, and interested individuals at the appropriate time before School Committee action takes place. Comments and feedback from these groups are included in the final report to the Superintendent.

1. Superintendent's Recommendation

The Superintendent reviews the recommendations and accompanying comments and forwards a recommendation to the School Committee.

2. School Committee

The School Committee or appropriate subcommittee will hold a public discussion of recommendations and will refer areas of concern back to the Superintendent. The Superintendent is expected to address concerns and to report back to the School Committee. The School Committee has responsibility for final decisions.

Implementation

At the beginning of this step, the Assistant Superintendent, and the appropriate K-8 Curriculum Coordinator meet with local PTO's and groups to present the results of the elementary curriculum development work, and to indicate the timetable for implementation. At the High School level, the Assistant Superintendent, Head of School, and appropriate Curriculum Coordinator will meet with the Head of School's Advisory Committee to conduct this review. Materials and necessary training will be made available to all staff expected to use this curriculum.

Evaluation

After a period of refinement and acceptance, during which a new program becomes established practice, an evaluation completes the curriculum development cycle. At the appropriate time an Evaluation Committee, composed of school personnel and parents, frames and monitors a formal review. The Evaluation Committee designs evaluation instruments for the larger community of teachers, parents, administrators, and students. Outside experts may conduct interviews and observations, against criteria established by the Evaluation Committee. This committee prepares recommendations for action by the Superintendent and professional staff. The Superintendent will update and advise the School Committee throughout the evaluation process.

I 2 d. Curriculum Complaints: (Voted 6/5/78, #78-209; #78-210)
Participation by parents and students in the ongoing process of education is encouraged by both the School Committee and staff of the Public Schools of Brookline. In order to ensure that this is done in a constructive way, resulting in improved education and support for the children, the following guidelines are offered to both parents and students. It is hoped that this procedure for handling individual queries concerned with materials, programs, and staff will ensure fair and equitable treatment of persons involved, and that it will supply the citizen with the desired information.

The general guidelines for handling complaints are as follows. More specifics are listed in the Curriculum Inquiry Process.

1. The teachers should be consulted, since many issues can be resolved through informal discussion.

2. The query may then go to the appropriate principal, curriculum coordinator, or to an officer of the PTO.

3. The next person who may be consulted is the Assistant Superintendent for Curriculum and Instruction.

4. The matter may then be brought to the attention of the Superintendent of Schools.

5. At any time, the parent or student may contact individual members of the School Committee.

I 2 e. Curriculum Inquiry Process: (Voted 7/10/90, #90-295)

INTRODUCTION

This Curriculum Inquiry Process is the process by which Brookline parents and citizens may inquire about aspects and issues of current curriculum. These issues may be general or specific; they may be about curriculum philosophy or teaching strategies; they may be about an individual child's progress; they may be about expectations, course content, or course work load.

K-8 subject area curriculum outlines will be available in each school library and in the Main Library in Brookline. All High School curriculum outlines will be available at the High School Library and the Main Library in Brookline.

This Curriculum Inquiry Process is an attempt to improve communication and foster cooperation between the teachers, administrators, and interested parents and citizens. There are appropriate steps to take for specific inquiries; this process sets them out clearly. If an inquiry is not satisfactorily answered at one level, this process provides the recommended next level for such inquiry. It is our goal to provide responses at each level in a timely manner.

ELEMENTARY SCHOOLS

K-8 subject area curriculum will be available in each school library and in the Main Library in Brookline.

1. Parent Inquiry

Level 1: Teacher

A child's individual teacher should answer questions about a student's progress in relation to the curriculum questions about specific lessons or teaching strategies, and broader questions about the intent or direction of the total curriculum in a given area.

Level 2: Principal and Curriculum Coordinators

a. Inquiries that are not resolved at Level 1 should be referred next to the Principal, who responds, if appropriate, or contacts a specific Curriculum Coordinator to help clarify curriculum issues.

b. Specific parent inquiries about school based implementation of the curriculum should be addressed directly to the Principal, who will involve Curriculum Coordinators, as needed.

Level 3: Assistant Superintendent for Curriculum

a. Issues not resolved at Level 2 should be directed to the Assistant Superintendent for Curriculum.

b. Inquiries dealing with the K-12 curriculum, its philosophy, and the articulation between the elementary schools and high school, should come directly to the Assistant Superintendent for Curriculum. Such inquires may be made by individuals, or through parent representatives to various groups. If inquires are of interest to a number of parents or schools, they can be addressed through formal meetings, written reports or presentations arranged by the Assistant Superintendent for Curriculum.

2. Citizen Inquiry

Level 1: Curriculum Coordinators

Any general inquiry about the scope and sequence of a specific curriculum area should be directed to the Curriculum Coordinator who oversees that curriculum.

Level 2: Assistant Superintendent for Curriculum

a. Inquires not resolved at Level 1 should be referred to the Assistant Superintendent for Curriculum for consideration or clarification.

b. Inquires that overlap several content areas should go directly to the Assistant Superintendent for Curriculum.

HIGH SCHOOL

High School curriculum outlines will be available in the High School Library and the Town's Main Library. Students will be provided by the teacher with materials on course expectations. Parents may obtain this material on request.

1. Parent Inquiry

Level 1: Teacher

The student's individual teacher should answer questions about the student's progress in relation to the curriculum, and can explain how lessons and activities address course objectives.

Level 2: Curriculum Coordinators

a. Inquiries not resolved at Level 1 should be referred to the High School Curriculum Coordinator who oversees the program area, unless the Curriculum Coordinator is also the classroom teacher, in which case proceed to Level 3.

b. Inquiries about department curriculum or policies should be directed to the Curriculum Coordinator. The Coordinator may refer the inquiry to the department as a whole, or to the team of teachers responsible for curriculum development. The Coordinator also is the person who decides on requests to visit classrooms, and on consultation with teachers, may arrange for such visits if s/he deems this as the best way an inquiry may be addressed, and if a visit will not disrupt students' learning experiences.

Level 3: Head of School

a. Issues not resolved at Level 2 should be referred to the Head of School for consideration.

b. Inquiry into the impact of a school policy, procedure, or philosophy that affects curriculum should be initiated with the Head of School. The Head of School may seek advice on the issue from the Head of School's Advisory Council--a group made up of parent representatives from the PTO, and representatives from the staff and students.

Level 4: Assistant Superintendent for Curriculum and Instruction

a. Issues not resolved at a previous level should be referred to the Assistant Superintendent for Curriculum and Instruction for consideration.

b. Inquires dealing with the K-12 curriculum, its philosophy, and the articulation between the elementary schools and the High School should come directly to the Assistant Superintendent for Curriculum and Instruction. Such inquiries may be made by individuals, or through parent representatives of various groups. If inquiries are of interest/concern to a number of parents/schools, they can be addressed through formal meetings, written reports, and/or presentations arranged by the Assistant Superintendent for Curriculum and Instruction.

2. Citizen Inquiry

a. Inquiries about department curriculum or policies should be directed to the Curriculum Coordinator. The Coordinator may refer the inquiry to the department as a whole, or to the team of teachers responsible for curriculum development. The Coordinator also is the person who decides on requests to visit classrooms, and on consultation with teachers, may arrange for such visits if s/he deems this is the best way an inquiry may be addressed, and if a visit will not disrupt students' learning experiences.

ROLE OF THE SUPERINTENDENT AND SCHOOL COMMITTEE

The Superintendent and members of the School Committee will direct curriculum questions to the various levels described above. Both the Superintendent, and ultimately, the School Committee, provide further levels of referral for curriculum questions or concerns not resolved at the level of the Assistant Superintendent for Curriculum and Instruction. Inquiries that go directly to the Superintendent or School Committee encompass the following:

a. Superintendent

The Superintendent answers inquiries into the philosophy of the Public Schools of Brookline, the financing and personnel decisions, as they affect curriculum, and the policies and procedures that have been developed by the School Committee around curriculum issues.

b. School Committee

The School Committee develops the policies and procedures for the development, implementation, and evaluation of the K-12 curriculum. Inquiries related to these School Committee responsibilities should be referred to the School Committee. The School Committee may refer inquiries to, or seek advice from, the Curriculum Subcommittee of the School Committee.

SECTION I
INSTRUCTION

3. INSTRUCTIONAL PHILOSOPHY
a. Field Trips

The Public Schools of Brookline (the "PSB") recognizes that first-hand experiences provided by school-sponsored trips ("Field Trips") are an effective and worthwhile means of learning. Therefore, the PSB encourages Field Trips that are related to the total school program and curriculum, or otherwise provide meaningful experiences for students. Field Trips shall be organized, planned and approved in accordance with this policy.

I. Purpose of Field Trips

All Field Trips shall be designed to supplement the educational program or provide meaningful enrichment opportunities for students.

II. Approval

Field Trips shall be organized and approved in accordance with this policy. Each Field Trip must be approved in advance by the Superintendent and the applicable school leader provided that the Superintendent and/or the applicable school leader may designate one or more persons to approve Field Trips on her/his/their behalf. Any such designation may apply to all or a certain subset of Field Trips as determined by the Superintendent or the applicable school leader.
In addition to the foregoing, all Field Trips involving overnight, out-of-state or international travel must be approved by the School Committee. Neither the Superintendent nor any school leader (nor any respective designee thereof) shall approve a Field Trip unless and until the following information regarding the Field Trip has been provided to the Superintendent, the applicable school leader, or their respective designee(s), as applicable:

- Purpose
- Date(s)
- Itinerary
- Estimated number of students
- Costs per student
- Designation of PSB staff leader(s)
- Anticipated ratio of chaperones to students
- Transportation arrangements
- Meal and lodging arrangements
- Means of financing/funding
- Drafts of contracts associated with the Field Trip
- Description of process to determine student eligibility
- Emergency crisis plan

- Travel Insurance (if and to the extent required by the Superintendent or her/his/their designee).

All requests for the approval of a Field Trip must be submitted in accordance with the following schedule:

Field Trip Type	**Deadline for Request**
In-State Trips	30 days prior to Field Trip
Out-of-State Trips	60 days prior to Field Trip
International Trips	May 15th of the academic year preceding the academic year in which the Field Trip will take place[1]

III. Access

The right of a student to participate in any Field Trip shall not be infringed upon or impaired because of gender, race, ethnicity, color, national origin, ancestry, religion, sexual orientation, sexual identity or disability.

Files for all students participating in a Field Trip shall be reviewed to determine if any accommodations, supports or modifications are required in order for a student to participate in and have equal access to such Field Trip.

The Field Trip proponent(s) shall ensure that no student is denied participation in a Field Trip because of financial inability to pay the fee or costs associated with the Field Trip. A student's ability to pay shall be determined pursuant to the Public Schools of Brookline's Student Financial Assistance Policy. School leaders, students and groups may engage in reasonable fundraising efforts to defray the cost of a Field Trip provided that all such fundraising is conducted in accordance with all PSB policies including, without limitation, any policy relative to student activity accounts.

No student shall be denied participation in a Field Trip as a form of punishment for previous behavior for which he/she/they have been disciplined. A student may only be excluded from a Field Trip if the date or dates of his/her/their suspension or expulsion from school coincides with the scheduled date or dates of the Field Trip, or if, in the reasonable judgment of the Principal/Head of School in consultation with school-based staff, a student's previous or current behavior poses a substantial risk to the health, safety and welfare of the student, other students and/or staff participating in the Field Trip.

[1] Provided that such requirement may be waived by the Superintendent in her/his/their discretion

IV. Non-Participating Students on Curriculum-Based Field Trips

Students who do not participate in a curriculum-based Field Trip that takes place during the regularly scheduled school day shall be provided with alternate instructional activities that have related academic and intellectual value.

V. Cancellation/Rescheduling

Approval of all Field Trips shall be conditional. Such approval may be revoked or a Field Trip may be rescheduled due to an exigency or other circumstances that warrant cancellation or rescheduling of a Field Trip. The PSB and the Brookline School Committee will not be responsible for any financial obligations incurred, any monies that are non-refundable or any monies that are otherwise lost due to the cancellation or rescheduling of a Field Trip, or due to a student's exclusion from participation and access to a Field Trip as a result of the student's suspension or expulsion from school, or safety-based exclusion on the date or dates of the Field Trip.

VI. Conflicts of Interest

All PSB staff members involved in organizing and/or attending a Field Trip shall comply with all applicable ethics law(s) including, without limitation, such laws relative to conflicts of interest.

PSB staff members who privately conduct educational tours or trips, or are employed by any other person or company that privately conducts trips (a) may not solicit students for any such trips through the school system and (b) must clearly state that these trips are not school-sponsored and that the School Committee and the PSB do not sanction the trip nor assume any responsibility or liability for the trip.

VII. Student Conduct

All rules and policies of the Public Schools of Brookline and the applicable school community shall apply on all Field Trips.

VIII. Procedures

The Superintendent, or her/his/their designee, shall develop procedures for the review and approval of Field Trips. The procedures must include provisions that ensure, without limitation, that (i) all students have parental/guardian permission for Field Trips; (ii) all Field Trips are properly supervised by PSB staff or qualified chaperones that have undergone adequate background checks, (iii) all safety precautions are observed, (iv) students participating in Field Trips will have access to adequate transportation, lodging and meals, and (v) all Field Trips allow for equal access and reasonable accommodations by all interested students. All such procedures shall comply with this policy, and all applicable state and federal laws.

Originally Adopted: 11/20/84, #84-497; Revised and Approved: 5/21/91, #91-173; 2/7/02, #02-19; 2/2/06, #06-14; 5/13/10, #10-41; 4/30/20, #20-39

I 3 b. Homework Guidelines:
(Voted 6/18/73, #73-147; 9/23/80, #80-346; 5/7/87, #87-189, 190; 2/28/89, #89-89)
Homework is any assigned activity done outside of school which relates to any phase of learning. It should be an enrichment, a refinement, and a reinforcement of learning activities. It should be a positive experience. It should not be used to teach something new, to fulfill a time requirement, or to punish.

In accordance with this policy, the staff shall promulgate Homework Guidelines, listed below, which will be made available to staff, parents, and students, through such mechanisms as PTO Handbooks, the BHS Student Handbook, and other appropriate communication channels.

HOMEWORK GUIDELINES

What is Homework?
Homework is any assigned activity done outside of school which relates to any phase of learning. It should be an enrichment, a refinement, and a reinforcement of learning activities. It should be a positive experience. It should not be used to teach something new, to fulfill a time requirement, or to punish.

Purposes of Homework
Homework fulfills many purposes, both academic and non-academic. It should meet the needs of the individual student and the discipline involved. It provides an opportunity for interrelating home and school experiences by:

1. Supplementing and reinforcing skills and work done in class;
2. Enriching the totality of the student's school experience;
3. Improving research skills and student awareness of out of school learning resources (library, museum, townspeople, etc.;)
4. Providing opportunities to use knowledge and skills learned in schools in creative ways outside of school;
5. Promoting individual responsibility, initiative and motivation;
6. Teaching the ability to recognize and establish priorities, to budget time accordingly and to organize one's materials.
7. Creating opportunities for independent study;
8. Developing leisure interests in learning that will enhance later experiences in life.

Some examples of possible homework assignments might be: a reinforcement of skills learned in class, and a review of these skills; long-term projects; a sharing of outside experiences; the participation in family experiences (trips, outings, etc.); the viewing of various media (TV, movies, plays, etc.); the use of a variety of resources such as human resources or community resources (museums, aquariums, zoos, symphonies, governmental processes, etc.).

Participating Roles

Teacher, parent and child should work together to meet common goals and to ensure a successful educational experience. For a homework policy to be successful, all participants must understand each other's roles.

Student

a. To be sure s/he understands a specific assignment before leaving school;
b. To plan when she will complete the assignment. S/he should confer with the teacher if other obligations prevent her/him from doing the work;
c. To know that s/he, alone, is responsible for the completion of assignments.
d. To confer with parents and/or teachers if assignments are consistently too difficult or lengthy.

Teacher

At the beginning of each year, the classroom teacher will correspond with parents outlining his/her intention regarding homework, and in that correspondence, set up a mechanism to ensure communication with the parents regarding completion of assignments. Additionally, it is the teacher's role:

a. To encourage the child to pursue classroom-related activities outside of school;
b. To assign specific homework appropriate to the individual capabilities of each child. The purpose of each assignment must be stated clearly. The teacher must make clear the need for and relevance of an assignment;
c. To evaluate the results of the homework;
d. To ascertain why a child does not complete an assignment and, where necessary, to confer with both child and parent to solve problems;
e. To vary types of assignments so as to hold the child's interests and to meet differing needs;
f. Where appropriate, to confer with parents about the student's needs and about how parents can help;
g. To take into consideration the student's out-of-school responsibilities when making assignments.

Parent (or Guardian)

a. To encourage the child to accept the responsibility for completing home assignments;
b. To provide a quiet study environment, free from distraction;
c. To assist the child when the teacher and parent have conferred and agreed that this assistance would be helpful;
d. To keep aware of the time spent on homework and to confer with the teacher if the amount of time appears to be excessive or too little;
e. To confer with the teacher if assignments appear consistently to be too difficult or unclear;
f. To notify the teacher if an unforeseen occurrence prevents the child from completing an assignment.

Supervisor

a. To understand and interpret this policy;
b. To confer individually with teachers;
c. To help teachers to vary their assignments;
d. To help the faculty to apply the principles enunciated herein.

Time and Frequency

We accept the belief that school children at all grade levels will profit from some time on home study. Homework should be assigned depending on the grade level and the teacher's judgment of the academic needs, the ability and the interests of the student. This policy rejects the idea of specific time allotments by credit or by subject. This policy is intended to allow the teacher flexibility without limiting or discouraging individual student interest.

Supervision

In the elementary schools, supervision of these policies is the responsibility of the building principals for grades K-6, and the joint responsibility of building principals and coordinators for grades 7 and 8. At the High School, it shall be the responsibility of the Department Chairpersons, or the Directors functioning as Department Chairpersons, to see that these policies are followed. Home study should be assigned from grades K-12. The amount and type of such assignments are the responsibility of the supervisors working with teachers under their direction. If a parent feels that his/her child's home assignments are not in keeping with these policies, s/he should feel free to contact the child's teacher.

Assignments over Vacations, Low Attendance Holidays, and Holy Days of Religious Observance

If a homework assignment requiring a substantial amount of reading or writing is made over a vacation period, adequate time must be provided to the student, either before or after the vacation to complete the assignment. Exceptions to this policy may be made at the discretion of a teacher, as long as the assignment is not extensive, or is an unanticipated result of classroom work immediately prior to a vacation period. Students at Brookline High School who feel that the spirit of this rule has been violated are urged to take their grievances to the Fairness Committee.

No homework shall be assigned on the last day of school before a low attendance holiday that is not immediately proceeded or followed by a weekend.

Any student who is unable to complete a homework assignment due to religious observances shall inform the teacher, who will arrange with the student an alternative time for completion of the work, without loss of credit.

I 3 c. Flag Protocol and Pledge of Allegiance (Voted 4/28/11, #11-30; Note: this policy was moved from Section K School/Community Relations to Section I Instruction, 6/5/14, #14-43)

Definitions

Flag: The Flag of the United States of America.

Pledge of Allegiance: "I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all." (*Public Law 829, Chapter 806, Section 7, as amended June 14, 1954).*

Recitation: Aloud, verbatim repetition of the Pledge of Allegiance.

Opportunity: A regular, planned time when all members of a school community present in school have equal chance to participate in saying the Pledge.

Active acknowledgment: Co-recitation, standing, and/or use of hand gestures (e.g., a salute or placement of hand over heart) that accompanies recitation of the Pledge.

Flag Protocol[2]

Display of the Flag of the United States
The Flag must be displayed, weather permitting, on school buildings or grounds on every school day and on every legal holiday or day proclaimed by the Governor of the Commonwealth of Massachusetts or the President of the United States for special observance.

Display Inside the Building
A Flag must be displayed in the assembly hall or other room where opening exercises/announcements on each school day are held as well as in every classroom.

Flag Code for Buildings
The Public Schools of Brookline (PSB) shall observe the flag protocols for raising and lowering the flag, including designation of full mast or half mast, pursuant to MGL Chapter 71, Section 69 and/or as followed by other public buildings in the Town of Brookline.

Amendment Passed by the Board of Selectmen on May 18, 1970
"Flags are to be flown on such other occasions of local, state or national significance as may from time to time be determined by the Executive Secretary to the Board of Selectmen upon receipt of a specific request and recommendation from a Board, Committee or Commission, or from its duly authorized representative(s)."

[2] Flag protocol based on 1966 Manual of Administration.

I 3 c.1. Lowering the Flag: (Voted 6/4/73, #73-174; amended 4/28/11, #11-30)
It is the policy of the Brookline School Committee (BSC) that the American Flag at all PSB buildings shall be lowered to half mast in the event of a death of a presently enrolled student.

Pledge of Allegiance to the Flag

While Massachusetts General Laws c. 71, s. 69 requires teachers to lead their classes in a daily recital of the Pledge of Allegiance to the Flag, the Courts have determined that it is unconstitutional for any student or staff to be compelled to participate in the Pledge. Therefore, we believe that no member of the school community can be compelled by policy to recite or lead a recitation of the Pledge of Allegiance.

The BSC is committed, however, to honoring longstanding civic tradition and practice, which is for Brookline students to learn and have an opportunity to recite the Pledge of Allegiance in school. The following, therefore, will guide all PSB schools regarding recitation of the Pledge of Allegiance.

Learning/Recitation of the Pledge in Schools
A PSB Principal/Head of School (or his/her designee) shall allow a member of the school community an opportunity to recite the Pledge of Allegiance once a week as a part of school-wide morning announcements.

Non-Coercive Environment
Respect for Human Differences, a Core Value of the PSB, will be observed. Public recitation of the Pledge will be received with respectful silence, as would be the norm for all school-wide announcements. Any individual in the school may choose to recite the Pledge along with the public recitation.

No staff member or student shall cause or encourage any other individual in a school to recite the Pledge of Allegiance or establish in any way a norm of active acknowledgment.

No staff member or student may prevent, prohibit, or demean active acknowledgment (or absence of acknowledgment) of the Pledge by another student or staff member.

Pedagogical Context and Learning
The BSC believes the most important lessons to be drawn from the Pledge of Allegiance are best learned in the context of the regular curriculum and therefore supports Brookline Learning Expectations that promote age- and grade-appropriate discussion of the Pledge, its historical practice and significance, and the debates around compulsory recitation in schools.

Nothing in this policy shall be construed as requiring recitation of the Pledge of Allegiance in the Public Schools of Brookline.

I 3 d. Teaching About Religion: **(Voted 10/17/66, #66-337)**

The Brookline School Committee, recognizing the part that religion plays in the history and culture of mankind, and yet mindful of the need for the State to remain neutral with respect to matters of religion, hereby adopts the following policy regarding religious holy day observance in the Brookline Public Schools:

1. Any religious holy day programs developed by the Brookline Public Schools should expose children to the historical, cultural, and ethical values of the world's great religions.

2. The Brookline Public Schools should leave to the churches and synagogues the development of religious holy day programs of a devotional nature. The use of any religious symbols should be avoided, as should any program which might teach the nature of a particular religion.

3. The Brookline Public Schools may select art, music, poetry, and literature appropriate to the holy days, but not as part of any program leading to religious observance.

I 3 e. Substance Use Prevention and Education (Voted 12/1/16, #16-76)
(Replaced Teaching about Drugs, Alcohol, and Tobacco Voted 3/16/70, #70-92)
Purpose:
Mass. Gen Laws c. 71, s.96 requires each public school:

- to have policies regarding substance abuse prevention and the education of its students about the dangers of drugs, alcohol, and tobacco;
- to notify students' parents or guardians about the related policies and procedures, professional development support of staff; and
- to post the policies on the school district website.

And requires schools to file these policies with the Department of Elementary and Secondary Education (DESE).

In accordance with state and federal law, and this policy the PSB shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades 5-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on non-use 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 or his/her designee.

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
	M.G.L. 71:2A; 71:96; 272:40A
CROSS REFS:	GBEC, Drug Free Workplace Policy
	JICH, Drug and Alcohol Use by Students
	IHAMB, Teaching about Alcohol, Tobacco, and Drugs
	GBEC, Drug Free Workplace Policy

I 3 f. Handwriting Instruction Guidelines: (Voted 5/14/73, #73-152)
The School Committee accepts and adopts the following guidelines developed by the Handwriting Committee, which revises the curriculum for manuscript writing for grades K-3.

1. As in the past, manuscript writing will be taught in grades K-3.

2. The introduction of cursive writing for purposes of initial instruction will be taught in grades 4-6 beginning October 15, 1973. 15 minutes per day of instructional time will be set aside for handwriting.

The Handwriting Committee is recommending this policy because of the great concern of parents, and the interest children have shown, in learning cursive. Although research suggests that there are some advantages to manuscript writing, the results are rather inconclusive. The data is not clear enough, nor persuasive enough, to suggest that we ignore the expressed wishes of parents and the desires of students.

3. Each school will continue to give instruction in cursive writing upon written request by the parents to students in grades 7 & 8. This practice will be discontinued in 1975 because pupils in the grades 5 & 6 in 1973 already will have had cursive writing instruction. In 1975, there will no longer be an optional handwriting course for grades 7 & 8.

4. If necessary, the Superintendent of Schools will be authorized to transfer funds from different accounts to cover the cost of implementing the cursive writing program.

SECTION I
INSTRUCTION
4. Philosophy Statements
a. Computer Education:
(Voted 12/2/80, #80-414, 415; 9/22/81, #81-431)
In the past ten years, the progress which has been made in the computer industry parallels the progress from the first flight of the Wright Brothers to the moon landing. Computers, which initially cost millions of dollars, and occupied entire buildings, now cost hundreds of dollars and can be housed on a desk-top. They are moving out of university laboratories and the high technology industry into offices, businesses and homes. It has been estimated that the output of computers has increased by a factor of 10,000 in the past fifteen years, and that the per function cost today is down 100,000 fold. If the automobile industry had progressed as rapidly as the computer industry, a Rolls Royce would cost $2.00 today.

These developments have caused a technological revolution which will continue to affect the nature of work, the structure of business and industry, and our home environment. This revolution caused by computer use has presented a critical challenge to education. The future effectiveness of today's students will depend increasingly on their ability to understand computers and to utilize them advantageously.

The study of computers and computing is viewed as a means of stimulating intellectual curiosity and extending the limits of creative intelligence. Students will learn to use computers as extensions of themselves to solve problems too tedious to analyze by other means, to complete tasks they would not have otherwise attempted, and to explore creatively and logically new dimensions of the human mind.

We recognize that the computer lends itself to a variety of educational applications. It may assume the role of the learner, allowing the student to develop and express a deep understanding of pertinent subject matter through writing a computer program. The computer may: serve as a tool, permitting a student to perform calculations, analyze data, or store information as part of the problem solving process; provide drill and practice in skill areas or stimulate learning situations which would not otherwise be available in the classroom, and expand students' abilities beyond their present skill levels. We believe that each of these uses has educational value and that all should be pursued. By utilizing the computer as a learning instrument, thinking and understanding will be refined and extended, demonstrating clearly to the student the value that results from mastery of this powerful technology.

The major goals of computer instruction are awareness, literacy, control and fluency. These goals are interrelated and interdependent. Computer awareness includes understanding the capabilities and limitations of computers and their moral, social, vocational, and educational implications. Computer literacy involves the ability to operate the machine, to read and understand the functioning of computer programs and to interpret information supplied by a computer. Control of the computer implies that the student is able to develop problem solving strategies which utilize the computer's capabilities effectively through use of computer languages. Fluency means having a high level of expertise in one of more computer language.

Students will begin learning about computers and computing from the time they enter school and will continue such learning throughout their school career. Computer utilization is interdisciplinary. Teachers in all curriculum areas at every level will implement a developmental approach which promotes increasingly more sophisticated use of the computers to meet educational goals. The

computer will assist teachers to help students achieve competence in the skills and concepts unique to each program area.

It is important that students of both sexes, different ability levels, and varying educational and occupational interests have equal access to the computer. Computer instruction will be individualized to meet the needs of students who will seek employment immediately following graduation, as well as those who will continue their education in vocational-technical schools or colleges and universities. Resources necessary are staffing, equipment, facilities, supplies, staff training, and curriculum adaptation to support this accessibility and individuation.

Computers may be employed by teachers to help carry out the functions of assessment and evaluation. Computers may be used by teachers as diagnostic tools for analyzing student abilities and will be available to implement specific academic programs to meet individual student needs. It is hoped that eventually computers will also maintain a record of each student's progress and provide immediate and direct feedback to students and teachers with appropriate safeguards to assure privacy.

Within the schools, teachers and administrators with interest and enthusiasm can serve as catalysts to promote widespread acceptance of instructional value of computers. Students with advanced computing skills are encouraged to serve as tutors for other students and to assist teachers in developing curriculum and software. Member of the community who are involved in computer related professions can be especially helpful as advisors and advocates. Close cooperation with regional computer education groups, other school systems, and local colleges and universities also valuable. Students, staff, parents, and other community members are essential resources and will be involved in the process of developing an effective computer education program.

I 4 b. Student School Technology Use Policy

The Public Schools of Brookline (PSB) views technology as an important tool for advancing educational excellence. In keeping with the system's educational mission, teachers may use and introduce to students a variety of technologies in order to help students learn more effectively. This policy and its related administrative procedures and school technology use contract are designed to ensure that students utilize school technology responsibly and safely.

I 4 b.1. Definitions

For purposes of this Policy, the following words and terms shall have the meanings set forth below:

School Technology: A range of digital or electronic tools provided to students by the PSB to enhance learning and/or facilitate communications.

Inappropriate: Unsuitable, illegal or destructive, including, but not limited to, spreading computer viruses, using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing, or otherwise objectionable or criminal language in a public or private message, bullying or retaliation. Attempting to gain unauthorized access to breach, and/or override, school technology security.

Academic: Related to scholarly performance in school, or any other school-related work.

I 4 b.2. Student Use of School Technology

The purpose of student use of school technology is academic. When students use school technology, they are expected to use such technology in an ethical, respectful, and responsible manner. Therefore, students are prohibited from using school technology for:

- Inappropriate communications;
- Intentionally viewing and/or downloading inappropriate material;
- The unauthorized duplication, distribution or use of software, also known as "pirating"; and
- Any other unauthorized or illegal use.

To promote internet safety, the PSB will implement safety measures to reduce the risk that student users of school technology will encounter inappropriate subject matter and materials while using such technology. These measures will include:

- Installing appropriate firewall security protection;
- Providing all students and their parents/guardians with a copy of this Policy at the

beginning of each school year, with the related student technology use contract;

- Educating all students, in age-appropriate language, of the content of this Policy and of appropriate safety measures to protect students from inappropriate subject matter and materials that can be accessed via the internet; and

- Ensuring that students' school technology use contracts are signed, collected and retained in the student record.

The PSB reserves the right to monitor all student use of school technology for the purpose of ensuring compliance with this Policy and shall not be liable for any unauthorized student use of school technology.

(Originally voted 6/29/92, #92-308-Technology Education and 4/25/96, #96-47-Internet Use and Contract Guidelines; Revised 4/6/06, #06-38 and 6/22/06, #06-74; Revised 4/28/11; #11-29)

****

School Technology Use Contract

I, _____ ("Student") and _____ (Parent(s)) of Student, hereby acknowledge that I/we have read and fully understand the terms of the foregoing Student School Technology Use Policy. In consideration of the benefit of using School Technology, Student hereby agrees to abide by the terms of this Policy when using any and all School Technology. Student and Student's Parent(s)/Guardian(s) further acknowledge that Student's use of School Technology in violation of this policy may result in termination of the right to use such School Technology.

_____ _____
Student (Grade 4 and above) Student's Parent/Guardian

_____ Date: _____, 20_____
Student's Parent/Guardian

I 4 c. English: (Voted 3/19/79, #79-79; 9/22/81, #81-431)
In teaching English, we address two very different tasks: exploration of the humanities, and acquisition of skills. In the first sense, English examines aesthetic and intellectual ideals and deepens self-awareness. Students learn through literature what the world has been and what they themselves may become. In the second sense, English develops specific skills. Students learn to express themselves fluently and correctly, and they learn to understand with increasing sophistication what others express.

Mastery of these tasks is incremental. We cannot teach a child to appreciate literature in grade two, review the criteria in grade three, and assume that learning is complete. Similarly, we cannot teach the paragraph at one level and assume that this concept has been mastered for all time. As students mature, literature and paragraphing become more complex concepts which must be increasingly refined.

If mastery of these tasks is incremental, it must also be active and personal. Students learn by doing. Moreover, they will not all proceed at the same rate or even by the same path. In essence, they will learn to read well by reading, to write well by writing, not be hearing some else's account of reading or writing.

We believe that our program is strong when it provides for individual differences. We also believe that individual needs do not always differ and at such times may best be served collectively. Our different approaches to instruction must therefore converge upon the same expectation for all students: maximal competency.

Present Approaches
The English Program for the Public Schools of Brookline consists of four interrelated components: Reading, Writing, Speaking, and Listening. By their very nature, these components are often taught in concert. Instruction also centers on each component individually.

Reading
As a major focus of the English Program grades K-12, reading is approached both as skill and art. Students learn to read for information and for pleasure through a broad range of activities. In the beginning stages, instruction includes two elements: word identification and reading comprehension. Applying knowledge of phonics, using words in context, and developing sight vocabulary are all stressed. In addition, teachers read and discuss children's literature with the whole class. They also assist students in selecting books for independent reading, a practice which continues throughout the grades. In the first grade, students also visit the library and begin the practice of locating reference materials. The study and reference skills taught become increasingly complex each year.

Starting in the second grade, groups of students read the same book and share oral and written assignments. As the student moves through the grades, comprehension and word-analysis skills continue to be taught and reinforced with materials of increasing complexity. Students also learn to distinguish fact from opinion and to respond to literary style. Through interdisciplinary units which engage such content areas as Social Studies, Science, Mathematics, and Unified Arts, reading instruction is broadened.

During the intermediate grades, students in groups continue to read works of children's literature, building skills and deepening appreciation. Assignments for the whole class are frequently based on specific genres or themes, with different groups reading books at their appropriate levels. The staff

uses a variety of criteria for selecting books for students to read: literary quality, vocabulary level, and thematic appeal. In addition, materials are screened for cultural bias and sex-role stereotyping.

In the seventh and eighth grades, students read to observe models of excellence, to gather information, to understand and share ideas, to explore values, and to stretch their powers of imagination. Teachers monitor individual programs, as well as small-group and whole-class reading experiences, to foster the acquisition of skills. All the genres are explored: poetry, drama, the short story, the novel, and the essay. The use of library resources and reference materials--from the dictionary and thesaurus to the encyclopedia and Reader's Guide--supplements reading instruction, as it does throughout the elementary grades.

Reading instruction at the High School is accomplished chiefly through whole-class study of literature. In each of the ninth grade courses, all the genres are read and analyzed in whole group activities. In the tenth and eleventh grades, some of the semester length electives emphasize the intensive reading of a specific genre, for example Short Fiction and Shakespeare, while others include all genres, for example Humanities and American Literature. In the twelfth grade, the full year electives return to all of the genres for more sophisticated textual analysis, in a variety of courses from Ancient Literature to Contemporary Literature.

The English Program at the High School also provides opportunities for individualized and small group reading experiences. In fact, some course options in English and Reading Tutorial give special attention to individualized reading programs. Supplementary or outside reading is encouraged in all cores, and reading and study skills are continually addressed. Specific mini courses in remedial reading and vocabulary development are jointly sponsored by the English Department and Pupil Support Services.

Writing

As with reading, both the skill and art of writing receive major emphasis at all grade levels. Students learn to clarify and communicate their thoughts and to practice them for basic modes of expression: narrative, descriptive, expository and argumentative. In the initial stages, manuscript printing is taught. Cursive handwriting is introduced in the third grade, and starting with fourth grade, is required for all finished work.

During the primary grades, children begin to translate their experiences into written language. Through a variety of activities, teachers encourage them to want to write, and to share their work with peers and adults. With careful guidance, students learn to proofread and correct their written work. Individualized instruction, as well as formal lessons in grammar, usage, and spelling are provided. Students are also assisted in evaluating their work over time. Through the use of the permanent composition folders and other records, both students and teachers can assess progress.

In the middle grades, students are expected to write more and to write better. The narrative and descriptive modes are emphasized. Students learn to develop plot, create character, establish mood, and produce detailed description. The expository mode is introduced as students acquire skill in gathering information and organizing it coherently.

Writing is at the center of the English Program in the seventh and eighth grades. Expository writing skills are further developed as students produce reports, biographies, magazines, trade journals, and newspapers from information gathered in interviews and library research. Creative writing activities are also provided through different units of study--in poetry, short story and science fiction. Skill mastery is increasingly emphasized in formal instruction and in conferencing.

In the ninth grade, all writing skills are systematically reviewed through the use of various textbooks and Skills for Effective Writing, a booklet written by teachers of ninth grade students. This booklet explains matters of traditional grammar and mechanics, along with techniques of sentence combining. Language instruction is pursued in exercises, and more importantly in the context of a student's own writing. Each ninth grade course includes the writing of expository essays, as well as more personal forms.

The electives of the tenth and eleventh grade offer specialized writing experiences--from Expository Writing and the Art of the Essay, to Autobiography and Fiction Workshop. Further study of grammar and usage, presented in a specially prepared English Review Booklet, is required of all sophomores and juniors. Finally, the culmination of each student's writing experience at the High School is a major piece of work, the Senior Paper, completed during the semester prior to graduation.

Speaking and Listening

Virtually all the activities in English classes, grades K-12, call into play the skills of speaking and listening. Students learn to speak before the group and to listen to others. In the beginning stages, discussion technique emphasized the basic responsibility of all students as speakers and listeners, to be sensitive to and considerate of others. Through a wide range of activities, teachers lead students to appreciate and develop the skills of oral communication. Language games, listening exercises, vocabulary study, oral reports, group presentations, debate activities, and classroom discussion provide useful approaches to the skills of speaking and listening. Specific courses, such as Public Speaking and Semiotics, explore the types and topics of oral language in depth. Whether the lessons examine the importance of the effective use of the right word or the proper attitude of the responsive listener, speaking and listening are inseparable components of the English program.

Program Implementation

Supervisory personnel make explicit the program goals and provide support for their implementation. Management and reporting systems are also considered an integral part of the instructional program. Teachers record concept and skill acquisition and report this information to students and parents.

Future Directions

Throughout the years, changes in the English curriculum have been gradual and steady. While the department has provided leadership for effecting these changes, the process has always been influenced by many factors: parent, teacher, and student input, research findings, standardized testing results, and societal changes. As the unending process reaches its latest phase, there appear to be areas where further change is indicated.

> Grammar:
> Attention should be given to more formal instruction, without, however, forgetting that it is but one means to a higher end--the improvement of writing.

Spelling:
Despite programs adopted in grades 3-6, our commitment to spelling must be reinforced through fostering the attitude that correct spelling has value and through using varied materials--such as the graded spelling lists of the skill sequence.

Literature:
Our search for and use of good literature at all levels will continue and be expanded, as will our practice of providing whole class reading experiences in the seventh and eighth grades. More bibliographies and reading lists of works at different reading levels will be prepared in concert with the library and other disciplines. Recreational reading will continue to be encouraged.

Reading in the Middle Grades:
Our focus on reading literature will be expanded to include the further study of non-fiction. The methods and techniques required to teach the skills of reading for a variety of purposes will be refined through staff in-service programs.

Speaking and Listening:
In the four-part structure of the English Program, Grades K-12, the components of speaking and listening will be more systematically pursued and developed.

Management and Reporting Systems:
The English Department, in accordance with the policy of the Public Schools of Brookline, will further systematize its management and reporting systems.

For Brookline, excellence is an abiding theme, yet a recurring issue. The issue is not whether excellence be pursued, but rather how excellence should be pursued. Two views predominate. According to one view, excellence resides in no other form save the human. It is a quality characteristic of the teacher who, by warmth and enthusiasm, renders personal what would otherwise remain arid and detached. Excellence in this form honors no single style of teaching, no privileged structure, no select method. It creates its own demands and provides its own discipline. According to the other view, excellence resides in content and consistency. Once chooses the best that has been thought and said, sets rigorous goals, selects the appropriate method, articulates steps toward reaching set goals, and then uniformly implements the resulting curriculum.

We believe that excellence embraces both views. While no known content or method guarantees success, clearly the choice of materials and method is crucial. Although mastery of communication skills follows no infallible sequence, nor progresses at a fixed rate, steps toward mastery may still be planned and regularly assessed. And though rigid adherence to any curriculum does not vouchsafe learning, consistency among levels and schools is plainly desirable. Rather than absolute uniformity, we believe that teaching requires the kind of structure that makes goals and expectations clear, but also grants teachers flexibility and permits, indeed encourages, creativity. Such structure is provided by the new skill sequence. At the same time, we wish to underscore our commitment to excellence in both teaching and learning. Minds sufficiently stretched never retract, whereas minds unstretched only sometimes expand.

I 4 d. Gifted and Talented: (Voted 1/8/85, #85-10; 4/7/92, #92-118)

Purpose

All Brookline children are entitled to appropriate educational opportunities. The overall goal of the Gifted and Talented Program is to meet the educational needs of academically advanced and intellectually gifted children. Academically advanced and intellectually gifted children need educational opportunities that are appropriately challenging. An expanded curriculum is crucial in order for these children to remain engaged in their education and to achieve their educational potential. The program works to include children whose cultural background, gender, learning style, or uneven development may obscure their giftedness. In this context, the Gifted and Talented Program has the following objectives:

1. To recognize and support academically advanced and intellectually gifted children;
2. To provide services to students and teachers;
3. To foster understanding of the special learning needs of this population;
4. To help the community understand the impact of educational practices and policies on this population;
5. To promote and acknowledge academic success and pride in intellectual achievement.

Structure

In order to achieve its objectives, the Gifted and Talented Program works cooperatively with curriculum coordinators, principals, guidance counselors and teachers in a system of shared responsibility. It is the curriculum coordinator's role, in conjunction with the Gifted and Talented Program Coordinator to gather and create materials and curricula to meet the learning needs of this population. The Gifted and Talented Program Coordinator works in partnership with the Assistant Superintendent of Curriculum, the curriculum coordinators, and teachers, in the implementation of appropriately challenging work in the classroom. The principals set educational priorities in their schools, bearing this population in mind. Classroom and resource teachers working collaboratively can meet the learning needs of these students by incorporating appropriately challenging curricula. In addition to the above classroom support, options such as mentoring, homogeneous grouping, town-wide conferences, and seminars, acceleration, counseling and pull-out programs which support and expand classroom experiences, should be considered to ensure that our brightest children reach their potential.

A strong Gifted and Talented Program promotes a climate of pride in intellectual achievement and provides a community where an excitement for learning can be shared and celebrated.

I 4 e. Libraries: (Voted 11/18/78, #78-485; 9/22/81, #81-431)
The library program of the Public Schools of Brookline requires a wealth of carefully selected well-organized library resources. Thus, the library program of service evolves from the requirements of the curriculum. The library program should extend the student's knowledge of the world, foster and encourage a love of reading and learning, and provide materials to meet the interests of a multicultural student body. The libraries should be educational and cultural environments where students become comfortable with books and ideas.

In the selection and approval of books and audiovisual materials, the policy of the Public Schools of Brookline is to develop procedures which will:

Develop the life-long habit of wide reading which fosters freedom in the exchange of ideas, a basic principle in the operation of democracy.

Develop critical reading, viewing and listening skills for application in life-long learning.

Stimulate growth in knowledge, literary appreciation, aesthetic values and ethical standards.

Support and enrich all subjects of the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.

Present the many racial, ethnic, religious and cultural groups and portray the role of their contribution in the development of America.

Present all aspects of social, scientific, economic and political systems and issues so that students have practice, under guidance, in the processes of critical examining, thinking and assessing-processes that support an informed citizen's part in the preservation of American institutions and ideals.

Offer the students an opportunity to develop an awareness of a social order which values freedom and allows for the fullest development of the individual.

Give an extensive background of information and factual knowledge which will enable pupils to make intelligent judgments in their daily lives.

Support and be consistent with the objectives and goals of specific courses of study approved by the School Committee.

This library materials selection policy is rooted in, and supportive of, the following documents:

1. The Constitution of the USA, especially the First Amendment.

2. Academic Freedom in the Secondary Schools, American Civil Liberties Union, 1968.

3. The Student's Rights to Read, National Council of Teachers of English, 1972.

4. Intellectual Freedom Documents of the American Library Association.

5. Media Programs District and School, ALA/AECT, 1975.

6. Statement of School Library Policy, Public Schools of Brookline, 1980.

7. Program Goals of Department of Library Services, Public Schools of Brookline, 1981.

Planning and implementation of the library program of services by the library staff of professionally trained librarians and support staff in cooperation with other appropriate school personnel should:

Foster a love of reading and an appreciation of literature in all its forms by:

Providing reading, listening and viewing programs and facilities for individuals, small groups and class use.

Cooperating with and encouraging the use of other types of libraries.

Provide and teach reference and bibliographic services and skills, in conjunction, wherever possible, with classroom activities by:

Promoting the learning and application of library and visual literacy skills within curricular areas.

Promoting cooperative planning and information exchange among various areas of the school program to ensure the most effective use of resources.

Participating actively in curricular planning with teachers and administrators.
Ensure the selection, organization and distribution of materials in accordance with the Materials Selection Policy.

Provide for the evaluation and revision of library programs and services to meet the needs of students and faculty.

Encourage appropriate use of communication technologies.

Provide teachers and library staff with opportunities for growth and improved professional expertise.

The libraries in the Public Schools of Brookline shall be the resource centers of the schools. Under the supervision of trained librarians, they shall contain selected, organized materials for support of the school program, and they shall provide viewing and listening facilities for individual or group use of library materials. From the central library in each building, other points of access to instructional resources can be effected through the mobility of library staff and materials.

Since the libraries shall contain the materials for curricular and extracurricular programs, curriculum planners shall determine the resources to be acquired and shall structure assignments to utilize those resources. Where it may seem necessary to call upon the resources of other libraries, requests shall be made in accordance with the Interlibrary Loan Code.

The library program shall be designed to meet the school objectives and to undergrid the instructional program. Its planning and implementation shall involve administrators and faculty members responsible to the Assistant Superintendent of Schools for Curriculum and Instruction. While initiation of planning shall be the responsibility of the Director of Libraries, the principals, and the directors of instruction and all teachers shall participate. Program planning shall embody:

Selecting, organizing and distributing materials to meet curricular needs;
Outlining service to students and teachers;
Defining areas of responsibility for librarians, teachers, principals, and directors of instruction;
Providing reference and bibliographic services and skills;
Teaching library and study skills;
Providing guidance in listening, reading, and viewing;
Engaging in in-service education;
Evaluating the effectiveness of the library program in instructional areas.

The library shall be available, at the point of the student's need, for class visits and for individual and small group use. Any scheduling shall be flexible, emanating from the teachers' plans for activities, assignments, and projects requiring library resources.

The resources of all of the libraries in the Public Schools of Brookline shall be available to all of the members of the school system. Possible ways of coordinating school library resources and services with those of municipal, state, or regional libraries shall be a matter of continuous concern.

This policy statement is based on and adapted from the guidelines for school libraries, prepared in conjunction with the Knapp School Libraries Project. The full report of the Knapp demonstration school libraries is contained in Realization: The Final Report of the Knapp School Demonstration Project, edited by Peggy Sullivan, American Library Association (1968). Both the "guidelines" and Realization may be referred to with the assurance that they represent the manner in which the school libraries of the Public Schools of Brookline shall be developed.

I 4 e. 1. Selection of Books and AV Equipment: (Voted 9/22/81, #81-431)

I. Responsibility For Selection

The purchase of library materials is legally vested in the School Committee. The Committee delegates to the library staff the responsibility to develop final recommendations for purchase. The actual selection of materials is the responsibility of professionally-trained personnel on the library staff who know the courses of study, methods of teaching, and the individual needs of the pupils. The librarians will choose materials as determined by the interests and needs of the students and faculty. In this task, the librarians will be aided by suggestions from administrators, faculty, students, and parents. The widest participation is encouraged by acquainting the faculty with materials available through book examination collections and preview services. The school librarians are responsible for the final evaluation and selection of materials for their respective library.

II. Criteria For Selection

Criteria for the selection of materials are consistent with the guidelines for materials and selection noted above and are based on the needs of the individual school. These are derived from a thorough knowledge of the curriculum, suggestions of administrators and teachers, known needs of the individual student and requests of parents and students.

Materials are selected which present subject matter suitable for the grade and the interest level at which they are intended.

A wide range of materials is provided on all levels of difficulty, with a diversity of appeal and representing differing points o, view.

Factual accuracy, authoritativeness, balance and integrity are required in the materials provided. Materials of high artistic quality and superior format are sought, with consideration given to stimulating presentation, including imagination, vision, creativeness, and style appropriate to the idea.

Selection is an on-going process which includes the replacement of lost and worn resources of substantial educational value and removing materials deemed no longer appropriate.

III. Gift Books

Gift materials are judged by the criteria established in the selection policy and are accepted or rejected on these bases. Materials which fail to meet established criteria will be (a) returned to the donor, or (b) disposed of. The donor may stipulate a choice.

IV. Procedure For Handling Objections

A. The suitability of particular print or audiovisual resources may be questioned by any parent, student or citizen of the town. A request form is available from the Supervisor of Libraries to anyone seeking formal consideration of his criticism. This form should be completed by the complainant and presented to the Assistant Superintendent for Curriculum and Instruction, who

will forward copies to the Principal, appropriate Director/Supervisor and Librarian of the school involved.

B. The material in question shall be reviewed by a committee of seven composed of: Assistant Superintendent for Curriculum and Instruction; Building Principal; Teacher from the building involved in the subject field of the questioned material; PTO representative appointed by the building organization; Lay person interested in school affairs appointed by the Assistant Superintendent for Curriculum and Instruction; and Director/Supervisor Librarian

The review committee shall function at the call of the Assistant Superintendent upon receipt of a complaint. The material shall be considered with the specific objections in mind. The complainant or the group questioning the school materials shall have the opportunity to meet with the review committee and to present opinions and evidence. The school Librarian, the Director/Supervisor and any other persons involved in the selection or use of the questioned material shall have the same opportunity. The review committee shall use its best efforts to arrive at a decision as rapidly as possible and shall transmit its decision, including minority reports, if any, to all the interested parties. If the complainant is not satisfied with the decision of the review committee, s/he may ask for School Committee consideration of the matter.

C. The library staff shall have no obligation to remove material from use during the review process.

D. The review of questioned materials shall be treated objectively and as an important matter. The best interests of the students, the curriculum, the school, and the community shall be of paramount consideration.

V. Instructions To Evaluating Committee

"...free men and free inquiry are inseparable."

--President Lyndon B. Johnson.

Bear in mind the principles of the freedom to learn and to read and base your decisions on these broad principles rather than on defense of individual material. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked to consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other, and the opinions based on the material as a whole.

A report, presenting both majority and minority opinions, will be presented to the Superintendent who will forward it to the School Committee for action.

I 4 f. Mathematics: (Voted 3/24/81, #81-77; 9/22/81, 81-431)
Increasingly we live in a society in which competence in mathematics and the understanding of basic mathematical concepts are necessary components of an expanding number of careers and a requirement in making intelligent personal and professional decisions. Like language arts, mathematics is crucial to a general education and its study is a vital, integral part of a student's curriculum. In the broadest sense, mathematics and language have much in common. The best instruction in both emphasizes form and structure to develop logical thinking and clear and concise modes of expression, which permit the presentation of the whole range of ideas from simple, concrete statements of fact to the most abstract and profound thoughts and reasoning.

The mathematics program in the Public Schools of Brookline focuses on teaching students to apply quantitative ideas and skills to realistic problems and situations. It deals with the representation of reality in mathematical terms, the interpretation of results in terms appropriate to that reality, and the manipulation of mathematics for specific purposes.

The program is presented by a combination of methods. Provision is made for teaching those skills best learned by rote. At the same time a high priority is given to helping students define problems, apply rules, and judge the appropriateness of answers. These methods are used, not only to teach mathematics, but to instill confidence in each student so she or he can approach mathematics and other disciplines and situations eagerly and successfully. The program is flexible enough to meet the needs of all students. Students differ greatly in maturation, ability, intellectual preference, and life goals. Therefore, mathematical studies suitable for one student may not be appropriate for another. The mathematics department is responsible for developing, implementing and teaching a curriculum which recognizes the great variation in pupils' mathematical abilities, achievement levels, needs and motivations. The mathematics program seeks to provide the fundamental skills required for all forms of mathematics in a manner appropriate to each student. These skills are also widely applicable in other disciplines. Teachers of all disciplines need to recognize the far-reaching applicability of these skills, and routinely incorporate them into the course material of every discipline.

All students need a background of successful problem-solving experiences. True problem-solving power requires a wide repertoire of knowledge, not only of particular skills and concepts, but also of the relationships among them and the fundamental principles that unify them. We endorse the recommendations of the National Council of Teachers of Mathematics that students learn to: (1) define problems and goal, (2) formulate key questions, (3) discover patterns and similarities, (4) seek out appropriate data, (5) experiment, (6) transfer skill and strategies to new situations, and (7) draw on background knowledge to apply mathematics. Other fundamental skills which are important include: (1) alertness to the reasonableness of results, (2) estimation and approximation, (3) appropriate computation measurement, (4) reading, interpreting and constructing tables, charts and graphs, (5) using mathematics to predict, and (6) familiarity with new technology.

The technological revolution and resulting information explosion mandate a periodic review of the skills taught. Skills now considered essential will become obsolete and necessary new skills will arise from the dimensions of the mathematics pertinent to an age of rapid change. Decisions will be made on which present skills we will cease to teach in order to make time for those new skills which have been given a higher priority.

This new technology also makes it essential that the use of calculators and computers be integrated into the mathematics curriculum. At the very least, students will understand that these machines are tools. Calculators should be readily available in the classroom when the burden of lengthy computations outweighs the educational contribution of the process. Computers are used for developing mathematical concepts and applying mathematics, as well as for checking computational values and for practice and drill.

Computer literacy is the shared responsibility of every discipline. Students need to understand the role of the computer in language, art, music, and the social sciences. The mathematics program provides experiences that facilitate this new literacy.

The Mathematics Department has a special obligation in counseling. Students and parents need to be informed of the value of mathematics. They need to know the importance of algebra and geometry for technical jobs, and the importance of four years of high school mathematics in preparation for college. College calculus is required not only for careers in science and engineering, but also for careers in business, economics, and allied fields. When a student discontinues the study of mathematics early in high school, he or she is foreclosing on many options, both in college programs and in vocational training.

By providing for individual differences in methods of teaching, the program encourages students of all abilities to progress at their own learning pace. The mathematics program is sufficiently diverse to encourage students to study as much mathematics and to learn as many skills as their abilities and desires allow.

I 4 g. Social Studies: K-8: (Voted 2/4/92, #92-39)
Brookline's Social Studies curriculum should be characterized by a core of history which will be integrated and enriched throughout with concepts and information from geography, political science, economics, anthropology, sociology, and psychology.

Such a Social Studies curriculum will help to prepare students to live in the 21st century as knowledgeable, informed, ethical, and active citizens of their community, the United States and the world. In order to become thoughtful participants and decisionmakers in the democratic process, students need a strong background in history and social sciences. The K-8 sequence will provide rigorous, consistent and cumulative learning with the goal of engendering life-long enthusiasm for the study of history and the social sciences.

Goals
In order to assume their important roles as citizens and decision-makers in this country and in the world community, students should exhibit mastery in the following areas of knowledge, values and skills.

Knowledge
Students will exhibit:

~ a solid knowledge of the history, geography, economy, political and social institutions, traditions and values of the United States;

~ an understanding of basic democratic principles, rights and responsibilities, opportunities for and barriers to participation in a democracy;

~ knowledge of the unity and diversity of the world's peoples and their histories;

~ an understanding of the importance of geographic economic, religious, and sociological factors of historic events;

~ the ability to place current events in an historical context;

a recognition of the earth's limited resources.

Values
Students will:

~ develop a sense of history that will enable them to examine the relationship of the past to the present and future events and issues;

~ learn that civic responsibility springs from understanding and acting on democratic values;

~ learn to respect multicultural, international, and comparative perspectives which highlight our shared humanity and the interconnections of human history.

Students will progress in:

~ the development of critical and analytical perspectives on the human condition;

~ an appreciation of the relationships of people, politics, economies, and technologies throughout history and throughout the world;

~ an understanding and evaluation of different beliefs and their consequences in order to develop a capacity for moral judgment and ethical decision-making;

~ the development of a sense of worth as a member of one or more cultures, sharing in their cultures' strengths and achievements.

Skills
Students will:

~ develop a sense of time and of the chronology of events in human history;

~ develop higher level thinking analysis, synthesis and evaluation of historical and current events;

~ learn research, data gathering and other library skills;

~ learn to think critically, recognize bias and engage in problem solving and decision making;

~ understand and interpret maps, charts, graphs, and other visual resources;

~ develop oral and written communication skills for clear and persuasive expression;

~ understand and have the opportunity to participate in civic life.

I 4 h. Performing Arts : (Voted 9/22/81, #81-431)
The primary purpose of the Performing Arts Program of the Public Schools of Brookline is to provide all students with the kind of aesthetic experiences that affect a wholesome and essential balance in the human personality. Because human achievements are passed on from generation to generation through the arts (oral, notated, written, visualized, graphed, built, painted, crafted), not only individuals and other areas of study, but civilization itself depends on skills based in the arts. In addition, children who acquire skills and appreciation in the arts develop a humane approach to life; they tend to place ever increasing value on the quality of human endeavor. Arts lend purpose to living over and beyond biological survival. Arts make humans humane.

Because aesthetic experience is strongly affective as well as cognitive, the perceptions and values gained through arts education are useful in everyday life. The felt quality of aesthetic experience creates a cohesive bond among what would otherwise be disconnected and chaotic events in individual lives. Because adaptiveness to change and circumstances is inherent in the arts, they are an essential vehicle for mediating differences among people and cultures.

The Performing Arts Department is comprised of three allied arts disciplines Music, Dance, and Drama. The program endeavors to enable each student to discover his or her capacity for the communication of ideas, thoughts, and feelings. Instruction aims to release the spark of creativity contained within each individual through participatory experiences which foster the development of knowledge and skills in the arts. The function of the program is to lead the students toward self-discovery by helping them to acquire a vocabulary appropriate to the art forms; to learn the concepts and principles of design in music, dance and drama; and to develop the mental and motor skills necessary to performance in each of these areas.

Study in the Performing Arts fosters growth in the psychomotor, cognitive, and affective domains. Psychomotor development includes such areas as eye-hand coordination, perception, and spatial relationships. Cognitive development includes problem-solving, transfer of learning, symbolizing, patterning, and discriminating. Affective development reinforces such traits as self-confidence, group involvement, empathy, taste, poise, and self-discipline. Performance is the culmination and integration of these three domains.

In addition to the development of performance skills, the Performing Arts Program recognizes the importance of skills in art appreciation. Not just in the arts but in all aspects of life, modern society stresses the role of the individual as part of an audience, as a spectator or consumer. In an era when mass media often threaten to impose standards that are artistically specious or superficial, schools can and must direct students to the profound, intimate, intense, and ultimately unique learning experiences that define what is truly human and truly aesthetic. This challenge is willingly accepted by the Performing Arts Department of the Public Schools of Brookline.

I 4 i. Physical Education:
(Voted 6/3/74, #74-190; 3/14/77, #77-100; 12/4/78, #78-495; 6/30/83, #83-319; 11/17/86, #86-536; 2/28/89, #89-87; 9/24/98, #98-86)

1. Girls Interscholastics/ Co-Ed Gym/ Equal Time
The Brookline School Committee endorses the girls' interscholastic athletic program in grades 7 and 8; mandates co-educational gymnasium in grades 5-8, and endorses the principle that girls and boys be given equal time and facilities in after-school programs.

2. Course Requirements
The course requirements for Grade 9-12 Physical Education shall be:
1 credit of Physical Education.

3. Individualized Programs ("Contracting For Physical Education")
The coordinator of Physical Education is directed to establish individualized education programs as follows:

> When student athletes can demonstrate the need or appropriateness, they be allowed to petition individual physical education contracts for 1 or 2 semesters in the 10th, 11th, and 12th grades, and 1 semester in the 9th grade. Students in the 9th grade may not use individual physical education contracts to substitute for health or integrated health/ physical education. These individual petitions, which would be coordinated through the Physical Education Department, would need to be signed by the student, parent or guardian, dean, physical education teacher, and coach.

4. Athletics Grade 7-12: (Voted 3/13/97, #97-17)

BROOKLINE SCHOOL ATHLETICS FOR GRADES 7-12
MISSION STATEMENT

In the Brookline Public Schools, grades 7 through 12, the school based athletic experience is an essential part of each student's overall education. It builds upon and complements the physical education program, play activities, and the intramural programs in our elementary schools and in high school. Participation in one's school intramural or athletics program plays a significant role in developing positive self-esteem and a sense of well-being, in addition to providing a unique educational experience. The goal at every level of athletics is to strive for excellence. As an integral component of the Brookline Public School curriculum, the educational role of an inclusive, well-staffed athletic program is significant in the development of the whole student.

While learning the principles of self-discipline, fair play, leadership, and teamwork in pursuit of a common goal, student-athletes must be challenged at whatever level of skill they bring to a sport. Every student-athlete, male and female, shall be afforded the chance to participate at the most appropriate level to achieve optimal personal growth. These opportunities to develop their skills and reach their maximum potential will be provided in a well-coached, safe environment,

and at the best facilities the Town can provide. All teams will be qualified to participate competitively in their respective leagues.

The athletic program must be flexible and reflective of the values and culture of the Brookline Public Schools in order to address the needs of its diverse student population. Athletics are a common ground where all of our students can appreciate their peer's skills and contributions in the commitment to reaching a goal.

Participation in school based athletics promotes physical and mental health, and contributes to learning how to interact socially. It nurtures friendship where one might not expect to find it, and fosters a sense of pride in self and the community that lasts far beyond the student's years in the Brookline Public Schools.

I 4 j. Transitional Bilingual Education/English as a Second Language (TBE/ESL) Program: (Voted 3/24/81, #81-76; 9/22/81, #81-431)
The Brookline Transitional Bilingual Education/English As A Second Language Program is committed to the development and implementation of an educational program responsive to the varied individual and collective needs of persons from diverse linguistic groups. It seeks to encourage each student to realize his/her full potential by providing equal educational opportunity to all, irrespective of race, color, sex, religion or natural origin as required by Title IX of the 1972 Education Amendments and Chapter 622 of the General Laws of Massachusetts Acts of 1971.

In organizing this program the TBE/ESL Department recognizes the complexities inherent in providing instruction in two languages, the student's native language and English. It recognizes that living and learning in two cultures pose problems as well as refreshing solutions. It recognizes that students of limited proficiency in English come from myriad educational, social and economic backgrounds, thus requiring us to create a new frame of reference with regard to the establishment of an educational program. We believe that as educators, we must begin with each child and his/her family and try to understand them in the light of their past experiences, their attitudes and their beliefs. We can then build a sound educational program with challenging standards of competence which maximize the attainment of students' potential.

The Bilingual Program provides English Language instruction and teaches content areas in the students' dominant language. In this way, students learn quickly to function in the classroom. Bilingual Education encourages the integration of students of limited English proficiency in classes and activities in both school and the community. We recognize the richness of our students' diverse languages, cultures and individual experiences.

I 4 k. Visual Arts Program: (Voted 5/7/84, #84-173)
The primary purpose of the Visual Arts Program of the Brookline Public Schools is to expose and engage all students in a wide range of visual and tactile experiences that contribute to the development of a wholesome and humanistic person. The arts, in their many forms (visualized, written, crafted, painted, built, oral, notated) are the instruments used to pass the richness of human achievement from one generation to the next. These artifacts enrich the individual, other disciplines of study and the nation's culture. Historically, in great civilizations, the arts have flourished. Children who acquire skills and appreciation in the arts develop a humane approach to life; they tend to place ever increasing value in the quality of human endeavor. The Arts and Humanities lend purpose to living over and beyond technological achievement and biological survival. A greater appreciation and understanding of the arts enhances all aspects of humanity.

Because aesthetic experience is strongly affective as well as cognitive, the perceptions and values gained through arts education are useful in everyday life. The felt quality of aesthetic experience creates a cohesive bond among what could otherwise be disconnected and chaotic events in individual lives. Because adaptiveness to change and circumstance is inherent in the arts, they are an essential vehicle for mediating differences among people and cultures. Through the study of art history, students gain a deeper appreciation of cultures past and present. Art may be seen as a universal language, for out of the study of the history of art emerges the body of knowledge common to all mankind from which a universally understood symbolic language evolves.

The Visual Arts Program allows each student to develop skills needed to communicate ideas, thoughts and feelings visually. Through the manipulation of art materials and visual elements, students explore the qualities and properties of various media such as paint, pencils, and clay. Students learn to apply this knowledge of materials to a set of design concepts and principles that enable them to organize their ideas using lines, shapes, space and color. Instruction aims ultimately, through problem solving, observation and evaluation, at enabling students to understand the expressive qualities of various visual elements when creating and communicating an image of themselves or their world, and to respond to the immediate and enduring qualities of these forms.

Study in the Visual Arts fosters growth in the psychomotor, cognitive and affective domains. In the educational setting, the many kinds of activities in art (perceiving, analyzing, responding, interpreting, symbolizing and judging) become the process through which students become explorers, appraisers, transformers, creators, communicators, and perfectors. These experiences form a structure for learning that affords unique knowledge and skills in understanding the world, while being compatible and conducive to learning in all subject matter areas.

The Visual Arts Program recognizes the importance of skills in art appreciation. Not just in the arts, but in all aspects of life, modern society stresses the role of the individual as part of a viewing audience or consumer. Visual literacy is fostered by teaching children how to evaluate the impact and affect of a variety of visual symbols and images.

In an era when mass media often threaten to impose standards that are artistically specious or superficial, schools can and must direct students to the profound intimate, intense, and ultimately unique learning experiences that define what is truly human and truly aesthetic. This challenge is willingly accepted by the Visual Arts Department of the Public Schools of Brookline.

I 4 l. Philosophy on Inclusion: (Voted 6/15/00, #00-55)

Introduction

The Brookline Public Schools is a dynamic school system with a strong commitment to excellence, high expectations and standards, and the belief that all students have the right to have their individual needs met in a challenging and supportive learning environment.

Public Law 94-142, the *Education for All Handicapped Children Act*, passed in 1975 and the *Individuals with Disabilities Education Act (IDEA)*, passed in 1990, mandate that students with disabilities must be educated together with peers without disabilities to the "maximum extent appropriate". *Massachusetts' Special Education Law, Chapter 766*, defines education in the least restrictive environment as:

"the program and placement which ensures that, to the maximum extent appropriate, a child in need of special education, including children in public or private institutions or other care facilities, is educated with children who are not in need of special education, and that special classes, separate schooling or other removal of a child in need of special education from the regular education environment occurs only when the nature or severity of the special needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (603 Code Mass. Regs. Sec. 118.0).

While the term "inclusion" does not appear in the regulations, it does respond to the expectation that a student be educated in the least restrictive environment. In this report, "inclusion" refers to the process by which students with special needs, who require support, are placed with peers in the least restrictive and most appropriate environment.

Philosophy

Brookline, as an inclusive school system, holds that all staff, students, and parents are members of a community of learners and can expect a teaching/learning environment which will result in the greatest possible success for each community member. Inclusion is an evolving and dynamic process that acknowledges differences in learning styles, interests, skills and abilities. It is a process that challenges all members of the school community to address learning issues for every student: students who have an Individual Education Plan (IEP, or 504 Plan, and students who do not; students placed within district and students in out-of-district placements. All students are encouraged to build upon their strengths, learn from each other, and prepare for diversity within an inclusive society. A truly collaborative effort is required to maintain a caring and interactive environment within which all children are valued, respected, and challenged to reach their full potential.

SECTION I
INSTRUCTION
5. Parental Notification re Sex Education (Voted 6/5/97, #97-56)

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

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curricula we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes 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:

1. They may exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality 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. They may inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practical. 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 dispute.

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

SAMPLE NOTIFICATION LETTER

Dear Parent/Guardian:

Enclosed is an outline of our school's grade 8 comprehensive health education curriculum, developed by our professional staff. The overall goal of the course is to continue efforts begun in earlier grades to promote the health and well-being of our students and to help them make wise and informed decisions during their teen-age years and beyond.

Sex education is part of the health education curriculum in grade 8, including topics such as puberty; dating; relationships and communication skills; pregnancy; birth control; abortion; homosexuality; prevention of HIV/AIDS and other sexually transmitted diseases; and prevention of sexual abuse. The instructional materials we use for the course include a curriculum package and a video, listed on the enclosed outline. If you would like to review these materials at the school, you are welcome to do so. Please call me to arrange a convenient time.

During the course, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each student's privacy will be respected, and no one will be put on the spot to ask or answer questions or reveal personal information. Material will be presented in a balanced, factual way that makes clear that people may have strong religious and moral beliefs about issues such as birth control and abortion, and that these beliefs must be respected.

Under Massachusetts law and School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send me a letter requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. We may provide an alternative assignment to students who are exempted.

We look forward to working with you to ensure that your child has a positive and educationally enriching experience this school year. If you have any questions about sex education or any other matters concerning your child's education, please call me at [phone number].

Sincerely,

Principal

SECTION I
INSTRUCTION
6. *Approval of Private Schools*

The Massachusetts Compulsory Attendance Law, G.L. c. 76, §1, states, in relevant part:

> School committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching…

Private schools in Brookline shall be evaluated and approved in accordance with the following:

a.) Programs Seeking Initial Approval to Operate in Brookline

Private schools shall apply for initial approval from the School Committee prior to opening and enrolling students. PSB staff shall engage such schools in a full review and shall advise the School Committee whether the program is recommended for "provisional" approval. Such "provisional" approval shall not exceed a period of three years.

At least sixty (60) days prior to the expiration of a school's "provisional" approval, the school shall seek approval as an "ongoing" program. If upon review, PSB staff does not recommend approval as an "ongoing" program, PSB staff may recommend to the School Committee that the school be granted continued "provisional" approval for a period of time not to exceed three additional years.

b.) Provisional Programs Seeking "Ongoing" Approval to Operate in Brookline

1. Private Schools that are Accredited by a PSB Recognized Accreditation Agency
PSB staff shall maintain a list of PSB recognized accreditation agencies, which may be amended from time to time by PSB staff. The list shall not constitute an endorsement of such agencies by the PSB and/or the School Committee. Private schools that are accredited by a PSB recognized accreditation agency and are seeking "ongoing" approval to operate in Brookline shall provide PSB staff with documentation of their accreditation process. PSB staff may recommend to the School Committee that "ongoing" approval be granted based on the school's accreditation alone, or may recommend further investigation.

2.) Non-accredited Programs Seeking "Ongoing" Approval to Operate in Brookline
Private schools that are not accredited by a PSB recognized accreditation agency and are seeking "ongoing" approval to operate in Brookline are strongly encouraged to seek accreditation by a PSB recognized accreditation agency**.** In the absence of such accreditation, PSB staff may require such evidence and information as they deem necessary to ensure conformity with General Law.

c.) Substantial Changes to Previously Approved Programs

Should there be substantial changes to the instructional program of a school that has been granted either "provisional" or "ongoing" approval by the School Committee, the school shall seek approval of the instructional program prior to implementing such changes pursuant to General Law. The School Committee may grant "provisional" approval of such instructional program changes for a period of time not to exceed three years, in accordance with Paragraph 6.a herein.

d.) Criteria for the Approval of Private Schools

PSB staff shall maintain guidelines that shall be followed and a list of the criteria that shall be considered for recommending the approval of private schools under this Policy. Such guidelines and criteria may be amended from time to time by PSB staff. The criteria shall include, but will not be limited to, the following areas: philosophy and objectives, physical plant and safety, curriculum and assessment, educational materials, school staff, administration, records, student services, and financial support.

e.) Fee

A school applying for approval under this policy shall be charged a reasonable fee for the services provided hereunder.

Policy Adopted by the Brookline School Committee: 5/1/03, # 03-33. Adopted as amended, 12/17/09, #09-109.

SECTION J

STUDENTS

1. Admissions
   - a. School Admissions
     - I. Residency J 3
     - II. Verification of Residency J 3
     - III. Enforcement J 4
     - IV. Appeals J 4
     - V. Penalties J 4
     - VI. Exceptions J 4
     - VII. Notification J 7
   - b. Admission of METCO Students J 8
   - c. Admission of Children of Non-Resident Employees of the Town of Brookline (with Guidelines) J 9
   - d. Homeless Students: Enrollment Rights and Services J 13
   - e. Educational Opportunities for Students in Foster Care J 16
   - f. Assignment of Students to Schools J 19

2. Placement
   - a. Kindergarten Entrance Age J 21
   - b. Assignment of Students to Classes J 21
     - 1. Class Placement/Grade Level: Transferees J 21
     - 2. Promotion and Retention of Students J 22
     - 3. Grade Acceleration J 22
     - 4. Student Grouping, Inclusion and Placement Practices J 23

3. Attendance J 25
   - a. Student Demonstrations and Strikes J 27

4. Records, Rights & Responsibilities, and Involvement
   - a. Student Records J 28
   - b. Confidentiality of Records J 32
   - c. Disclosure of Disciplinary and Criminal Record Information to Post-Secondary Schools and Institutions J 33
   - d. Cumulative Records J 35
   - e. Non-Custodial Parents Rights Policy J 36
   - f. Student Rights & Responsibilities J 38
   - g. Student Involvement in Decision-Making/Initiation of Courses or Clubs J 40

5. Searches and Seizures J 42

6.	Policy Against Discrimination, Harassment, Sexual Harassment and Retaliation	J 43
7.	Bullying Prevention Policy	J 51
	a. Prohibition of Hazing	J 57
8.	Student Code of Conduct	J 59
9. (JQ)	Student Fees, fines, and Charges	J 91
10. (JQA)	Student Financial Assistance	J 93
11.	Student Yearbooks	J 95

SECTION J
STUDENTS
1. Admissions
a. School Admissions (Voted 6/19/78, #78-309, 10, 11; 6/4/79, #79-191; 10/6/81, #81-462; 6/21/83, #83-260; 6/6/85 #85-226; 4/27/89, #89-197; 6/16/05, #05-81; 6/6/13, #13-46, 1/30/14, #14-8; 6/5/14, #14-46; 12/3/15, #15-81; 11/10/21, #21-96)
Pursuant to MGL Chapter 76, sec. 5, the School Committee recognizes the right of all otherwise eligible persons actually residing in the Town of Brookline to be able to attend the Public Schools of Brookline ("PSB"), subject to the following policy and any relevant federal, state or local laws.

I. Residency

In order to attend the PSB, a student must actually reside in the Town of Brookline, unless one of the exceptions (set forth in Part VI, below) applies.

"Residence" is the primary place where a person dwells permanently, not temporarily, and with the intent to remain, and is the place that is the center of his or her domestic, social, and civic life. Minors are generally presumed to reside with their parents or guardians. Temporary residence in the Town of Brookline, solely for the purpose of attending the PSB, shall not be considered residency. Unless as otherwise stated in Section VI, below, a student shall not be allowed to attend the PSB unless the student is actually residing in the Town of Brookline. It is presumed that if a student is residing here for four weeks or less during the school year, the student does not meet resident eligibility requirements.

In determining and reconfirming residency, the PSB reserves its right to request a variety of documentation and to investigate where a student or applicant for enrollment actually resides on an ongoing basis. Also, the PSB may act upon anonymous tips it receives to conduct a residency verification investigation.

Unless one or more of the exceptions set forth in Section VI applies, a determination that a student does not actually reside in the Town of Brookline renders the student ineligible to enroll in the Public Schools of Brookline or, if the student is already enrolled in the Public Schools of Brookline, shall result in the immediate termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by an adverse determination of residency has the right to an appeal hearing with the Superintendent of Schools or designee, whose decision shall be final.

II. Verification of Residency
a. Initial Enrollment. Upon initial enrollment in the PSB, the enrolling student's parent or legal guardian must provide the district with a signed Affidavit of Residency, along with satisfactory proof of residency in the Town of Brookline. Upon initial enrollment, proof of residency shall include three or more records as designated by the Office of Registration and Enrollment at time of enrollment.

b. Continued Enrollment. A student's parent or guardian shall verify the home address and home telephone number of each student and provide an updated signed Affidavit of Residency at least once during each school year. Any irregularities identified by the Head of School and Principals, or their designee, shall be reported promptly to the Office of Registration and Enrollment. Parents are required to notify the school of any changes to their residential address or the address of the student within five calendar days of the change. All enrolled PSB students' parents or legal guardians shall provide an updated proof of residency upon request to demonstrate continued enrollment eligibility. Updated documented proof shall be required of all students multiple times throughout their academic career enrolled in PSB.

III. Enforcement

Should a question arise concerning any student's residency in the Town of Brookline while attending the PSB, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address, anonymous tips, correspondence that is returned to the Public Schools of Brookline because of an invalid or unknown address, or other grounds.

The Office of Registration and Enrollment may request additional documentation, may use the assistance of the Public Schools of Brookline Attendance Officer, and/or may obtain the services of police or investigative agency personnel to assist with or conduct investigations into student residency. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Office of Registration and Enrollment, who shall make an initial determination of residency.

Upon an initial determination by the Office of Registration and Enrollment that a student is not actually residing in the Town of Brookline, the student's enrollment in the Public Schools of Brookline shall be terminated.

IV. Appeals

The student's parent or legal guardian may appeal a determination as outlined above. If the student has reached the age of majority (18) he or she may appeal the decision. The student may remain in school pending such appeal.

V. Penalties

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Brookline reserves the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

VI. Exceptions

1. The Residency Requirements Shall Not Apply to the Following:

a. Students enrolled in the Brookline METCO Program;

b. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;

c. Tuition paying students, as permitted by law, unless tuition is waived under Section V(2) below;

d. Children of non-resident employees of the Town of Brookline, who meet the conditions established from time to time by the School Committee in the policy pertaining to such students;

e. Students who are entitled to attend the Public Schools of Brookline under the McKinney-Vento Homeless Assistance Act.

f. Students already enrolled in the Public Schools of Brookline who move out on or after April 1st of a given school year, or in the case of 8th graders and Brookline High School seniors who move out on or after Oct 1st of a given school year, may complete that year on a tuition basis, unless tuition is waived.

2. Extraordinary Circumstances: Residency Requirement Waivers and Tuition Waivers
At the discretion of the Superintendent or his/her designee, residency requirements and/or tuition may be waived as follows:

a. Students in their senior class at Brookline High School who move from Brookline on or after October 1 of their senior year, and who resided in Brookline during the entire previous school year.
b. Students who move to or from Brookline temporarily because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.

3. Dwelling Units that are Intersected by the Town Line: (Voted 1/30/14, #14-8)
For the purposes of determining eligibility to attend the Public Schools of Brookline (PSB) on the basis of residency, a PSB-eligible residence shall be any dwelling unit, as distinguished from a plot of land or a multi-unit building, on which a minimum of 25% of the dwelling unit is assessed by the Town of Brookline, based on gross building area provided that some/any portion of that 25% is finished living area, as defined by the Brookline Town Assessor.

If a dwelling unit is intersected to whatever degree by the Town Boundary line and assessed on less than 25% of the dwelling unit, based on gross building area and finished living area as

described above, that dwelling does not constitute a residence in the PSB district, and students who reside in that dwelling unit shall not be eligible for enrollment in the Public Schools of Brookline.

Determination of gross building area and finished living area shall be that provided by the Brookline Town Assessor. In the case of properties under construction and/or not yet assessed, the PSB Administration may rely on estimates from other relevant Town departments.

a. Exceptions. Students and/or dwelling units shall be grandfathered as PSB-eligible if eligible under either of the following exceptions.

i. Dwelling Units in Intersected Multi-family Buildings Prior to the Adoption of this Policy:
In the case of an occupied dwelling unit located in a multi-family building intersected by the Town Boundary Line and previously allowed under this policy to be PSB-eligible, children of families residing in that dwelling unit as of the date of adoption of this policy may enroll and/or remain in the PSB until such time as they no longer reside in that dwelling unit.

ii. Intersected Single Family Dwelling Units Purchased as PSB-eligible Prior to the Adoption of this Policy
In the case of single family dwelling units intersected to whatever degree by the Town Boundary Line and purchased as PSB-eligible prior to the adoption of this policy, any children of families who reside now or in the future in those dwelling units will be eligible for the Public Schools of Brookline on the basis of residency, with the following caveat.

Should a dwelling unit that would otherwise be exempt under this Section (a) (ii) be altered to increase the number of dwelling units contained in or attached to the physical space containing a dwelling unit (such as through the conversion of a single family dwelling into an attached two-family, or into multiple condominium dwelling units), the exemption under this section shall no longer apply to the dwelling unit.
In addition, any additional dwelling unit(s) added onto an exempt dwelling unit or added onto the property at the same address (for example, such as through the addition of town houses onto a single family home, or the conversion of a carriage house into a dwelling unit) shall not be exempt under this Section(a)(ii).

b. Proof of Residency for Intersected Multi-Family Dwellings
Parents/guardians residing in a multi-family building intersected to whatever degree by the Town line and seeking to enroll a child in the Public Schools of Brookline shall be required to provide proof of residency, in accordance with Section J1a.II above, that identifies the particular dwelling unit in which they reside.

c. Right of Appeal
If a determination of PSB eligibility under this policy is contested, appeal for review may be made to the Office of the Superintendent of Schools, whose decision regarding enrollment of the student(s) in question shall be final. Enrollment of an individual student under this appeal provision shall be specific to the student and shall not be construed as establishing PSB residency eligibility for the dwelling in question.

d. Notice of Policy Concerning Intersected Properties
The PSB shall maintain and make publicly available a current list of intersected properties that are considered eligible for PSB enrollment.

VII. Notification

The PSB's residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Brookline School Committee Policy Manual, posted on the Public Schools of Brookline website, and published in each school handbook.

b. Admission of METCO Students

The Superintendent of Schools is authorized to admit new students from the METCO (Metropolitan Council for Educational Opportunity) program from Pre-K through Grade 4, subject to the School Committee's guidelines for class size and subject to the availability of funds for the METCO program from the Massachusetts Department of Education. Students who have participated in the METCO program in Grades Pre-K-Grade 4 in other METCO communities may be admitted to the Brookline program, subject to the approval of the Superintendent of Schools. The guideline for Brookline's total METCO enrollment shall be 300; however, this ceiling shall be kept flexible.

(Revised from Admissions Policy, Section J, voted 6/19/78, #78-309, 10, 11, and amended 6/4/79, #79-191; 10/6/81, #81-462; 6/21/83, #83-260; 6/6/85 #85-226; and 4/27/89, # 89-197)
Adopted by the Brookline School Committee: 6/2/05, #05-75

c. Admission of Children of Non-Resident Employees of the Town of Brookline

All new non-resident students will be admitted, with the permission of the Superintendent of Schools, on a space available basis and will be charged full tuition as has been established by the School Committee, except under the following circumstances when part or all of the tuition may be waived:

a. Students enrolled in the METCO program.
b. Children of employees of the Town of Brookline who live in the Boston part of Larz Anderson.
c. Students enrolled in the High School under special programs approved by the School Committee.
d. Students for whom other communities pay their tuition.
e. Foreign students enrolled in School Committee approved programs such as the American Field Service exchange student program.
f. Children of non-resident employees (including teachers) of the Town, with the following conditions and qualifications

1.) Payment of $300 processing fee.
2.) First priority to tuition paying students in instances of limited space.

3.) Second priority shall be given to non-resident teachers in cases of limited space.
4.) All staffing shall be done on the basis of tuition paying or resident students.
5.) At Brookline High School, the decision as to whether space is available or not is at the discretion of the Superintendent of Schools, rather than on a class-by-class basis.
6.) The cost of special education services connected to Chapter 766 and any other Massachusetts or federal statute will have to be borne by the employee's town or city of residence, or by the individual.
7.) Children will be allowed to attend those schools where space is available. However, the Superintendent of Schools reserves the right to make the necessary changes in any school or individual grade.

(From Admissions Policy, Section J, voted 6/19/78, #78-309, 10, 11, and amended 6/4/79, #79-191; 10/6/81, #81-462; 6/21/83, #83-260; 6/6/85 #85-226; and 4/27/89, # 89-197)

Admissions Guidelines
for Non-Resident Students (including METCO)

(Voted 6/4/73, #73-176; 9/8/75,#75-331; 6/20/77, #77-336; 2/24/87, #87-75)

I. Non-Resident, Full-Tuition Paying Students

a. Students are admitted to the Public Schools of Brookline on a space available basis, in accordance with state law.

b. An initial letter will be sent in response to all inquiries regarding the non-resident, tuition payment program. The letter will be accompanied by an Application Packet.

c. Completed applications must be returned no later than April 1st and accompanied by a non-refundable $50 application fee.

d. Applicants will be notified of their admission status no later than May 15. Those accepted will receive an Admissions Contract.

e. To reserve a seat for the following school year, the applicant must return the Admissions Contract no later than May 31, with a $500 deposit. This deposit will be applied toward the second tuition payment due in January. The deposit is forfeited in the event that the student fails to enroll.

II. Non-Resident Teacher's Children

a. Students are admitted on a space available basis after full tuition-paying students have been admitted.

b. An initial letter will be sent to teachers who have made inquiries regarding the non-resident, reduced-tuition program. This letter, modified regarding dates, fees, and deposit, will be accompanied by an Application Packet, modified to omit the $50 fee.

c. Completed application forms must be returned no later than April 1.

d. Applicants will be notified of their admission status no later than June 1. Those accepted will receive an Admissions Contract.

e. To reserve a seat for the following year, the applicant must return the Admissions Contract no later than June 15, with a $50 deposit. This deposit will be applied toward the second tuition payment due in January. The deposit is forfeited in the event that the student fails to enroll.

III. Non-Resident School and Town Employee's Children

a. Students are admitted on a space available basis after applicants in Categories 1 and 2 above have been processed.

b. An initial letter will be sent to all employees who have made inquiries regarding the reduced-tuition program. This letter will be accompanied by an Application Packet, modified to omit reference to the $40 fee.

c. Completed applications must be received no later than Apri1 1st.

d. Applicants will be notified of their admission status no later than June 20. Acceptance letters will be accompanied by an Admissions Contract.

e. The Contract must be returned no later than June 30th accompanied by a $50 deposit. This deposit will be applied toward the second tuition payment due in January. The deposit is forfeited in the event that the student fails to enroll in September.

FEE/RATE FOR NON-RESIDENT STUDENTS

Materials Fee (Town and School Employee Children)

Fiscal Year	Materials Fee	% Discount Per Additional Child	$ Discount Per Additional Child	Materials Fee Per Additional Child
FY12	$2,347	0.00%	$0	$2,347
FY13	$2,417	2.50%	$60	$2,357
FY14	$2,490	5.00%	$125	$2,366
FY15	$2,565	7.50%	$192	$2,373
FY16	$2,642	10.00%	$264	$2,378
FY17	$2,721	10.00%	$272	$2,449
FY18	$2,803	10.00%	$280	$2,523
FY19	$2,888	10.00%	$288	$2,600
FY20	$2,975	10.00%	$297	$2,677
FY21	$3,064	10.00%	$306	$2,758

Tuition Rate (International Non-Resident Students)

FY20	$21,230 (Plus Lunch; Breakfast; Other Student Fees, Fines, and Charges)
FY21	$21,846 (Plus Lunch; Breakfast; Other Student Fees, Fines, and Charges)

RATES/FEES FOR INTERNATIONAL STUDENTS

International Student Processing Fee: (Voted 6/5/90, #90-197; 6/16/92, 92-234)
$300, plus non-resident tuition. A $500 deposit, to be credited to the tuition total, will also be required. Grandfathering will not be allowed. The following conditions also apply:

1. Students will be admitted annually on a space available basis.
2. The School Department reserves the right to deny or terminate any contract if the needs of the student exceed those typically experienced by Brookline students.
3. The student must be under 18 years of age.
4. An adult resident of Brookline with whom the student is to reside must publicly agree to accept responsibility for the supervision of the students.
5. The School Department reserves the right to terminate the contract at any time the terms are not met. Such terms should include the availability of appropriate adult supervision, meeting financial obligations in a timely manner, the absence of engagement in illegal activities, or not making adequate academic progress in the Brookline Schools.
6. Procedurally, when a request for an I-20 is received, basic information about the potential student should be solicited from the applicant. A tentative determination of available space should be made. If space appears to be available, a contract stating the initial cost of school attendance will be prepared. The contract should include information regarding its length and the terms under which it will stay in force. It should also include information about the adult responsible for providing supervision in Brookline. The I-20 should not be completed until the signed contract has been returned. Student registration forms should be modified to request information regarding the country of citizenship of each student to be registered in a Brookline school. If the student is not a citizen of the U.S. , the nature of the visa under which the student was admitted should be solicited. This information should be collected to ensure that students who have entered the country on I-20's approved by other school systems do not seek admission in Brookline on a tuition free basis.

J 1 d. Homeless Students: Enrollment Rights and Services
(Voted 7/27/20, #20-93)
I. Preamble
A. As required by law, the Public Schools of Brookline (PSB) will work with homeless children as well as their families or legal guardian(s) to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of current PSB students and homeless students in Brookline not attending school.

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

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for people;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or other similar settings;
7. Living in temporary housing provided by the Massachusetts Department of Transitional Assistance or other government agencies or charity organizations;
8. Migratory children who qualify as homeless because they are living in conditions described in the previous examples.

III. Services
A. Homeless students attending the PSB will be provided district services for which other PSB students are generally eligible, including pre-school programs, Title I, special education, and bilingual education. Homeless students attending the PSB will be eligible for vocational and technical education, gifted and talented programs, wraparound service programs, school nutrition programs, summer programs, after school programs, athletics programs, music, visual arts and performing arts programs, and other extracurricular activities.

B. The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The PSB homeless education liaison 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. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

IV. Enrollment

A. All homeless students temporarily housed in Brookline shall be entitled to attend the PSB. Notwithstanding the foregoing, it is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e., the school that the student was attending at the time homelessness commenced, or the last school the student attended prior to becoming homeless, except when doing so is contrary to the request of the student's parent or guardian. When determining a student's best interest, the district must consider student-centered factors, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youths. At its discretion, the district may periodically review the student's best interest.

B. Homeless students temporarily housed in Brookline but whose school of origin is outside of the PSB may continue to attend their school of origin for as long as they remain temporarily housed in Brookline. Upon leaving Brookline, these students shall coordinate enrollment options with the new district in which they are temporarily housed.

C. Homeless students temporarily housed outside of Brookline but whose school of origin at the time they become homeless is within the PSB may continue in the PSB for as long as they remain homeless.

D. Homeless students enrolled in the PSB who move outside of Brookline or cease to be homeless outside of Brookline may remain in the PSB until the end of their school's current academic reporting period, except that:

(i) Homeless students in the final grade level at a school in the PSB may remain within the PSB until the end of the school year.

E. For homeless students who completed or complete the final grade level served by the school of origin, and remain homeless in Brookline or were enrolled in the PSB at the time they became homeless, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

F. Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The PSB shall help coordinate transportation for eligible students who are sheltered or temporarily residing within Brookline to the students' school of origin, in accordance with state and federal law. For homeless students residing outside of Brookline for whom the school of origin is within Brookline, the PSB shall similarly coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary, in accordance with state and federal law.

V. <u>Students Enrolling in District Where Sheltered or Temporarily Residing</u>

A. Parent(s) or legal guardian(s) may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin.

B. Homeless students are encouraged to provide written proof of their shelter or temporary residence. If they are unable to do so the homeless education liaison will work with the family seeking enrollment to determine homelessness.

VI. Records

A. Information about the homeless student's living arrangements shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or legal guardian, absent a state or federal student-privacy related exemption.

B. If the student cannot provide 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.

VII. Contact Information

A. Emergency contact information is required at the time of enrollment consistent with PSB policies, including compliance with the state's address confidentiality program where necessary.

B. After enrollment, the PSB will immediately request available records from any school(s) attended by the homeless student within the last two calendar years.

VIII. Dispute Resolution

A. If the PSB disagrees with a parent or legal guardian's determination of a homeless student's best interests for school district placement, the PSB will explain to the parent(s) or legal guardian(s), in writing and in a language the parent can understand, the rationale for its determination and provide the parent(s) or legal guardian(s) with written notice of their rights to appeal the PSB's determination to the Massachusetts Department of Elementary and Secondary Education (DESE).

B. During the pendency of an appeal to DESE, the student may remain enrolled at whichever school the student attended during the filing of the appeal. Pending appeal, the student may receive transportation to that school, consistent with state and federal law.

J 1 e. Educational Opportunities for Children in Foster Care (Voted 7/27/20, #20-94)

I. Preamble
A. The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the Public Schools of Brookline (PSB) are committed to supporting all efforts to ensure that students in foster care have access to high-quality, stable educational experiences from pre-school through high school graduation.

II. School Placement
A. Whenever a student changes placement (i.e., enters foster care or moves to another foster placement), a Best Interest Determination (BID) must occur. Irrespective of the location of a foster care placement, students in foster care shall continue to attend their school of origin or school of last enrollment, unless after a collaborative Best Interest Determination (as hereinafter defined), it is stated, in writing, 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.

B. The superintendent shall designate a point of contact (POC) for students in foster care. The responsibilities of the POC include participating in the process for making best interest determinations, ensuring school enrollment and attendance of students in foster care, providing timely transfer of records, developing and implementing procedures for providing and coordinating cost-effective transportation, as needed; and facilitating professional development for district staff to promote educational stability for students in foster care. The PSB and the POC will collaborate with the Department of Children and Families (DCF) to ensure that students are enrolled in and regularly attending school, enjoy full and equal opportunities to succeed in school and meet the same state academic standards as other students, as well as receive other services for which they are eligible.

III. Best Interest Determination
A. Decisions about whether a student in foster care should continue to attend the school of origin (a "Best Interest Determination") should be made promptly and collaboratively by DCF, the school and district of origin, the district in which the student resides in foster care, the education guardian ad litem (GAL) surrogate if one has been appointed, the court appointed special advocate (CASA) if one has been appointed, and as situationally appropriate, the student, the student's family, and the foster family. The PSB shall make an effort to also include appropriate individuals with specific knowledge of the student's needs, such as doctors, therapists, mentors, tutors, extracurricular program instructors, and other service providers.

B. Best Interest Determinations should focus on the needs of each individual student. Factors to be considered should include: (1) the student's age and grade level, (2) the student's preference

(when age appropriate), (3) the time in the academic year, (4) academic performance, (5) current educational goals and services, (6) the Individualized Education Plan (IEP), if applicable, (7) individual skills, needs, and social connections, (8) ability to maintain family relationships and engagement, (9) clinical and behavioral considerations, (10) safety issues, (11) distance to school, (12) length of the school day, (13) number of school changes and foster placements to date, (14) anticipated length of time in placement, and (15) DCF's goal for the child (e.g. reunification, third party custody, guardianship, adoption, etc.). Additionally, the parties involved in the decision may wish to determine a time to revisit the question of whether it is in the student's best interest to remain in the school of origin or enroll locally.

C. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, then DCF, as legal custodian, will finalize the Best Interest Determination if the relevant parties cannot agree on the best school for the student to attend.

D. All Best Interest Determinations shall be made in writing. The PSB shall ensure that copies of the Best Interest Determination will be provided to the POC of the school of origin or district in which the student resides (as applicable), the Department of Children and Families (DCF), and the student (if 18 or older) within three business days of completion. Upon written request, the PSB shall also provide copies of the Best Interest Determination to the student's attorney, the education GAL surrogate, and the CASA within three business days.

(i) Attorneys representing students must provide a certified copy of the applicable court docket confirming their appointment to represent the child, an active Massachusetts Attorney Bar card, and an active state or national photo identification card prior to receipt of any communications regarding the student.
(ii) Education GAL surrogates and CASAs must provide a certified copy of their court appointment, active professional licensure, and active state or national photo identification card prior to receipt of any communications regarding the student.

E. The PSB can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by the Department of Elementary and Secondary Education (DESE) and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate in accordance with state and federal law, the PSB will ensure that a child remains at the school of last attendance while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

IV. <u>Transportation</u>

A. Foster care students are entitled to transportation comparable to that provided for all other students attending school in the district. The PSB shall collaborate with DCF and the relevant outside district on how transportation will be arranged and provided to ensure that students in foster care who are eligible for transportation to remain in their school of origin or school of last enrollment will receive such transportation while they are in foster care, in accordance with state and federal law. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, and seeking help from foster parent(s), etc.

V. Enrollment

A. If it is in the best interests of a student in foster care as determined by the BID to attend school locally (where placed in foster care), the district must enroll the student immediately. During enrollment of students in foster care, DCF representatives will present the district with current Notice to the Local Educational Agency and the Mittimus indicating that the student is in foster care, along with a state-agency identification badge.

B. 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.

C. PSB students in foster care will be provided district services for which other PSB students are generally eligible, including pre-school programs, Title I, special education, and bilingual education. Foster care students will be eligible for vocational and technical education, gifted and talented programs, wraparound service programs, school nutrition programs, summer programs, after school programs, athletics programs, music, visual arts and performing arts programs, and other extracurricular activities.

VI. Attendance

A. Foster care students may continue within the PSB for as long as they remain in foster care, provided that the Best Interest Determination(s) support(s) such continued enrollment

B. Foster care students who exit foster care outside of Brookline may remain within the PSB until the end of their school's current academic reporting period, except that:

(i) Foster care students who exit foster care in the final grade level at a school in the PSB may remain within the PSB for the duration of that school year, provided that the Best Interest Determination(s) support(s) such continued enrollment.

D. For foster care students who completed or complete the final grade level served by the school of origin, and remain at a foster care placement in Brookline or were enrolled in the PSB at the time they entered foster care, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

J 1 f. Assignment of Students to Schools:
Voted 10/6/81, #81-461; 5/7/84, #84-171; 5/11/93, #93-148; 6/7/01, #01-65, #01-66, #01-67; 6/14/01, #01-77; 2/7/02, #02-14; 3/25/04, #04-23 and #04-25; 3/15/12, #12-18; 2/14/13, #13-13; 3/12/15, #15-16)
1. Open Enrollment
Open enrollment is defined as a condition whereby a resident of the Town whose child does not reside in a specific elementary school district, may request admission to a school in that district.

While students have a right to attend the elementary school in the school district where they reside, the Brookline School Committee endorses a policy of open enrollment, subject to certain provisions set forth below which are designed to support the class size policies of the Public Schools of Brookline, to ensure even utilization of individual building resources and staff throughout the system, and to protect the educational well-being of the students. If a transfer is approved to one child in a family, there can be no guarantee that a sibling will be granted similar approval. Children of a resident who moves from one school district to another within the Town may be granted permission to remain in the former school district upon request to the Superintendent of Schools or his designee. The transportation of students to out-of-district schools shall be the responsibility of the student's family.

2. Out of District Transfer Requests
With respect to out-of-district transfer requests, the following will be considered:

1. The class size in the school district of the applicant, and that in the school being requested;
2. The overall crowding conditions and staff/pupil loads in the school district of the applicant and that in the school being requested;
3. The parents' reason for the request;
4. The educational well-being of the student, including the opinions of the Principals of both schools and other staff members.

The Superintendent of Schools, based on a recommendation from the Office of Student Affairs, shall have the sole responsibility of deciding out-of-district transfer requests and the assignment of new families residing in buffer zones (*see below*), in accordance with School Committee policy.

3. Buffer Zones
<u>a. Establishment of Buffer Zones</u>
In order to help mitigate overcrowding in a grade or school and/or help maintain balanced class sizes across our elementary schools, the School Committee may establish school attendance "buffer zones," i.e. addresses or groups of addresses on or near elementary school district boundaries from which new students may be assigned by the Superintendent or his/her designee to any of the immediate school districts.

While committed to neighborhood elementary schools, the School Committee believes buffer zones are a necessary component of any strategy to manage the impacts of enrollment growth because they provide the Superintendent greater flexibility to assign students to schools where space and resources afford the best possible education for those students.

b. Family Preference & Sibling Assignment

With respect to the assignment of new families residing in buffer zones:

1. The preference of the family will be considered in making the initial assignment.
2. Unless the family requests a different assignment, which will be considered according to the policy on out-of-district transfers, subsequent assignments of siblings in a given family will be made to the same school.

c. Periodic Review, Modification, Expansion, or Reassessment of Buffer Zone Need

In order to underscore the School Committee's objective of maintaining strong neighborhood schools and reducing the uncertainty felt by some families who move into buffer zones, the School Committee shall periodically review the PSB's need for buffer zones based on enrollments as well as the experience of the community with the buffer zones. Based on any such review, the School Committee may modify or expand buffer zones to include additional schools for potential student assignment provided, however, that such review does not guarantee repeal of any given buffer zone.

d. Public Access to Buffer Zone Information

A current map and full list and description of school attendance districts and buffer zones shall be available from the Town's GIS Department online through the Town's website, or in print form upon request.

4. Temporary Relocation of Students and/or Classrooms: (Voted 2/14/13, #13-13)

In response to extraordinary circumstances, including, but not limited to, space constraints from high enrollment or capital renovation/construction, the Superintendent of Schools may, at his or her discretion, in consultation with the School Committee, and in accordance with the goals outlined in the School Committee's policy J 1 e. Assignment of Students to Schools/Buffer Zones, temporarily relocate a classroom or classrooms of students in grades K-12 to spaces outside of the school to which they are assigned. Such temporary relocation may be sited in rental space or other buildings within the PSB or Town, including other elementary schools. Any such relocation shall be temporary, shall terminate when the need for such relocation ends, and shall not exceed 2 years without a vote of the School Committee on or before March 15th of the second year of implementation. Students relocated under this provision shall retain their original school assignment status for all other purposes including, but not limited to, matriculation and calculations of school enrollment.

SECTION J
STUDENTS
2. Placement
a. Kindergarten Entrance Age:
(Voted 5/11/93, #93-150; 5/18/93, #93-154; 3/1/94, #94-14; 3/14/96, #96-24; 2/7/02, #02-18; 3/21/02, #02-32; 4/25/02, #02-45; 11/15/10, #10-86)

In order for a child to be eligible to enter kindergarten, he/she must have reached the age of five (5) years on or before August 31 of the year in which he/she enters kindergarten. No exceptions shall be made.

J 2 b. Assignment of Students to Classes: (Voted 11/24/87, #87-576)
The grade level or class placement of students shall be determined by school department staff in accordance with the following guidelines established by the staff and approved by the School Committee:

J 2 b. 1. Class Placement/Grade Level: Transferees: (Voted 11/24/87, #87-576)

1. Decisions regarding the placement of students transferring into the Public Schools of Brookline from other systems shall be made by the Principal in the Elementary Schools after consultation with appropriate specialists and by the House Heads after consultation with the Guidance Counselors and Department Coordinators at the High School.

2. The following factors shall be considered:
   a. The child's age, ability, achievement, social development, and previous grade.
   b. Scores and evaluations on such tests as are utilized by the Public Schools of Brookline.
   c. Parental input.
   d. Input from the child's previous teacher, where possible.

3. Appeals
   a. Elementary school parents may appeal the decision of the Principal to the Assistant Superintendent for Curriculum and Instruction and to the Superintendent of Schools. The decision of the Superintendent shall be final.
   b. High School parents may appeal the decision of the House Head to the Head of School to the Assistant Superintendent for Curriculum and Instruction, and to the Superintendent. The decision of the Superintendent shall be final.

4. The Brookline Public Schools will not engage in or pay for additional testing or other diagnostic procedures as part of the placement process.

J 2 b. 2. Promotion and Retention of Students

(Voted 11/24/87, #87-576; 2/12/09, #09-13)

1. Regular promotions of all pupils who have attained a satisfactory proficiency shall be made at the close of the school year with the approval of the elementary school Principal and the Head of School at the High School.

2. Student grade retention shall be determined as appropriate by the elementary school Principal or the High School Head of School.

a. Factors to be considered in these actions shall include:

1. The child's age, social development and previous grade and achievement levels.
2. Scores and evaluations on such tests as are utilized by the Brookline Public Schools.
3. The recommendations of the relevant Dean (BHS), the teacher(s), guidance counselor and social worker, as appropriate.
4. Parental input.

b. Pupils who for two consecutive years have been in the same class and who have been constant in attendance, who produce a certificate from their teacher that they have worked faithfully during that time may be promoted if deemed appropriate by the Superintendent of Schools.

3. Appeal of a decision of the elementary school Principal or High School Head of School may be made to the Deputy Superintendent for Teaching and Learning and to the Superintendent of Schools. The decision of the Superintendent shall be final.

J 2 b. 3. Grade Acceleration

(Voted 2/12/09, #09-13)

1. The Public Schools of Brookline recognizes that children develop cognitively, socially, emotionally, and physically at different rates. While the vast majority of children are well served by progressing through the preK-8 elementary system, there may be a few exceptional children who have mastered concepts and skills far beyond their grade level peers, have exhausted all available resources, and are in need of a different academic experience. In these situations, careful consideration must be taken to determine the best course of action for meeting the needs of these children.

Grade Acceleration, defined as students being placed in a grade ahead of their usual placement by age, may be one viable alternative. It should, however, be viewed as an exception in educational protocol, requiring careful consideration and support.

Grade Acceleration decisions will be based on a comprehensive evaluation of the child, using multiple measures including, but not limited to: ability tests, aptitude tests,

achievement tests, measures of developmental areas and social skills, and samples of student work. In addition, students being considered for Grade Acceleration must demonstrate proficiency, or demonstrate the ability to become proficient independently, of the Brookline Learning Expectations within the four core subjects of the grade(s) being skipped. Based on these outcomes and in collaboration with the parents and the school personnel involved (principal, classroom teacher, ECS resource teacher, guidance counselor, school psychologist, ECS program coordinator), the School Department will determine the best grade placement for the student.

J 2 b. 4. Student Grouping, Inclusion and Placement Practices: Originally approved: 1/9/97; 1/23/97, #97-4; Revised Policy Adopted by School Committee 3/11/10, #10-19.

The Public Schools of Brookline (PSB) is committed to identifying and eliminating barriers to educational achievement and to providing educational opportunities that ensure every student meets our standards for achievement and is challenged in meaningful ways. To this end, we consciously and explicitly hold all students to high expectations and engage in grouping, inclusion and placement practices that create the necessary classroom conditions for all students to achieve at high levels.

Consistent with Massachusetts General Laws and the Individuals with Disabilities Education Improvement Act (IDEA) with respect to student grouping, inclusion and placement practices, it is the policy of the Brookline School Committee that:

- All students are expected to meet high learning standards as defined by High School Course Syllabi and Expectations and pK-8 Learning Expectations in all grades, courses and levels. With thorough knowledge of their students' strengths and needs, and with resources and support available to them, classroom teachers will have primary responsibility for identifying, coordinating, and providing learning opportunities that promote high achievement for all their students.

- All classes and sections are open to all students, including elementary school enrichment programs, high school courses and, in the case of students with disabilities, general education classrooms. Parents, school personnel and students (where appropriate) shall collaborate in the decision-making process to determine the placement that is in the best interest of the student consistent with state and federal law. The goal is for the student to be in the most challenging and least restrictive class/section available.

- Elementary classroom teachers will use a variety of grouping strategies to challenge and engage students in meaningful ways. Groups created in an elementary classroom or grade shall be flexible and dynamic so that the composition of these groups can change over the course of a year.

- When determining class placement of students at any grade level in elementary school and in the creation of middle school class lists, consideration shall be given to various

student learning needs. In order to create effective learning environments and maintain valued diversity within each classroom, efforts will be made to place students with some peers who share similar profiles so that teachers can more effectively address the strengths and needs of all students.

Furthermore, the Superintendent is charged with developing and implementing the following programs and procedures:

- The Superintendent or his/her designee will develop guidelines outlining the classroom practices and school procedures aligned with this policy.

- The Superintendent or his/her designee, in collaboration with school principals, will create and implement programs and practices to support and develop teachers' understanding of content, instruction and classroom conditions that meet the needs of diverse learners consistent with M.G.L. c. 71, s. 38Q and in accordance with M.G.L. c. 71, s. 38Q½.

- The Superintendent or his/her designee will provide additional or alternative opportunities for students who demonstrate mastery of the learning expectations in a particular subject area. Mastery will be determined by various and multiple PSB assessments and by school personnel. These opportunities are intended to provide students with curricular challenge in a setting appropriate to the student's social and emotional development, and will include the possibility of elementary student enrollment in BHS courses, as well as high school student participation at local colleges or universities.

- The Superintendent or his/her designee will develop programs and processes that enable all high school students who wish to progress into a higher level class to attend courses, including, but not limited to, summer school classes that may be necessary for such progression.

- The Superintendent or his/her designee will develop programs and practices that encourage and enable teachers to provide instructional differentiation at all academic levels (including, but not limited to, enrichment and challenge support) so that all students are appropriately challenged academically and experiencing progress at the elementary level.

- The Superintendent or his/her designee will develop practices, aligned with the IDEA and M.G.L. c. 71B, s. 3, to ensure that students are educated in a general education setting (with appropriate support) to the maximum extent possible. Determination of educational setting will be made through the special education team process, informed by a child study team at each building.

SECTION J
STUDENTS
***3. Attendance* (Voted 11/6/78, #78-447; 4/27/89, #89-196; 1/5/12, #12-2; 6/16/15, #15-41)**
Regular and consistent school attendance directly contributes to student success. The purpose of this policy is to provide minimum standards for student attendance in the Public Schools of Brookline, and to provide guidance to the elementary schools and the high school for the development of attendance related rules that are consistent with the requirements of G.L. c. 76, s. 1 and this Policy.

I. ATTENDANCE REQUIREMENTS

The School Committee is charged with enforcing school attendance. Under Massachusetts' law, regular attendance at school is required for all persons between the ages of 6 and 16, and parents/guardians are responsible for ensuring their children's attendance at school. G.L. c. 76, s. 1, 2.

All students enrolled in the PSB are required to attend school, including all scheduled classes, on each school day, and to arrive on time to school and to all scheduled classes. Students will be excused from attending school or class or from arriving late to school or class on a particular day only if one or more of the attendance exceptions set forth in Part III of this Policy applies. In all other cases, students who are absent from school or from class or who are consistently late to school or to class may be subject to disciplinary action, as may be provided in their school handbook, or as otherwise determined by the Superintendent or Superintendent's designee.

II. ATTENDANCE RULES AND PROCEDURES

All schools shall develop and maintain uniform school attendance rules and procedures that are consistent with this Policy. Such attendance rules and procedures shall include, at a minimum, the following:

1. A process for providing notice to students and their parents/guardians at the beginning of each school year of: (a) the PSB attendance requirements; (b) the range of consequences for a student's failure to attend or arrive on time to school or to scheduled classes at school; (c) the procedure parents/guardians shall use to report student absences or late arrivals to school or to scheduled classes at school; and (d) the requirement that parents/guardians provide updated contact information so that they may be reached during the school day;
2. A process for monitoring student attendance at school that is consistent with applicable law and the collective bargaining agreement between the School Committee and Brookline Educators' Union;
3. In the event that a student is absent from school and the parent/guardian has not informed the school of the absence, a process for notifying the student's parent/guardian as soon as reasonably possible but within no more than 3 days of the student's absence;
4. A process for notifying the parent/guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5

or more school days unexcused in a school year. The Principal, or the Principal's designee, shall make a reasonable effort to meet with the parent/guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. These action steps shall be developed jointly and agreed upon by the Principal, or Principal's designee, the student, and the student's parent/guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing, and non-profit agencies;

5. A process for responding promptly to an individual student's failure to arrive on time to school or to scheduled classes at school, which process shall include notification to the student's parent/guardian;
6. A process for reporting an individual student's pattern of tardiness or absences to the student's parent/guardian and to the school Principal or Head of School or their designees and implementing remedial or disciplinary action, as appropriate; and
7. A process for establishing the scope of a student's responsibility for making up missed work or scheduled tests.

III. EXCUSED AND UNEXCUSED ABSENCES:

A. Excused Absences: A student shall be deemed to have an excused absence from school or from class only under the following circumstances:

1. The student is experiencing personal illness;
2. The student has suffered personal trauma, such as the death of a family member;
3. The student is observing a religious holiday;
4. The student must attend a medical appointment that cannot be made outside of school hours. The student must provide proper documentation for such appointment. The School Committee discourages the making of appointments during the school day;
5. The student must participate in a legal proceeding requiring his/her personal appearance;
6. The student has been suspended from school;
7. The student is attending an approved school related trip, assembly, or meeting;
8. The student is attending a scheduled interview for formal opportunities outside of school which may include, but not be limited to employment, postsecondary education opportunity, or internship. The student must provide proper documentation for such interview;
9. Other, as deemed appropriate by the Principal or Head of School or their designees.

All such absences must be confirmed by an eligible parent/guardian.

B. Unexcused Absences: An unexcused absence is not covered by Section IIIA above. Examples of an unexcused absence may include, but may not be limited to:

1. Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional;
2. Non-emergency family situations; and
3. Family Vacations.

Refs: G.L. c. 76, s. 1 and 2; 603 CMR 27.00

3 a. Student Demonstrations and Strikes: (Voted 3/8/71, #71-99)
Note this section was moved from Section J7 (Student Discipline) per vote on 3/12/15.
Walkouts and demonstrations are **not** considered as planned absences and will be handled in conformity with normal policies for unauthorized classroom absence. Students must assume the responsibility for make-up work for all absences and the teachers are responsible for providing help for all excused absences. Parents and students should be aware that any absences affect academic standing.

The use of school facilities should not interfere with the normal school program. Meeting rooms may be made available to students and student-connected groups through normal procedures.

> Staff Responsibility:
> In the event of a walkout the staff has primary responsibility to cover students in class. A teacher wishing to accompany students out of the building in order to oversee their safety should ensure, with the approval of the department chairman or director, a supervised on-going classroom experience for those students wishing to remain in class. The chairman or director should notify the Head of School.

SECTION J
STUDENTS
4. Records, Rights & Responsibilities, and Involvement
a. Student Records: (Voted 3/19/91, #91-83)

I. Definitions

For the purposes of this policy, the Brookline School Committee ("Brookline") has used the following definitions of terms:

Student - any person who attends or has attended a school in the Public Schools of Brookline.

Eligible Student - a student or former student who has reached age 14 or entered the ninth grade, or is attending post-secondary classes.

Parent - either natural parent of a student, a guardian, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education records - any record (in handwriting, print, tapes, film, or other medium) maintained by Brookline or its agent which is directly related to a student, except:

1. a personal record kept by a school staff member if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.

2. an employment record which is used only in relation to a student's employment by Brookline.

3. alumni records which contain information about a student after he or she is no longer in attendance, and the records do not relate to the person as a student.

II. Annual Notification

State and federal laws require that parents receive annual notification of their rights under student records acts (a copy of which shall be sent to Bureau of Student, Adult & Community Services).

Parents will be notified of their rights annually by publication in their child's student handbook; or

Parents will be notified of their rights annually by letter; or

Parents will be notified of their rights annually by publication in their child's school PTO Newsletter.

III. Procedure to Inspect Education Records

Parents of students or eligible students may inspect and review the student's education records upon request.

Parents or eligible students should submit to the student's school principal a written request which identifies the record or records he or she wishes to inspect.

The principal (or other appropriate school official) will make the needed arrangements for access which shall be no later than two consecutive weekdays after the request is made and notify the parent or eligible student of the time and place where the records may be inspected.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

IV. Fees For Copies Of Records

While Brookline may not charge for search and retrieval of the records, it may charge a reasonable fee for copying not to exceed the cost of reproduction, and postage if any.

V. Custodians Of Education Records

The school principal/head of school or his or her designee shall be responsible for the privacy and security of all student records maintained in the school. The Superintendent of Schools or his/her designee shall bear the same responsibility for those student records that are not under the supervision of a school principal or head of school.

VI. Disclosure Of Education Records

Brookline will disclose information from a student's education records only with the written consent of the parent or eligible student, except:

1. to school officials or authorized school personnel, defined as:
persons employed by the district as an administrator, supervisor, counselor, service provider, teacher or support staff member.
persons employed by or under contract to Brookline to perform a special task, such as an attorney, auditor, consultant, clerical staff or therapist, and includes attorneys from Town Counsel's office.
School officials or authorized school personnel have a legitimate educational interest if the official is:

* performing a task that is specified in his or her position description or by a contract agreement.
* performing a task related to a student's education.
* performing a task related to the discipline of a student.
* providing a service or benefit relating to the student or student's family, such as health care, counseling, or job placement.

2. to officials of another school or district in which a student seeks to or intends to enroll. Brookline will make a reasonable attempt to notify the parent of the disclosure.

3. to certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.

4. in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.

5. if required by a state law requiring disclosure that was adopted before November 19, 1974.

6. to organizations or persons conducting certain educational studies or evaluations for or on behalf of Brookline.

7. to accrediting organizations to carry out their functions.

8. to parents of an eligible student who claim the student as a dependent for income tax purposes.

9. to comply with a judicial order, Bureau of Special Education Appeals order or a lawfully issued subpoena.

10. to appropriate parties as determined by the Superintendent of Schools or School Committee in a health or safety emergency.

VII. Record Of Requests For Disclosure (Log of Access)

Brookline will maintain a log of all requests for and/or disclosure of information from a student's education records, excluding requests by school officials and authorized school personnel. The log will indicate the name of the party making the request, any additional parties to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The log may be reviewed by the parents or eligible student.

VIII. Correction of Education Records

Parents or eligible students have the right to ask that records be added, deleted, corrected or amended that they believe are inaccurate, misleading, or in violation of their privacy rights, except information that is part of the development of a currently proposed and not rejected IEP. Following are the procedures for the correction of records:

1. Parents or the eligible student must ask Brookline to amend the record in writing. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights.

2. Brookline may comply with the request or it may decide not to comply. If it decides not to comply, it will notify in writing the parents or eligible student of the decision and advise them of their right to a conference with the principal or designee in order to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights. Such conference will be scheduled within 10 school days of Brookline's

receipt of appeal. The principal's decision shall be rendered in writing within one week of the conference.

3. If the parent or eligible student is not satisfied with the principal's decision, a written appeal may be made to the Superintendent of Schools who shall, within two weeks of receipt of such appeal, render a written decision to the student or parent with reasons therefore. If the parent or eligible student is not satisfied, the appellant has the right to appeal, in writing, to the Chairperson of the School Committee. The School Committee will inform the Bureau of Student, Community and Adult Services of such appeal.

4. Within four weeks of receipt of such appeal, a hearing will be conducted by the School Committee. The parents or eligible student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the students education records. The parents or student may be assisted by one or more individuals, including an attorney.

5. Within two weeks of such hearing, the School Committee will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reason for the decision.

6. If the School Committee decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

7. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Brookline discloses the contested portion of the record, it will also disclose the statement.

8. If the School Committee decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will direct the appropriate administrator to amend the record and notify the parents or eligible student in writing, that the record has been amended.

9. The School Committee shall notify the Bureau of Student, Community and Adult Services of its decision.

J 4 b. Confidentiality of Records: (Manual of Administration, 1966)
It is the policy of the Brookline School Committee to regard as confidential all information regarding a child or his parents as a result of the child's being enrolled in the Public Schools of Brookline. Similarly held in confidence is any information concerning teachers or other employees.

It is the policy also to discuss freely and fully any information concerning a pupil with his parents at their request or when there is a need on the part of the school to do so. Such information is usually, and almost always, discussed in interpretative terms and generalizations in order that misunderstandings may not arise due to the technical composition of much of the matter. Exact quotation of test scores and comparisons should be made very seldom to prevent quotation and reaction from others who may wish also to obtain statistics which are not thoroughly understood.

It is important that there be a common understanding and well-established policy regarding the dissemination of information about the children. Cooperation is extended, of course, in the exchange of information with accredited child guidance agencies. Confidential information may also be furnished to private medical and guidance practitioners who are referred to the schools.

Appropriate information may be furnished directly to the two classes of agencies mentioned in the preceding two paragraphs provided a record is kept of what information is given, and provided a memorandum is sent to the Department of Pupil Support Services indicating the same.

GUIDELINES

In all instances, extreme care must be taken in giving information of record over the telephone, since the identity of the one inquiring cannot always be assured.

All requests for data concerning a pupil of his parents made by any probation officer, lawyer, or court attaché should be referred to the Department of Pupil Support Services. If the information desired is subpoenaed by the Court, the Supervisor of Attendance is delegated to appear in Court with the requested records. The Court may also subpoena the principal for purposes of direct testimony.

Since the Supervisor of Attendance is ordinarily the schools representative in Court, court attaches should not be permitted to bypass him. The probation officer and others should not have direct access to school records without legal process or at least without some screening.

J 4. c. Policy Pertaining to the Disclosure of Disciplinary and Criminal Record Information to Post-Secondary Schools and Institutions

The Common Application for Undergraduate College Admission Secondary School Report contains the following questions pertaining to student disciplinary and criminal record information:

Question One:

Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution?

It is the mission of the Public Schools of Brookline to educate students. A primary goal in pursuit of this mission is to teach students responsibility, good citizenship, and respect for others. It is recognized that during the learning process, students may occasionally exercise judgment or make mistakes that they later regret. It is also recognized that post-secondary schools and institutions need to take steps to ensure that students entering their institutions do not pose risks to themselves or members of the community. In view of this, it is the policy of the Public Schools of Brookline to respond to Question One as follows:

It is the policy of the Public Schools of Brookline to answer "no" to this question, unless: (1) the applicant has been found responsible for a disciplinary violation arising out of conduct that occurred either at school or outside of school and involved the threat of harm or actual harm to another; and (2) such conduct caused the Head of School (or his/her designee, if applicable) to determine, at the time disciplinary action was taken, that the applicant's presence in school would have a substantial detrimental effect on the general welfare of the school; and (3) after notice and the opportunity for a hearing, the Head of School has determined that the applicant should not be exonerated for such conduct for the purposes of this policy, in which case the answer to this question shall be "yes."

Question Two

To your knowledge, has the applicant ever been convicted of a misdemeanor, felony, or other crime?

Massachusetts General Law prohibits the dissemination of criminal offender record information. Consequently, effective the date of passage, May 22, 2008, it is the policy of the Public Schools of Brookline to leave the answer to this question blank. This response should not be construed as

suggesting that the applicant has, or has not, ever been convicted of a crime in the Commonwealth of Massachusetts. See G.L. c. 6, s. 178

Students should be aware that this policy does not absolve them of their obligation to complete their application truthfully and that failure to do so may, if discovered, result in an admission decision being revoked.

Students who must answer a question similar to question one and/or question two in the affirmative may request in writing that the guidance counselor's report address the incident or incidents.

New Policy Adopted by Brookline School Committee: 5/22/08; # 08-52

J 4 d. Cumulative Records: (Manual of Administration, 1966)
The thirteen-year cumulative pupil record consists of a nine-year elementary school record card and a four-year high school record envelope, into which the elementary school record is to be inserted when the pupil enters high-school.

The permanent record cards of elementary school pupils who enter Brookline High School should be sent to the High School by October l each year. The cards of pupils who do not enter Brookline High School, as well as the cards of those who withdraw previously, should be retained in the elementary school of last attendance.

When a pupil whose record shows that he at one time attended the Brookline elementary schools enters Brookline High School from other than a Brookline eighth grade, the High School should request the cumulative record from the Brookline School last attended.

J 4. e. *Non-Custodial Parents Rights Policy* (New Policy)

Massachusetts General Laws Chapter 71, Section 34H provides that a non-custodial parent may have access to his or her child's student record in accordance with the law and regulations promulgated by the Department of Education. 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 M.G.L. c.71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions:

A. A non-custodial parent is eligible to obtain access to the student record unless:

(1) the parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the child's student record; or

(2) the parent is denied visitation, or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation.

B. Pursuant to 603 CMR 23.07 (5)(a), the school shall place in the student's record any documents indicating that a non-custodial parent's access to the student's record or information is limited or restricted.

C. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

D. Upon receipt of the request, the receiving school shall review the student record for any documents limiting or restricting parental access to the student's records or information and shall 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).

E. The school shall delete all electronic, 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 support admission of the student to another school.

F. 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.

The principals of each elementary school and the Head of School of the High School shall designate a staff member whose duties shall include the proper implementation of this policy.

SOURCE: MASC, Revised: May 8, 2006
LEGAL REF.: M.G.L. c. 71, s. .34H
603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents

New Policy Adopted by Brookline School Committee: 9/28/06; # 06-87

J 4 f. Student Rights & Responsibilities: (Voted 12/6/71, #71-510)
The purpose of student involvement in the process of education are:

a. To find a common ground on which students and faculty can stand together and pursue the basic goals of the schools;

b. To create an atmosphere conductive to effective teaching and learning and;

c. To ensure an exchange of ideas and viewpoints between faculty and students.

1. Particular attention should be given to the establishment of a process for students to initiate and create change. This process should be stated and defined clearly and should become a part of the learning experience. This process s should include students with both academic and vocational goals.

2. A standing Faculty/Student Committee should be appointed annually to review rules and procedures of Brookline High School regarding AWOLS, pupil transfers, and the like.

3. All Departments are encouraged to involve students in the development and evaluation of curriculum. This involves student participation in curriculum workshops.

4. Course descriptions should be reviewed and refined to reflect accurately the process as well as the content of each course.

5. The students in each classroom should be encouraged to assume some responsibility for shaping individual classroom procedures and evaluating instructional materials.

6. A specific channel or process should be devised which will permit students to initiate or introduce new courses to the school.

7. The student newspaper, the yearbook, the literary magazine, and other school publications are to be managed by the students; they are to bear the responsibility for the content and quality.

An advisor, mutually acceptable to the publication staff and the school administration, is to be appointed each year. Among other functions, the advisor should serve as intermediary between the publication staff and the administration.

In any dispute involving content, the final judge shall be the publication staff. The staff is expected to maintain high standards of quality and accuracy; but no advisor, faculty member, administrator, or other members of the administration of the Brookline Public Schools shall have the power to overrule the staff on any matter of content. The primary responsibility of these publications is to the students.

8. Students should aid the Superintendent of Schools in recommending a candidate for the position of Head of School and Dean when a vacancy occurs.

Any student who feels that a teacher, administrator, or other employee of the school system has deprived him of any of the above rights, or who otherwise feels that he has been unfairly treated in matters of substance, shall have direct recourse to the Superintendent of Schools and the Brookline School Committee.

J 4 g. Student Involvement in Decision-Making/Initiation of Courses or Clubs: (Voted 9/22/81, #81-431; 2/5/73, #73-42,43)

The School Committee abides by the relevant Massachusetts General Laws regarding student participation in the decision-making process. To this end, the Committee encourages the formation of a Student Advisory Committee and its participation in decision-making, the establishment of procedures whereby students may initiate a course, club or organization within the fiscal limits of the budget, and the adoption from time to time, as appropriate, of such other measures which promote active student participation in the decision-making process.

Students may initiate a course in the following manner:

1. Determine, jointly with the appropriate Department Chairman, the general ideas and units to be included in the proposed course.

2. Obtain a COURSE PETITION FORM from the Head of School's Office.

3. Complete the COURSE PETITION FORM, including the required twenty (20) signatures of parents-or guardians.

4. Return the completed COURSE PETITION FORM to the Head of School's Office by the specified date.

5. Within three months of the submission of the completed form to the Head of School's Office, the School Committee will consider the proposal at an open meeting, at which the students will have an-opportunity to present their proposal.

6. If the School Committee approves the course, it would be offered during the following school year, subject to: the availability of a teacher; the availability of finances; and the existing guidelines for class size.

Students may initiate a club or organization in the following manner:

1. A student, or a group of students, may outline the purpose, membership, and activities of the proposed club, which outline shall be submitted to the Executive Committee of the Student/Faculty Assembly. Notice regarding the date of the Student/Faculty Assembly, shall be given to the school community, and copies of the proposal shall be available for examination by the School Committee.

2. Within one month of the date of the submission of the outline, an open meeting of the Student/Faculty Assembly shall be held, at which there shall be a discussion of the proposal.

3. Within a limited time, the Student/Faculty Assembly shall publish its recommendations regarding the proposal.

4. If the Student/Faculty Assembly approves the proposal, the Youth Advisory Council shall submit the proposal to the School Committee, which will determine final acceptance or rejection of the proposed club or organization.

5. If the Student/Faculty Assembly disapproves the proposal, the students may submit their proposal to the Student/Faculty Assembly at a future date.

SECTION J
STUDENTS
5. Searches and Seizures:
(Voted 6/11/85, #85-250; 2/28/89, #89-91)
Note this section was moved from Section J7 (Student Discipline) per vote on 3/12/15.

Any searches and seizures will be conducted solely for the safety and well-being of students and adults in the Brookline Public Schools.

a. U.S. Supreme Court Standard For All Searches:
In order for a Head of School, House Head, Principal, Vice Principal or Assistant Principal to conduct a search of a students person, - or her locker, or possessions:

(1) there must be reasonable grounds for suspecting that a student has violated the law or rules of the school concerning contraband or stolen property; and

(2) the search must be conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and of the nature of the infraction and always in the presence of another school administrator.

b. Locker Searches:
(1) mass searches of lockers are prohibited unless the Head of School or Principal or his or her designee deems that a threat to the safety of the school exists;

(2) with a valid search warrant, the police may search any locker at any time.

c. Elementary School Searches:
(1) No elementary school student may be searched without first attempting to notify the parent at his or her emergency telephone number. If the parent cannot be reached, and if there are reasonable grounds for the search as defined above, such search will be conducted taking into consideration the best interests of the child.

(2) In the event that a second administrator is not available, the Principal or his or her designee may conduct an otherwise valid search in the presence of another staff member.

SECTION J
STUDENTS
6. Policy Against Discrimination, Harassment, Sexual Harassment and Retaliation
(Voted 3/16/17, #17-28; 1/7/21, #21-5)
Replaced *Safe Schools Policy* (10/26/06, #06-98; Revised 5/5/11, #11-41)

General Statement of Policy

The Public Schools of Brookline (PSB) is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected category, and retaliation for engaging in a protected activity.

To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, The PSB has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation.

The PSB values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

This policy applies to all persons employed by, attending, or otherwise affiliated with the Public Schools of Brookline, including volunteers, interns, and partnering organizations.

I. Prohibited Discrimination and Harassment

The core purpose of this policy is the prohibition of all forms of discrimination. Sometimes, discrimination involves exclusion from or different treatment in activities, such as athletics, or employment. At other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, it can encompass sexual harassment. When an alleged violation of this nondiscrimination policy is reported, the allegations are subject to resolution using district procedures.

PSB prohibits all forms of discrimination and harassment in all of its programs, activities, and services based on a person's protected class under the law. Harassment prohibited by the PSB includes, but is not limited to, harassment on the basis of race, ethnicity, color, religion, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, genetic information, marital status, maternity leave, paternity leave, parental status, military and veteran status. Prohibited discrimination under this Policy includes discriminatory harassment and bullying. Prohibited discriminatory harassment and bullying is motivated by or expresses a negative attitude toward a person's membership in a protected class or protected characteristic and creates an intimidating, hostile, or offensive environment. Conduct prohibited may include, but is not limited to, written, verbal or electronic express or physical act or gesture such as:

- Use of epithets, slurs or nicknames that refer to a person's protected characteristic such as, but not limited to, race or sexual orientation;
- Jokes that have the purpose or effect of demeaning or making fun of a person based on a protected characteristic;
- Graffiti or other visual messages or displays that degrade a person based on a protected characteristic, and;
- Any other verbal or non-verbal conduct that has the purpose or effect of creating a hostile work environment based on a person's protected characteristic.

Nothing in this policy shall limit the ability of PSB to enforce violations of its code of conduct in areas that may not legally qualify as discrimination, harassment, sexual harassment, or retaliation under state and federal law (e.g. harassment based on housing status, receipt of public benefits, economic class, etc.)

a. Disability Discrimination and Accommodation

The PSB is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal, state, and local laws and regulations pertaining to individuals with disabilities.

b. Nondiscrimination

The PSB adheres to all federal, state, and local civil rights laws and regulations prohibiting discrimination in public institutions of education. Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964. Discrimination against persons with disabilities is prohibited by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (Title II prohibits discrimination on the basis of disability by public entities, whether or not they receive federal financial assistance). Discrimination on the basis of sex is prohibited by Title IX of the Education Amendments of 1972.

c. Prohibited Sexual Harassment Massachusetts

While PSB prohibits all forms of discrimination and harassment, federal and state law require additional protections for sexual harassment. In Massachusetts, the legal definition for sexual harassment refers to sexual advances, requests for sexual favors, and 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; or,
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.

The Massachusetts 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 a work place or educational environment that is hostile, offensive, intimidating, or humiliating may also constitute sexual harassment.
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 upon 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, touching, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences, and
- Discussion of one's sexual activities
- Taking or posting of photographs, videos or images of a sexual nature without consent

It should be noted that retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

d. Prohibited Sexual Harassment Title IX

Pursuant to regulations promulgated by Title IX of the Education Amendments of 1972, PSB shall adopt and publish a grievance process for responding to formal complaints of Sexual Harassment as defined under Title IX. Title IX requires that schools use a separate, but similar definition of Sexual Harassment when responding to formal complaints. According to Title IX, Sexual Harassment is conduct on the basis of sex that satisfies one or more of the following:

- A PSB employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- 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 PSB's education programs or activities; or
- Sexual assault, dating violence, domestic violence, or stalking (as defined under the Clery Act and the Violence Against Women Act)

Title IX also requires that the incident occurred in the United States, at PSB or during its programming, and the complainant must have been actively participating in or attempting to participate in PSB's educational programming or activities during the incident.
The Title IX Coordinator has the primary responsibility for coordinating the PSB's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop,

remedy, and prevent discrimination, harassment, and retaliation prohibited under this policy. Any District employee with knowledge of an allegation of sexual harassment must report it to the Title IX Coordinator. The District will promptly respond to all reports alleging Sexual Harassment to ensure a fair and equitable resolution to the report, provide support to the complainant, eliminate harassment, and impose discipline if necessary. Discipline may range from verbal reprimand to suspension or termination, in the case of an employee.

II. Policy Coordinators / Notice of Rights

Inquiries about this Policy or applicable law (including Title VI, Title IX, Section 504, and Title II of the Americans with Disabilities Act) may be directed to the designated PSB administrators listed below.

Contact information (telephone number, office address, email address) shall be identified in a Notice of Rights for each school, and a separate one for the District, and shall be posted, on the school and district website, in each school building, and within public areas of PSB administrative facilities.

The PSB administrators are responsible for consulting regarding the handling of complaints for consistency with this Policy and applicable procedures and legal requirements, and for identifying and addressing any patterns or systemic problems that arise during the review of such complaints. The district's designated administrators are:

Regarding complaints of violations of a <u>student's</u> rights:

Elizabeth O'Connell
Interim Deputy Superintendent of Student Services
Title II, Title VI, and Title IX Coordinator
Town Hall, 333 Washington Street, 5th Floor
Brookline, MA 02445
Phone: 617-730-2447
Fax: 617-730-2066
liza_oconnell@psbma.org

Debra Bromfield
Section 504 and McKinney-Vento Interim Coordinator
Town Hall, 333 Washington Street, 5th Floor
Brookline, MA 02445
Phone: 617-730-2460
Fax: 617-730-2066
debra_bromfield@psbma.org

Regarding complaints of violations of an adult's rights (staff, visitors, contractors, etc.):

Paul Toner
Interim Human Resources and Labor Relations Director
Title IX and Title VII Coordinator
Town Hall, 333 Washington Street, 5th Floor
Brookline, MA 02445
Phone: 617-730-2410
Fax: 617-730-2601
paul_toner@psbma.org

III. Prohibited Retaliation

The PSB prohibits punitive action of any kind against a person for engaging in protected conduct such as reporting, filing a complaint, or opposing acts of discrimination, sexual harassment and/or retaliation, or for participating in an investigation into or proceeding relating to alleged discrimination, sexual harassment and/or retaliation. Prohibited retaliation may include, but is not limited to:

- disciplining a person, or taking any other adverse action against a person based on a person's protected conduct,
- discriminating against a person in the PSB services, programs and activities because of a person's protected conduct, and
- subjecting a person to harassment, bullying, shunning, hazing, or name-calling, or any other hostile verbal or non-verbal conduct on the basis of a person's protected conduct.

IV. Reasonable Accommodation

The PSB will reasonably accommodate persons with disabilities and with religious observance or practice requirements. A reasonable accommodation is one that would not pose an undue financial or administrative burden on the PSB by being unduly costly, extensive, substantial or disruptive, or by fundamentally altering the nature or operation of the PSB's programs, services or activities. Depending on the facts, examples of reasonable accommodations may include, but are not limited to, a modified work or break schedule, altering how or when job duties are performed, reasonable modifications to policies and procedures, supplying an auxiliary aid or service to permit effective communication, and providing assistive technology or removal of an architectural barrier.

Persons seeking reasonable accommodations should direct their request to the applicable Coordinator designated in Section II.

Students seeking a Section 504 accommodation or special education services in order to access the PSB's educational programs should contact the Office of the Deputy Superintendent for Student Services for more information about any special procedures (including complaint procedures) applicable to Section 504 accommodations and special education services.

V. Other Prohibited Actions

Also, prohibited by this Policy is knowingly making a false accusation of discrimination, sexual harassment or retaliation, or interfering with the investigation into such conduct by, for example, pressuring, goading, or encouraging false denials or covering up such conduct.

VI. Duties and Responsibilities

In each school, the Principal is responsible for receiving complaints/reports of violations of this Policy at the school level. The Superintendent is responsible for receiving complaints/reports of violations by a Principal or a Deputy Superintendent. The Chair of the School Committee is responsible for receiving complaints/reports of violations by the Superintendent. Any other person designated by the Principal, Superintendent, or School Committee Chair to receive complaints/reports shall forward them to the person responsible for receiving them under this paragraph. A Coordinator identified in Section II will be consulted regarding next steps consistent with this Policy and applicable law.

PSB staff, independent contractors and school volunteers who witness or become aware of discrimination, sexual harassment and/or retaliation shall immediately report such conduct to their direct superior. If the reporting party does not feel comfortable reporting to their direct superior, they may report it to the Superintendent or a Coordinator identified in Section II. All allegations of Sexual Harassment shall be reported to the Title IX Coordinator.

Each member of the school community is responsible for cooperating with the PSB's investigation of reports or complaints of violations of this Policy and with the PSB's efforts to prevent, respond effectively to, and eliminate any such conduct.

The Superintendent is responsible for:

- developing procedures to implement this Policy, which shall be consistent with legal requirements and PSB Policy and procedures, including, but not limited to, the Bullying Prevention Policy and procedures, the Student Discipline Policy, and applicable collective bargaining agreements.
- Otherwise developing guidelines to effectively implement this Policy and comply with applicable law, which may include guidelines regarding:
- publication of this Policy and Notices of Rights to the entire school community in an age appropriate manner and in the languages most prevalent within the school community, including in School Handbooks, and
- in-service training; and
- student training.

VII. Investigations / Corrective Action / Recordkeeping / Reporting

The PSB shall take prompt and effective steps reasonably calculated to end any discrimination, sexual harassment or retaliation and prevent any such conduct from recurring. The decision to

discipline, the nature of any disciplinary action, and the disciplinary procedures followed shall comply with the PSB's disciplinary policies (including, but not limited to, Section J(8), PSB Policy Manual), applicable collective bargaining agreements, and federal and Massachusetts state law (including, but not limited to, Title IX, M.G.L. c. 71, §§ 37H, 37H ½, and 37H ¾, and in the case of students with disabilities, the federal Individuals with Disabilities Education Act).

Records regarding any actions taken in response to report or formal complaint of discrimination or harassment investigations must be retained and available to parties for a minimum of seven years.

The Coordinators will each prepare an annual report to the Superintendent and School Committee (without personal identifying information) regarding the number and resolution of any complaints or reports of violations under this Policy, along with any measures taken in the prior year, and/or anticipated for implementation in the coming year, to systemically address and prevent violations under this Policy. Both substantiated and unsubstantiated complaints or reports of violations of this Policy shall be included in the annual report to the Superintendent and School Committee. In assembling the annual report, the Coordinators shall include all written complaints or reports of violations under this Policy to which the Coordinators become aware, irrespective of whether the complaints or reports of violations comply with the formal procedural mechanisms for reporting. The Coordinators shall make their best effort to include subtotals and subcategories of reported violations in the annual report to the Superintendent and School Committee, so as to best inform the Superintendent and School Committee of the state of reported discrimination and harassment in the schools.

For allegations of sexual harassment specifically, the report shall include at minimum: (i) the total number of allegations of sexual harassment reported to the district's Title IX coordinator by a student or employee of the district against another student or employee of the district; (ii) the number of allegations made by a student or employee of the district against another student or employee of the district investigated by a local or state law enforcement agency, if known; (iii) the number of students and employees found responsible for violating the district's policies prohibiting sexual harassment; (iv) the number of students and employees found not responsible for violating the district's policies prohibiting sexual harassment; and (v) the number of disciplinary actions imposed by the district as a result of a finding of responsibility for violating the district's policies prohibiting sexual harassment. Such incident data shall be reported in the form and manner that complies with state and federal privacy laws.

The annual report to the Superintendent and School Committee shall be submitted no later than June 15 of each year and shall be publicly posted in a manner accessible to the general public by July 1 of that same year.

VIII. Contact Information for State & Federal Agencies

PSB urges all individuals in the school community to bring any concerns or complaints of discrimination or harassment to the attention of school personnel so that they can be addressed. If either party to the complaint is dissatisfied with the results or progress of the PSB's investigation, they may discuss this directly with the Superintendent of Schools. Below are the

relevant state and federal agencies if the party is unsatisfied with PSB's response or would rather contact them directly.

The state agency responsible for enforcing laws that prohibit harassment in the workplace is the Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Suite 601, Boston, MA 02108-1518; telephone (617) 994-6000; TTY Users (617) 994-6196. The time frame for filing a complaint with the MCAD is within 300 days from the date of the most recent incident of alleged harassment. The state agency responsible for ensuring that Massachusetts public schools do not discriminate on the basis of protected characteristics is the Massachusetts Department of Elementary and Secondary Education (DESE), 75 Pleasant Street, Malden, MA 02148-4906; telephone (781) 338-3300; TTY Users (800) 439-2370. The MA DESE's Program Quality Assurance Services (PQA) accepts complaints when the alleged violation occurred no more than one year before PQA received the written complaint.

The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces federal laws prohibiting employment discrimination. The deadline for filing a complaint with the EEOC is within 300 days from the day of the alleged discrimination The EEOC is located at JFK Federal Bldg., 475 Government Center, Boston, MA 02203; (617) 565-3200 or (800) 669- 4000; TTY Users (800) 669-6820. The US Department of Education's Office for Civil Rights (OCR) is a federal agency that enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the US Department of Education. In most cases, a complaint must be filed with OCR within 180 calendar days of the date of the alleged discrimination. OCR is located on the 8th Floor, 5 Post Office Square, Boston, MA 02109-3921; telephone (617) 289-0111, fax (617) 289-0150.

Legal References

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*, and its implementing regulations, 34 C.F.R. Part 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*, and its implementing regulations, 34 C.F.R. Part 106; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 *et seq.*, and its implementing regulations, 28 CFR Parts 104 and 300; Title II of the Americans with Disabilities Acts (ADA), 42 U.S.C. § 12131 *et seq.*, and its implementing regulations, 28 C.F.R. Part 35; the Age Discrimination in Employment Act of 1967, 29 U.S.C. § 621 *et seq.*, and its implementing regulations, 29 C.F.R. 1625 and 1626 *et seq.*; the Age

Discrimination Act of 1975, 42 U.S.C. § 6101 *et seq.* and its implementing regulations, 34 C.F.R. Part 110; the Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*, and its implementing regulations, 29 C.F.R. Part 1635 *et seq.;* the Uniformed Services and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 *et seq.*, and 20 C.F.R. Part 1002; Massachusetts General Laws (M.G.L.) Chapter 76, § 5; M.G.L. c. 151B; and M.G.L. Chapter 151C.

SECTION J
STUDENTS
7. Bullying Prevention Policy (Voted 1/20/11, #11-6; 11/14/13, #13-86; 3/16/17, #17-27)

The Public Schools of Brookline (PSB), in partnership with parents, guardians, and the community, and in keeping with the PSB core value of respect for human differences, believes that a positive, safe, and civil environment in school is necessary for students to learn and achieve. Bullying disrupts a student's ability to learn by preventing that student's full engagement with his or her education. Moreover, bullying compromises a school's ability to educate its students in a safe environment. The Brookline School Committee, therefore, prohibits bullying throughout the Public Schools of Brookline. The purpose of this policy is to stop bullying and to provide guidance to the school community for a comprehensive and caring response to all those affected by bullying. This Policy operates in tandem with the PSB's Bullying Prevention Plan (Plan). All PSB community members are required to comply with the requirements of both this Policy and the Plan.

Bullying and retaliation, as defined herein, are prohibited:

- On school grounds and property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop, on a school bus or vehicle owned, leased, or used by the PSB; or through the use of technology or an electronic device owned, leased, or used by the PSB; and
- 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 PSB, if the bullying creates a hostile environment at school for the target, infringes on the target's rights at school, or materially and substantially disrupts the education process or the orderly operation of a school-sponsored or school-related activity, function or program.

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

Bullying that is based on a student's protected class (race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity or expression, disability) is also addressed in the PSB's Policies Against Discrimination, Sexual Harassment and Retaliation (Sections G(6) [Personnel] and J(6) [Students], PSB Policy Manual.

I. Definitions

a. **"Aggressor"** means a student or a member of school staff who engages in bullying or retaliation as defined herein. School staff includes, but is not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

b. **"Target"** means a student against whom bullying or retaliation has been perpetrated.

c. **"Bullying"** means the repeated use by one or more students or staff of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:
   - causes physical or emotional harm to the target or damage to the target's property; and/or
   - places the target in reasonable fear of harm to him/herself, or of damage to his/her property; and/or
   - creates a hostile environment at school for the target; and/or
   - infringes on the rights of the target at school; and/or
   - materially and substantially disrupts the education process or the orderly operation of a school.

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

   For the purposes of this policy, bullying and retaliation include cyber-bullying as defined herein.

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

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

   Cyber-bullying also includes 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.

f. **"Hostile environment"** means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education. The conduct of the aggressor sufficiently interferes with or limits a student's ability to participate in or benefit from school-sponsored or school-related activities, functions or programs.

g. **"Home Base"** is a location in the school selected by school administration and staff where a student go when not feeling safe. This location should be a place where students can be supervised and monitored by school staff and where they are able to request

support (examples, principal/head of school's office, vice-principal/assistant head of school's office, dean's office, school counselor's office, the main office, etc.)

h. **"Safe Person"** is a designated person in the school who the student can talk to and process social situations that are troubling, confusing, or agitating including bullying, that may not be readily understood by the student. This person should be familiar to the student and have a trusting relationship already established. This person should be a person chosen by or acceptable to the student and family.

i. **"Safety Plan"** is an immediate action plan identifying the target student's primary and secondary safe person they can go to if they feel unsafe at any time after the initial report of bullying. In addition, the safety plan lists the behavioral expectations moving forward for all students involved including the aggressor. It lists school team actions intended to provide support to students in resolving the bullying conflict, which may include, but not be limited to, additional supervision during recess, lunch, and transition time, scheduling changes, scheduled check in's with involved students, etc. This plan should be agreed upon by students, parents/families and school administration, submitted to Deputy Superintendent of Student Services for review, and filed with completed bullying investigation documents.

II. Prohibitions

Bullying and retaliation can occur in and out of school, during and after school hours, and/or at home and in locations outside of the home. When bullying or retaliation is alleged, the full cooperation of students, parents/guardians, and families is expected.

Bullying and retaliation are also 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 PSB, if the bullying or retaliation creates a hostile environment at school for the target, infringes on the rights of the target at school, and/or materially and substantially disrupts the education process or the orderly operation of a school.

III. District Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development and updating of a Bullying Prevention and Intervention Plan (the "Plan"), in consultation with all district stakeholders, including parents/guardians, teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, and/or students, consistent with the requirements of this policy, as well as state and federal laws.

The Plan shall be reviewed and updated at least biennially.

The Principal/Head of Schools is responsible for the implementation and oversight of the Plan within his/her school. When a reported bullying incident involves the principal or assistant principal as the alleged aggressor or where there are familial concerns regarding the integrity of the investigation by virtue of the Principal/Head of School's responsibility, the Principal/Head of

School should delegate to the Superintendent or designee responsibility for investigating the report and for other steps necessary to implement the Plan, including addressing the safety of the alleged victim(s). If the Superintendent is the alleged aggressor, the School Committee or its designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged victim(s).

IV. Reporting (Oral or Written) Incidents of Bullying or Retaliation

Students who believe that they are a target of bullying or retaliation, who observe bullying or retaliation, or who have reasonable grounds to believe that bullying or retaliation is taking place, are obligated to report such bullying or retaliation to a member of the school staff, and may be subject to discipline for failing to report bullying or retaliation. However, the target shall not be subject to discipline for failing to report bullying or retaliation.

School staff who witness or become aware of bullying or retaliation shall immediately report in writing such bullying or retaliation to the Principal/Head of School/Superintendent/School Committee, or his/her designee <u>within one school day</u> of witnessing or receiving a complaint of bullying of a student.

Parents/guardians, or members of the community, are encouraged to report bullying or retaliation to the Principal/Head of School as soon as possible.

Each school shall have a means for anyone to anonymously report bullying or retaliation. No formal disciplinary action shall be taken against a student or staff member solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation/report of bullying or retaliation shall be subject to disciplinary action equivalent to that for bullying or retaliation.

V. District Compliance with Massachusetts Chapter 86, Section 4 of Bullying in Schools

The PSB shall annually report bullying incident data to DESE. The data shall include, but not be limited to: (i) the number of reported allegations of bullying and retaliation; (ii) the number and nature of substantiated incidents of bullying or retaliation; (iii) the number of students disciplined for engaging in bullying or retaliation; and (iv) any other information required by the DESE.

VI. Investigation of Reports of Bullying or Retaliation

Upon receipt of a report of bullying or retaliation, the Principal/Head of School/Superintendent/School Committee or his/her designee shall promptly (1) with the assistance of support staff, assess the alleged target's need for protection and create and implement a safety plan that shall restore both a sense of and actual safety for the target; (2) notify the safe person listed on the student's safety plan (*see* Sections I(h) and (c)); (3) notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) within the confines of student confidentiality protections as outlined within DESE regulations and/or FERPA, and

consistent with the requirements of the Plan; and (4) conduct and conclude an investigation within 10 school days that is consistent with the requirements of the Plan.

The details of the PSB's procedures pertaining to reports of bullying are set out in the PSB's Bullying Procedural and Prevention Plan. The below highlights key provisions of the Plan. The PSB requires full compliance with the Plan.

If a report of bullying or retaliation involves students from another PSB or non-PSB school, the Principal/Head of School or his/her designee shall promptly notify the appropriate administrator of the other school so that both may take appropriate action.

At any point after receiving a report of bullying or retaliation, including after an investigation, the Head of School/Principal//Superintendent//School Committee or designee shall immediately notify the local law enforcement agency if he/she has a reasonable basis to believe that criminal charges may be pursued against the aggressor(s). Such notification will be made after consultation with the Superintendent or his/her designee. The Head of School/Principal/Superintendent/School Committee or designee shall document the reasons for his/her decision to notify law enforcement if such notification is made.

If the Principal/Head of School/Superintendent/School Committee or his/her designee determines that bullying or retaliation has occurred, the Principal/Head of School/Superintendent//School Committee or his/her designee shall (1) notify the parents/guardians of the target(s) and aggressor(s) of the determination and of the procedures for responding to bullying or retaliation; (2) consistent with state and federal privacy laws and related regulations, notify the parents/guardians of the target(s) of the action taken to prevent further bullying or retaliation; and (3) take appropriate disciplinary action.

All disciplinary action for students and staff who are found to have committed bullying or retaliation shall be in accordance with the Plan and the PSB's disciplinary policies. Such disciplinary action may include loss of extracurricular privileges, suspension and/or removal from school in the case of students; and administrative leave and termination in the case of staff.

If the Principal/Head of School/Superintendent/School Committee or his/her designee determines that bullying or retaliation has not occurred, he/she shall notify the parents/guardians of the alleged target(s) and aggressor(s) of the determination and shall verify that they have received notice of the student-related sections of the Plan.

If provided for by the Discipline Policy of the Public Schools of Brookline, a parent/guardian can appeal the results of a bullying investigation determination pursuant to the procedures set forth in that Policy.

Confidentiality shall be used to the greatest extent permitted by law to protect a person who reports bullying or retaliation, who provides information during an investigation of bullying or retaliation, or who witnesses or has reliable information about bullying or retaliation**.**
The Principal/Head of School shall document and maintain a file of all reports of bullying and retaliation. A quarterly report shall be provided to the Superintendent or his/her designee.

The Superintendent and/or his/her designee shall inform the School Committee periodically of any trends or implications of these reports in order to give the School Committee the opportunity to review and amend this policy.

VII. Counseling Assistance

The PSB recognizes that students affected by bullying or retaliation can include aggressors, targets, and others less directly involved. The PSB shall therefore provide or refer students affected by bullying or retaliation to counseling, guidance and/or academic intervention, as appropriate.

VIII. Training and Instruction on Bullying Prevention

Annual training in preventing, identifying, responding to, and reporting bullying or retaliation shall be provided for all school employees.

Staff training for those responsible for the implementation and oversight of the Plan will include training to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, and bullying behaviors.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all pre-K to 12 students.

IX. Publication and Notice

Annual written notice of the relevant sections of the Plan shall be provided to students and their parents/guardians in age-appropriate terms and in the languages which are most prevalent among the students and parents/guardians.

Annual written notice of the Plan, including sections related to staff duties and bullying of students by school staff, shall be provided to all school staff, along with annual training on the applicability of the Plan to their school.

Relevant sections of the Plan relating to the duties of faculty and staff shall be included in any relevant employee manuals/materials pertaining to employee training and conduct. The Plan shall be posted on the PSB website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education Model Bullying Prevention and Intervention Plan.

LEGAL REFS.:
MGL 71:37O (been amended by Section 74 of Chapter 38).
MGL 265:43, 43A; MGL 268:13B; MGL 269:14A
603 CMR 26.00; 603 CMR 49.00

SECTION J
STUDENTS
7a. Prohibition of Hazing (Voted 12/1/16; #16-78)

The Public Schools of Brookline (PSB), in partnership with parents, guardians, and the community, believe that a positive, safe, and civil environment in school is necessary for students to learn and achieve. By compromising a school's ability to educate its students in a safe environment, hazing disrupts a student's ability to learn and limits their opportunity to participate fully in the school community. The Brookline School Committee, therefore, prohibits hazing throughout the Public Schools of Brookline. The purpose of this policy is to prevent hazing, to stop it if and where it occurs, and to provide guidance to the school community for a comprehensive response to all those affected by hazing.

Definitions
Per M.G.L. c. 269. S. 17, hazing means any conduct or method of initiation into any school or student organization or formal or informal peer group, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental status, including extended deprivation of sleep or rest or extended isolation.

Incidents of hazing are not bullying. Bullying incidents should be addressed using the PSB Bullying Prevention Policy Section J7. Hazing incidents that may have targeted a person because of the person's protected class (*e.g.*, race, sex, etc.) and/or protected conduct (*e.g.*, complaining about discrimination, etc.) should also be evaluated as possible violations of the PSB's anti-discrimination, Sections G6 and J6 of Policy Manual) and addressed accordingly.

Prohibition
In accordance with M.G.L. c. 269, §§ 17-19, and this policy, no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student or other person while on or off school property, or at a school sponsored event, regardless of location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any student or person while on school property.

Reporting of Hazing
Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, locations, names of identifiable participants and the types of behavior exhibited. Students and employees of the PSB are obligated by law to report incidents of hazing to the police department.
Any student who is present during a hazing incident has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Participation in Hazing
Any student who participates in the hazing of another student or other person may be suspended from school for up to ten (10) school days. If the conduct is sufficiently severe, such student may be suspended from school for up to ninety (90) days.

Any student determined by the Principal to be the organizer of the hazing activity may be suspended from school for up to ninety (90) days, but in any event will not receive a lesser disciplinary action than that given to a participant.

The PSB's Conduct and Discipline Policy, Section J(8) of the PSB Policy Manual, shall govern disciplinary processes and measures imposed for hazing.

Student Handbook
As with other policies associated with student conduct, this policy shall be included in all PSB Student Handbooks.

SOURCE: MASC
LEGAL REF.: M.G.L. 269:17, 18, 19
603 CMR 33

SECTION J
STUDENTS
8. Student Code of Conduct
(Voted 6/15/70, #70-309; 3/8/71, #71-99; 1/17/77, #77-25; 6/11/85, #85-250; 4/8/86, #86-141; 2/28/89, #89-91; 4/27/89; #89-195; 10/27/92, #92-444; 2/27/03, #03-12; 12/14/13, #13-12; 9/18/14, #14-62; 3/12/15, #15-15; 1/31/19, #19-14: *replaced Conduct and Discipline Policy*)

STUDENT CODE OF CONDUCT

Philosophy 60

Guiding Principles 61
Students in Grades PreK-2 61
Disproportionality 61

School-Based Rules 62

Alternatives to Exclusions 62

Tiered Interventions and Consequences 63

Investigations of Disciplinary Incidents 63

Role of Brookline Police Department 64

Academic Progress 65

Students with Disabilities 65

Non-Discrimination/Civil Rights and Bullying 66

Staff Training 67

Community Involvement 67

Suspensions and Expulsions of Students 67

Tobacco and Paraphernalia 67

Distribution of Policy 68

Reporting and Review 68

Appendix A - Code Implementation and Behavior Matrix 69
Relevant Factors in Making Discipline Decisions 70
Intervention Levels 70
Behavior Matrix 72

Appendix B - Definitions 75

Appendix C - Suspensions and Expulsions of Students 79

1. Section 37H Offense Procedures (Expulsions and Suspensions) 79
2. Section 37H ½ Offense Procedures (Expulsions and All Suspensions) 81
3. Section 37H ¾ Offense Procedures for All Suspensions EXCEPT In-School Suspensions of 10 Days or Fewer 84
4. Emergency Removal (All Offenses) 89

Philosophy

The Public Schools of Brookline (PSB) is committed to providing every student with a safe, secure learning environment in which they can thrive. Consistent with the PSB core values of High Achievement for All, Educational Equity, and Respect for Human Difference, this policy is designed to guide expected student behavior based on a general code of conduct and based upon respect for others, respect for self, and respect for property. We believe all students have the right to be treated fairly, courteously and respectfully; to bring complaints to the school Principal or staff for resolution; to tell their side of the story; and to freely express their opinions. All students have a right to a high-quality education. Similarly, all students have the responsibility to not disrupt the educational process or impose upon, endanger, or deprive others of their rights to a high-quality education.

We recognize that our schools provide a unique opportunity for learning and growth related to student behavior. We believe in preventive and positive approaches to discipline and in responding with interventions and consequences aimed at addressing the causes of misbehavior, resolving conflicts, and meeting students' needs and keeping students in school. When there is a breach of conduct, the Brookline School Committee believes it paramount that the school response emphasizes learning over punishment, and that it be conducted in a way that calls the student's attention to his or her responsibility for self-discipline and helps the student exercise sounder judgment in the future. We believe in resolving conflicts by every means short of exclusion from school. The purpose of discipline must be to understand and address the causes of behavior to resolve conflicts, while teaching new skills and repairing the harm done, restore relationships and reintegrate students into the school community. In addition, particular attention and intervention support shall be provided to vulnerable families and students at risk of being excluded from school.

We believe it is the responsibility of all school staff, students, families, and the community to contribute to a school community that promotes a safe, secure, and learning environment. Preventive and positive discipline is a shared responsibility for students, administrators, teachers, families, and the community.

Guiding Principles

The goal of the Code of Conduct is to teach students to behave in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible and respectful. We seek to ensure that students remain connected to the learning environment and school community. To that end, we strongly believe in proactive practices with the aim of maximizing learning time in the classroom for all students. We recognize and value the teacher's pivotal role in creating classroom environments that are conducive to engaged learning. Successful, positive conduct is guided by the following principles:

- Effective and engaging instruction, positive school climate, and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- All school staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.

Students in Grades PreK-2

The Brookline Early Education Program provides a positive, nurturing environment for the District's youngest learners. Exclusionary discipline removes our youngest students, who have the most to learn about social and behavior skills, from the environment that supports their social, emotional and academic growth. As such, out of school suspensions in early childhood programs, grades PK-2, are limited to conduct that causes physical harm or poses a direct threat to the health and safety of students or educators, and requires the approval of the Superintendent or his/her designee.

Disproportionality

While overly harsh school discipline policies can affect all students, national surveys indicate that they may disproportionately impact students of color and students with disabilities. Black, Latinx/Hispanic, and Native American students, in particular, may be more likely to be suspended, expelled, and arrested than their white peers, even for the same behavior. The surveys indicate that students of color also tend to receive harsher punishments than their peers for the

same offenses. Federal civil rights data shows students with disabilities have been disproportionately disciplined (e.g., suspensions and expulsions) in K-12 public schools.

This District therefore is committed to ensuring that discrimination or bias that may present barriers to success for our students plays no role in the disciplinary process.

All staff members are specifically charged with being aware of the impact of their actions on students from racial and ethnic groups or other protected classes that national surveys indicate have historically been over-represented among those students who are suspended, expelled, referred to alternative schools, arrested, or referred to law enforcement. The District shall evaluate any evidence that punitive measures may be used disproportionately against students of any protected class and, if confirmed by such evidence, shall take appropriate corrective action.

It is the Policy of the School Committee to abide by all laws applicable to student discipline, including, but not limited to, Massachusetts General Laws Chapter 71, §§ 37H, 37H ½, and 37H ¾, constitutional due process and other requirements of the federal and state constitutions, laws and regulations. School staff should consult the applicable statutes and the regulations of the Massachusetts Department of Elementary and Secondary Education (DESE), 603 Code of Massachusetts Regulations (CMR) 53, and/or Town Counsel's Office as appropriate for further guidance.

School-Based Rules

This Code of Conduct establishes uniform rules and procedures to be followed throughout the Public Schools of Brookline in disciplinary actions, including non-exclusionary, positive and preventative approaches to student discipline. Any school-based rules related to discipline must be consistent with this Code of Conduct.

Alternatives to Exclusions

We prioritize building strong and positive relationships within the school community. We want all individuals to feel respected and valued, and value others. As such, it is important that our responses to misconduct convey our value for building and maintaining relationships and mutual respect for ourselves and others. We believe in resolving conflicts by every means short of exclusion from school. We understand the research that demonstrates exclusionary discipline can be ineffective and harmful.

The purpose of discipline must be to understand and address the harm caused, while teaching new skills and repairing the harm done, restore relationships and reintegrate students into the school community. In every case of student misconduct for which suspension or expulsion may be considered, a Principal shall exercise discretion in deciding the consequence(s) for the offense while ensuring opportunities for student to remain engaged in learning while maintaining the safety of the school community. The District will make every reasonable effort to support students in learning the skills necessary to enhance a positive school environment

and avoid future harm.

Tiered Interventions and Consequences

We believe that student discipline practices work best when they are instructive, not punitive, and that the purpose of discipline must be to understand and address the causes of behavior to resolve conflicts, while teaching new skills and repairing the harm done in order to restore relationships and rebuild community.

Our approach is based upon a framework of progressive responses. There should be a gradient of interventions and consequences that range in severity proportional to the behavior, while also addressing the need for restoration and skill building at every level. While some behaviors may warrant exclusionary disciplinary, the aim should always be to prioritize minimizing the length of time a student is out of the learning environment.

Further, we believe that intervention is most effective when the educator working most directly with students intervenes in the way they believe will most effectively support the student. Below is a description of different levels of intervention offered and parties involved:

- Level 1 interventions should be implemented by the teacher working most closely with the student.
- Level 2 interventions include teacher, student, and parent/guardian.
- Level 3 interventions involve teacher, student, parent/guardian, and support staff. Often times, Level 3 interventions will involve specialized training and expertise from support staff such as a guidance counselor, school psychologist, or Board Certified Behavior Analyst (BCBA), to name a few.
- Level 4 interventions include the addition of an administrator as these interventions typically require an increased level of authority.
- Interventions at Level 5 involve administrative level referral and the potential for exclusion from school.

In every case the Principal or designee shall determine the appropriate intervention or consequence based on the specific facts and circumstances. For specifics on the types of intervention strategies and responses to specific behaviors, please refer to Appendix B.

In accordance with the Public Schools of Brookline Wellness Policy (effective July 1, 2018), teachers and other school personnel will not use physical activity or withhold opportunities for physical education or activity (e.g., recess) as consequence. The denial of recess will not be used as a punishment or discipline unless the student's removal from recess has been determined as appropriate by the school Principal and communicated with the parent.

Investigations of Disciplinary Incidents

Upon notification of a report of a disciplinary offense the Principal shall promptly; (1) notify the parents of the involved students within the confines of student confidentiality protections as

outlined by the Massachusetts student record regulations and/or FERPA, and (2) review submitted incident report, and (3) conduct and conclude an investigation within five (5) school days, unless circumstances, such as witness availability, require a longer period. If a longer period is required to complete an investigation, all impacted parents will be notified.

The details of the PSB's procedures pertaining to reports of disciplinary violations are set out in the PSB's disciplinary procedures and supporting templates.

If the report of a conduct violation involves student(s) from another school, the Principal shall promptly notify the appropriate administrator of the other school so that both may take appropriate action. In that instance, the administrators shall agree on which one should supervise the investigation.

Confidentiality shall be used to the greatest extent permitted by law to protect a person who reports disciplinary offense or retaliation, who provides information during an investigation, or who is a witness.

The Principal shall document and maintain a file of all reports of disciplinary and subsequent investigations, and disciplinary determinations. A quarterly report shall be provided to the Superintendent.

The Superintendent shall inform the School Committee periodically of any trends or implications of these reports in order to give the School Committee the opportunity to review and amend this policy. No such report by the Superintendent shall convey information about specific identifiable students.

Students may be subject to discipline for violations even if that conduct occurs on property not owned or controlled by the district, or outside of school hours. This is if the conduct is connected to activities or incidents that have occurred on property owned, or controlled by, the district or conduct that affects that school environment.

Role of Brookline Police Department

Our schools strive to only involve law enforcement for educational and supportive purposes. The Brookline Police Department (BPD), through its School Resource Officers (SROs), offers educational programming to our students as well as behavioral health and de-escalation support for students in crisis. At times, situations may necessitate the involvement of the Brookline Police Department for other purposes. At any point after receiving a report of an incident, the Principal shall immediately notify the BPD if there is a reasonable basis to believe that criminal charges may be pursued or if the conduct is reasonably believed to put persons at risk of harm, including the student in question. Such notification will be made after consultation with the Superintendent. The Principal shall document the reasons for the decision to notify law enforcement if such notification is made.

This District seeks to avoid the unnecessary criminalization of our students; as such, police will be involved in situations when it is reasonably believed to be necessary to protect the physical safety of students, staff, or other persons in the community, or appropriate to address criminal behavior of persons other than students.

Academic Progress

Any student who is suspended, expelled, or removed on an emergency basis shall have the opportunity to earn credits and 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 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 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.

Any student who is given a long-term suspension or expulsion shall have an opportunity, through the school-wide education service plan, to receive education services and make academic progress toward meeting state and local requirements.

For each student who is given a long-term suspension or expulsion, 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.

In addition to the provisions detailed above, students with disabilities are afforded all the protections relating to discipline to which they are entitled under applicable law, including but not limited to, Individuals with Disabilities in Education Act (IDEA), 20 U.S.C. § 1415(k), and implementing regulations, 34 CFR 300.530-537, the Rehabilitation Act, Section 504, and the Massachusetts special education law, Massachusetts General Laws Chapter 71B, and implementing regulations, 603 CMR 28.

Students with Disabilities

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act provide eligible students with certain procedural rights and protections in addition to those given to their general education peers in the context of student discipline. These protections are to prevent interruptions of their educational placement and receipt of mandated services.

When a student with a disability displays inappropriate behavior which may be a violation of the code of conduct this may indicate a need for an immediate IEP and/or 504 team meeting with a discussion of behavioral supports which should be included in the child's IEP and/or 504 Plan. This is especially true when the student displays inappropriate behavior on a regular basis or when the behavioral incidents may result in suspensions or other disciplinary measures that exclude the student from accessing curriculum.

If a student displays inappropriate behavior despite having an IEP and/or 504 Plan that includes behavioral supports, this may indicate that the behavioral supports in the IEP and/or 504 Plan are not being appropriately implemented, or that the behavioral supports in the IEP and/or 504 Plan are not appropriate for the student.

In these situations, the IEP and/or 504 Team shall meet to determine whether the current IEP and/or 504 should be amended to ensure that the interventions and supports in the IEP and/or 504 can be implemented, or whether the behavioral interventions and supports that are currently in place should be revised.

If a student with a disability is attending a school outside the PSB system pursuant to an out-of-district placement, that student shall be subject to the out-of-district school's discipline policies during their attendance and not to the discipline policies of the PSB.

Non-Discrimination/Civil Rights and Bullying

School district staff responsible for implementing this policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender identity, sexual orientation, age, or disability[1].

Student misconduct may violate not only a school's code of conduct, but also (1) one or more federal civil rights statutes, including Title VI (discrimination on the basis of race, color, or national origin), Title IX (discrimination on the basis of sex), or Section 504 (discrimination on the basis of disability), and analogous Massachusetts statutes and/or (2) Massachusetts statutes which prohibit bullying and hazing.

Any misconduct alleging violations of Title VI/IX and disability statutes will be investigated in accordance with the *PSB Policy Against Discrimination, Sexual Harassment and Retaliation* (J40) Allegations of bullying behaviors, including cyber-bullying, will be investigated in accordance with the *PSB Bullying Prevention Policy* (J46). In all instances where violations are confirmed, discipline shall be administered in accordance with the standards and procedures set forth in this Policy.

[1] MGL Chapter 76 Section 5

Staff Training

Every school within the District shall make an appropriate annual allocation of professional development time to training in classroom management, conflict resolution, and non-punitive approaches to discipline in order to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied. In addition to behavioral supports for students with disabilities, it may also be necessary, and consistent with IDEA requirements, to provide training to school personnel which is appropriate to address the behavioral needs of students with disabilities.

Every school within the District shall determine a time and method to provide all staff with training regarding the District's Code of Conduct. Such training shall occur annually and, for employees hired after the school year begins, within a month of their employment.

Community Involvement

Meaningful parent, student, and community involvement in the creation and application of school and district policy is essential for building effective schools with positive and inclusive learning environments. As such, parents, students, and community members should have input in the development of discipline rules for their school and classrooms, subject to the requirements and limitations of applicable law. Ultimately the development of such rules is the sole responsibility of the schools' administrations and the school district.

Suspensions and Expulsions of Students

The use of measures that remove students from the classroom, such as in-school/out-of-school suspensions, expulsions, and referrals to alternative schools, should be minimized. These punitive measures may result in the loss of valuable instructional time, damage to relationships, and should be reserved for infractions that cannot be appropriately or adequately addressed through other interventions and disciplinary responses. Please see Appendix C for more information.

Tobacco and Paraphernalia

It is unlawful for any person, including any student, enrolled in either primary or secondary public schools in Massachusetts, to use tobacco or any tobacco product on school grounds, within school buildings, school facilities, or on school buses, as indicated in M.G.L. c. 71, s. 2A. Possession or use of tobacco or any tobacco product including any tobacco delivery systems is a violation of the Code of Conduct.

The definition of "tobacco product" encompasses vaping devices, electronic tobacco/nicotine delivery products, and any component, part or accessory of a tobacco product or any item that has been modified for the purpose of vaporization or aerosolization. Students are not permitted to possess or use these products, even if they are empty or do not actually contain tobacco, on

school grounds, within school buildings, school facilities, or on school buses. Examples of tobacco products include:

- Vaporizers
- Electronic Cigarettes
- Electronic Pipes

Additionally, in accordance with the Town of Brookline's Tobacco Control By-law, Article 8.23, students and school personnel are not permitted to smoke on school grounds and within 400 feet of any Brookline school building.

The District values the health and well-being of all of its students. Thus, if students are found in possession of tobacco and/or nicotine-related products, the Principal or designee will prioritize working with the student and parent/guardian to understand the cause of possession, educate all involved, and develop a plan for abuse prevention education, if deemed necessary. School responses can include a range of consequences, including but not limited to notification to and discussion with parent/guardian and student, exclusion from school, and referral to the Brookline Substance Abuse Prevention Program's Tobacco Education Program (TEP), for high school students. The TEP program consists of one education and assessment meeting with the student and a parent/guardian. Parents/guardians are given the option to sign their student up for additional sessions, and will be given information about additional resources.

Distribution of Policy

The District shall distribute a copy of this policy to all students and their parents in a language they can understand. It shall also be posted on the district website and be accessible in each school main office for parent/staff reference.

Reporting and Review

In order to ensure equitable implementation of this policy, the Office of Student Services shall keep records of all disciplinary actions, including relevant demographic data on students involved in any action reported under this policy. This data shall be regularly reviewed by the Superintendent to provide constructive feedback on the policy and PSB practice, and a summary shall be made available to the School Committee

Appendix A - Code Implementation and Behavior Matrix

The purpose of this section is to support all educators, teachers in particular, in implementation of the Code. As you utilize this appendix, keep in mind the following principles set forth in the Code:

- We prioritize building positive relationships with students. All students need caring adults in their lives. All want to be a positive member of a community
- Relationships should be at the center of corrective action, with all other strategies seen as tangents. Rather than asking, "What's the consequence that will fix the problem?" better to ask, "Is there a consequence that might be part of how we help this student?" This approach is especially important for the most vulnerable students; students with the most chaos and trauma in their lives - those who make us angriest - are the least likely to benefit from harsh punishments.[1]
- We believe in preventive and positive corrective response and so seek to understand and address the causes of behavior to resolve conflicts while teaching new skills and repairing harm done, restore relationships, and reintegrate students into the school community.
- We believe in resolving conflicts by every means short of an exclusion from school.

There should be a gradient of interventions and consequences that range in severity proportional to the behavior, while also addressing the need for restoration and skill building at every level. While some behaviors may warrant exclusionary discipline, the aim should always be to prioritize minimizing the length of time a student is out of the learning environment.

Below is a description of different levels of intervention offered and parties involved:

- Level 1 interventions should be implemented by the teacher working most closely with the student.
- Level 2 interventions include teacher, student, and parent/guardian.
- Level 3 interventions involve teacher, student, parent/guardian, and support staff. Often times, Level 3 interventions will involve specialized training and expertise from support staff such as a guidance counselor, school psychologist, Board Certified Behavior Analyst (BCBA), or vice Principal to name a few.
- Level 4 interventions include the addition of an administrator as these interventions typically require an increased level of authority.
- Interventions at Level 5 involve administrative level referral and the potential for exclusion from school.

In every case the Principal shall determine the appropriate intervention or consequence based on the specific facts and circumstances.

---

[1] "Getting Consistent with Consequences", http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Getting-Consistent-with-Consequences.aspx

Relevant Factors in Making Discipline Decisions

When choosing consequences for students' misbehavior, teachers, administrators, and staff must consider the following factors:

- Age, health, and disability or special education status of the student;
- Relationship of academic performance and behavior;
- Student's prior conduct and record of behavior;
- Student's attitude;
- Student's willingness to repair the harm;
- Seriousness of the offense and the degree of harm caused; and
- Impact of the incident on overall school community

Intervention Levels

The list of response options is not exhaustive or exclusive. In every case, the teacher working most closely with student in collaboration with the Principal or designee shall determine the appropriate level of intervention based on the specific facts and circumstances.

LEVELS OF INTERVENTIONS	RESPONSE OPTIONS
LEVEL ONE implemented by the teacher working most closely with the student	• Teacher/Student Conference • Reminders and Redirection • (Re)Teaching of Expectations and Skills • Reflective Essay or Other Reflective Activity • Independent Study • Role-Play • Restorative Practices (Circle, Group Conferencing, Dialogue)
LEVEL TWO includes teacher, student, and parent/ guardian	• Any Lower-Level Interventions • Parent/Guardian Outreach • Inclusionary Time-Out with re-entry plan to re-engage with learning community • Seat Change • Self-Charting of Behaviors • Daily Report Card on Behavior Task Completion, and Achievement • Loss Of Privileges (e.g., class job, position in line, exclusion from extra activities)
LEVEL THREE involves specialized training and expertise from support staff such as a guidance counselor, school psychologist, Board	• Any lower-level Interventions • Student/Teacher/Parent Conference • Referral to Support Staff (e.g. guidance counselor, social worker, psychologist, school resource officer, or nurse)

Certified Behavior Analyst (BCBA), or vice Principal, etc	• Referral to CST/SIT • Short-term Behavioral Progress Reports • Behavioral Intervention Plan • Change in Schedule/Class • Referral to After-School Program • Community Service • Mentoring Program • Peer Mediation • Functional Behavioral Assessment • Exclusionary Time-Out • Referral to School-based Health/Mental Health Clinics • Referral to Community-Based Services • Mini-Course/Training (e.g., conflict resolution, anger management, social skills • Substance Abuse Treatment Services • Amendment to IEP (if applicable)

LEVEL FOUR includes the addition of an administrator as these interventions typically require	• Any Lower-Level Interventions • Detention • Saturday Detention[2] • Opportunity to reset the day • Restitution, replace, recompense

LEVEL FIVE involves administrative level referral and the potential for exclusion from school	• Any Lower-Level Interventions • In-School Suspension – 1 to 3 days, with re-entry plan to re-engage with learning community • Out-of-School Suspension - 1 to 10 days (may be extended as necessary), with re-entry plan to re-engage with learning community • Mobile crisis support (i.e., BEST) • Interim Alternative Education Setting • Recommendation for Expulsion • Referral to Law Enforcement

[2] Except where such detention conflicts with a student's religious beliefs or practices.

Behavior Matrix

The matrix below is a guide for administrators when determining the appropriate level of intervention. Schools retain the right to determine the appropriate level of intervention based on the facts and circumstances of each case. Those working with student(s) should determine plan to monitor student response to interventions and when additional interventions are necessary. The list of behaviors is not exhaustive or exclusive. In every case, the teacher working most closely with student in collaboration with the Principal or designee shall determine the appropriate level of intervention based on the specific facts and circumstances.

	INTERVENTION				
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	1	2	3	4	5
Academic Dishonesty (e.g. cheating or plagiarizing, forgery)	✓	✓	✓	✓	
Alcohol - Under the influence, Using, Selling, or Possession			✓	✓	✓
Assault or Battery - Simple Assault: Attempt to cause serious physical harm to another individual, or causing individual to be in fear or apprehension of imminent battery - Simple Battery: Unauthorized or unlawful use of force to the body of another person.				✓	✓
- Assault with a Weapon or Battery Causing Serious Injury					✓
Bullying: Repeated use by one or more students or staff of a written, verbal, or electronic expression, or a physical act or gesture or any combination thereof, directed at a target that - causes physical or emotional harm to the target or damage to the target's property; and/or - places the target in reasonable fear of harm to him/herself, or of damage to his/her property; and/or - creates a hostile environment at school for the target; and/or - infringes on the rights of the target at school; and/or - materially and substantially disrupts the education process or the orderly operation of a school.			✓	✓	✓
Bus Disruptions - Minor disruption on the Bus (e.g. eating, drinking; being too loud, standing, throwing objects from the bus)	✓	✓	✓		
- Serious, repeated disruption on the Bus				✓	
Classroom Disruption (e.g. talking out in class or talking out of turn, throwing objects, and other behavior that distracts from student learning)	✓	✓	✓		
Defiance of Authority and/or Insubordination	✓	✓	✓		

(e.g. non-violent/non-physical, talking back to school staff, failure to follow directions, failure to respond to school staff questions or requests, refusal to participate in classroom activities, etc.)					
Disrespectful Behavior (e.g. verbal insults or put-downs, including the use of profane or offensive language; picking on, bothering, teasing, or distracting other students; making inappropriate gestures or comments; and other behavior that is rude or disrespectful)	✓	✓	✓		
False Activation of a Fire Alarm				✓	✓
Fighting - Physical Aggression (e.g., pushing and shoving)	✓	✓	✓	✓	
- More Serious Fighting (may include incidents involving minor injuries and repeated physical aggression)				✓	✓
Gambling: Playing a game for money or other stakes		✓	✓	✓	
Hallway Misbehavior. Running, Making Excessive Noise or Loitering	✓	✓	✓		
Harassment: continuous pattern of intentional behavior based on race, ethnicity, gender identity, sexual orientation, disability, national origin, ancestry, age, or religion against members of the school community		✓	✓	✓	✓
Illegal Drugs, Controlled Substances, Tobacco Products (including vaporizers and electronic delivery systems, marijuana/cannibis) - Under the Influence, Using, or Possessing, including paraphernalia			✓	✓	✓
- Selling					✓
Giving False Information to, or Misleading School Personnel	✓	✓	✓		
Portable Electronic Devices Use at Unauthorized Times	✓	✓	✓	✓	
Property Damage - Intentional Damage or Defacement of Another Person's or School Property (less than $50)		✓	✓	✓	
- Intentional Damage or Defacement of Another Person's or School Property (more than $50)				✓	✓
Sexually-Based Behaviors - Sexual activity[3]	✓	✓	✓	✓	
- Sexual Harassment (e.g. unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature)				✓	✓
- Sexual Assault					✓

[3] To the extent that sexual activity occurs on property owned, or controlled, by the district or conduct that affects that school environment.

Tardiness - Persistent or Excessive Tardiness to Class/School	✓	✓	✓	✓	
Theft - Less than $50	✓	✓	✓	✓	
- Greater than $50				✓	✓
Trespassing (Level 5 interventions may only be used when a student has entered onto school property without permission and then refused to leave school property upon request)			✓	✓	✓
Unauthorized Use of School Equipment	✓	✓	✓		
Unexcused Absence from School due to class cutting or skipping school	✓	✓	✓		
Weapons, Firearms, and Explosives - Bringing or Possessing Fireworks				✓	✓
- Igniting Fireworks				✓	✓
- Bringing, Possessing, or Using Other Explosives (non-fireworks)				✓	✓
- Threat or False Report related to Explosives				✓	✓
- Bringing, Possessing, or Using Firearms				✓	✓
- Bringing or Using Other Deadly Weapons - Possessing Other Deadly Weapons				✓	✓

Appendix B - Definitions

- **Detention:** The supervised retention of students beyond the regular school schedule when a teacher requests that the student show improvement of behavior resulting from violation of the school rules and/or student code of conduct.
- **Disciplinary offense:** any alleged or determined disciplinary infraction by a student,
    - **Section 37H offense** means conduct in the nature of that addressed by Massachusetts General Laws Chapter 71, Section 37H,which occurs on school premises or at school-sponsored or school-related events, including athletic contests, namely, (1) possession of a dangerous weapon (including, but not limited to, a gun or a knife), (2); possession of a controlled substance as defined in Massachusetts General Laws Chapter 94C (including, but not limited to, marijuana/cannabis, cocaine, or heroin), and (3) assault on a member of the educational staff.
    - **Section 37H ½ offense** means conduct in the nature of that addressed by Massachusetts General Laws Chapter 71, Section 37H ½, namely, conduct that is the subject of a felony charge or conviction or a felony delinquency charge or conviction if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.
    - **Section 37H ¾** offense means all conduct other than that specifically addressed by Massachusetts General Laws Chapter 71, §§ 37H and 37H ½, including, but not limited to, bullying, hazing, discrimination, and harassment .
- **Emergency removal** means the temporary removal of a student from school when 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. *See appropriate* Section below for specific criteria and procedures applicable to emergency removals. A temporary removal shall not exceed two school days (see the complete definition at CMR 53.07). Students with disabilities may be afforded additional rights.
- **Exclusionary Time-Out:** an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. In such circumstances, the student may either ask to leave the classroom, or the student may be directed to a separate setting for the purpose of helping the student to calm. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Unless it poses a safety risk, a staff member must be physically present with the student who is in an **exclusionary** time-out setting. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is

receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student. Exclusionary time-out must end when the student has calmed.

- **Expulsion:** the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H1/2. Students with disabilities may be afforded additional rights.
- **Incident Report:** Any time a student is involved in behavior that requires the intervention of any additional staff, or is removed from the classroom, and at other times at the discretion of school administrator, an incident report will be completed and shared with the student's parents as soon as practicable. Students with disabilities may be afforded additional rights.
- **Inclusionary Time-Out:** when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. The use of **inclusionary** time-out functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. **Inclusionary** time-out includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom (this does not include walled off "time-out" rooms located within the classroom; use of those is considered to be an **exclusionary** time-out -see *exclusionary time-out* definition). These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.
- **In-school suspension:** removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall be considered a short-term suspension. If a student is placed in in-school suspension for more than ten days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes. Students with disabilities may be afforded additional rights.
- **Long-term suspension:** removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any

school year. For Section 37H ¾ offenses, such suspensions shall be for no more than ninety (90) school days in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

- **Manifestation determination:** The district must conduct a manifestation determination if a student with a disability will be removed for more than 10 consecutive school days, or when multiple shorter suspensions for similar reasons add to ten days. The manifestation determination must determine if the conduct in question was "caused by, or had a direct and substantial relationship to, the child's disability…or was a direct result of [PSB's] failure to implement the IEP." Note that an "in-house" suspension may be considered a change in placement if it otherwise meets the criteria.
- **Parent:** for the purposes of this policy, "parent" means a student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.
- **Positive Behavior Interventions and Supports** (**PBIS**): a set of ideas and tools that schools use to improve the behavior of students. PBIS uses evidence and data-based programs, practices and strategies to frame behavioral improvement in terms of student growth in academic performance, safety, behavior, and establishing and maintaining positive school culture. PBIS addresses the needs of at-risk students as well as the multi-leveled needs of all students in regards to behavior, which creates an environment for both teaching and learning to occur in schools
- **Restorative Practices:** a set of formal and informal responses to harms large and small after they occur. In keeping with restorative practices' respect for human dignity, participation in any restorative practice must entirely voluntary. The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them rather than to them or for them. Restorative Justice asks three questions: 1) What was the harm caused to both the individual and the community? 2) Who is responsible for causing the harm and making things right? 3) How can the harm be repaired and relationships restored to the greatest extent possible? Restorative practices focus on how to build connection between individuals and achieve social discipline through participatory learning and decision-making. The use of restorative practices in schools helps to improve human behavior, develop and maintain relationships, explore learning opportunities, and teach leadership and personal accountability.
- **Time-Out:** See *inclusionary time-out* and *exclusionary time-out*.
- **Tobacco Product:** A product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means

including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, electronic cigarettes, electronic cigars, electronic pipes, electronic nicotine delivery systems or any other similar products that rely on vaporization or aerosolization; provided, however, that "tobacco product" shall also include any component, part or accessory of a tobacco product; and provided further, that "tobacco product" shall not include a product that has been approved by the United States Food and Drug Administration for the sale of or use as a tobacco cessation product and is marketed and sold exclusively for the approved purpose.

- **School Wide Education Service Plan:** the document developed by a Principal, in accordance with Massachusetts General Laws Chapter 76, Section 21, which includes a list of education services available to students who are expelled or who are suspended from school for more than ten (10) consecutive days.
- **Short-term suspension:** the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Appendix C - Suspensions and Expulsions of Students

The use of measures that remove students from the classroom, such as in-school/out-of-school suspensions, expulsions, and referrals to alternative schools, should be minimized. These punitive measures may result in the loss of valuable instructional time, damage to relationships, and should be reserved for infractions that cannot be appropriately or adequately addressed through other interventions and disciplinary responses.

Disciplinary offense under M.G.L. c. 71, § 37H or 37H½ means one or more of the following alleged or determined disciplinary infractions:

(a) possession of a dangerous weapon;
(b) possession of a controlled substance (including, but not limited to, marijuana/cannabis, cocaine, or heroin);
(c) assault on a member of the educational staff; and
(d) 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, as provided in M.G.L. c. 71, § 37H or 37H½.

1. Section 37H Offense Procedures (Expulsions and Suspensions)

a. Except in cases of emergency removal, the following procedures shall be used. Students are entitled to constitutional due process and to the procedural protections set forth in Section 37H.
    1. Notice Procedures: Prior to suspending or expelling a student on the basis of a Section 37H offense, the student and parent must be notified orally and in writing of:
        a. the charge(s);
        b. the basis for the charge(s);
        c. the opportunity for a hearing before the Principal
        d. the opportunity at the Principal's hearing to receive an explanation of the evidence, an opportunity to explain the circumstances and/or dispute the charge(s), and an opportunity to present information, including mitigating facts, that the Principal should consider;
        e. the right to counsel at his/her expense at the Principal's hearing; and
        f. the right to present witnesses and evidence at the Principal's hearing.

The Principal shall provide oral and written notice in English and in the primary language of the home if other than English, or other means of communication where appropriate.

b. Principal's Hearing Procedures: Disciplinary hearings regarding an alleged Section 37H offense shall be conducted in a manner that affords students all of the procedural protections outlined above ("Notice"). Students and parents have the right to interpreter services at the hearing if needed to participate. In addition, with regard to contemplated long-term suspensions students have the following additional rights:
   1. the right to review the student's record and the documents upon which the Principal may rely;
   2. the right to confront and cross-examine witnesses against him/her; and
   3. the right to a recording of the hearing.

c. Consequences: After said hearing, the Principal may, in his/her discretion, decide to suspend or expel a student who has been determined to have committed a Section 37H offense, subject to this Policy.

d. Notification of Principal's Decision:
   1. Determinations of Short-Term Suspension
      The Principal shall notify the student and parent 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 (see Section H below.) The determination shall be in writing and may be in the form of an update to the original written notice.
   2. Determinations of Long-Term Suspension or Expulsion
      The Principal shall send a written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination shall:
      a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
      b. Set out the key facts and conclusions reached by the Principal;
      c. Identify the length and effective date of the suspension, as well as a date of return to school;
      d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school. 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. The notice shall be made in both English and in the primary language spoken in the student's home

if other than English, or other means of communication where appropriate;

e. In the event the Principal has expelled a student, inform the student of the right to appeal the Principal's decision to the Superintendent. 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 stated in plain language:
   - the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within ten days of the expulsion.

e. Appeal to Superintendent (Expulsions Only): Any student who has been expelled from the PSB pursuant to these provisions shall have the right to appeal to the Superintendent, however, any expulsion shall remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal:
   1. The expelled student shall have ten (10) days from the date of expulsion in which to notify the Superintendent of his/her appeal. The appeal hearing shall take place within a reasonable time following receipt of the notice of appeal.
   2. The student shall have the right to counsel at the hearing
   3. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of Section 37H.
   4. The Superintendent shall issue a written decision within five (5) calendar days of the hearing that is as described with respect to Principals' written determinations regarding long-term suspensions and expulsions above. If translation of the decision into the primary language spoken in the student's home is required, such translation shall be provided as soon as reasonably possible, but shall not be subject to the 5 calendar day deadline. The decision of the Superintendent shall be the final decision of the school district.

2. Section 37H ½ Offense Procedures (Expulsions and All Suspensions)

a. Except in cases of emergency removal, the following procedures shall be used. Students are entitled to constitutional due process and to the procedural protections set forth in Section 37H ½
   1. Notice Procedures: Prior to suspending or expelling a student on the basis of a
      a. Section 37H ½ charge, the student must be notified orally and in writing of:

b. the charge(s);
c. the basis for the charge(s);
d. the opportunity for a hearing before the Principal
e. the opportunity at the Principal's hearing to receive an explanation of the evidence. an opportunity to explain the circumstances and/or dispute the charge(s); and an opportunity to present information, including mitigating facts, that the Principal should consider;
f. the right to counsel at his/her expense at the Principal's hearing; and
g. the right to appeal a suspension or expulsion decision to the Superintendent, if the student notifies the Superintendent in writing of his/her request for an appeal no later than 5 calendar days following the effective date of the suspension.

For contemplated expulsions and out-of-school suspensions: the Principal shall provide oral and written notice in English and in the primary language of the home if other than English, or other means of communication where appropriate.

b. Principal's Hearing Procedures: Disciplinary hearings regarding alleged Section 37H ½ offenses shall be conducted in a manner that affords students all of the procedural protections outlined above ("Notice"). Students and parents have the right to interpreter services at the hearing if needed to participate. In addition, with regard to contemplated suspensions of more than ten (10) days, students have the following additional rights:
   1. the right to review documents;
   2. the right to confront and cross-examine witnesses against him/her;
   3. and the right to a recording of the hearing.

c. Consequences: After said hearing, the Principal may, in his/her discretion, decide to suspend (in the case of a felony charge or conviction, or a felony delinquency charge or conviction) or expel (only in the case of a felony conviction, or felony delinquency conviction) a student who has been determined to have committed a Section 37H ½ offense if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, subject to Section B of this Policy. A student shall not be suspended or expelled except on the basis of substantial evidence.

d. Notification of Principal's Decision:
   1. Determinations of Short-Term Suspension

The Principal shall notify the student and parent 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. The determination shall be in writing and may be in the form of an update to the original written notice.

2. Determinations of Long-Term Suspension or Expulsion

The Principal shall send a written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination shall:

a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
b. Set out the key facts and conclusions reached by the Principal;
c. Identify the length and effective date of the suspension, as well as a date of return to school;
d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school. 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. The notice shall be made in both English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate;
e. Inform the student of the right to appeal the Principal's decision to the Superintendent. 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 stated in plain language:
    i. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five calendar days of the effective date of suspension; and that
    ii. the suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

e. Appeal to Superintendent:

Any student who has been suspended or expelled from the PSB pursuant to these provisions shall have the right to appeal to the Superintendent, however, the student's suspension or expulsion shall remain in effect pending the appeal.

- The student must request an appeal in writing no later than 5 calendar days following the effective date of the suspension/expulsion.
- The Superintendent must hold a hearing with the student and parent within 3 calendar days of the student's request.
- The procedures applicable to Principal's hearings for contemplated expulsions or long-term suspensions are applicable to the Superintendent's appeal hearing.
- The student has the right to counsel at his/her own expense at the appeal hearing.
- The student has the right to present oral and written testimony at the appeal hearing.
- The Superintendent shall issue a written decision within five (5) calendar days of the hearing that is as described with respect to Principals' written determinations regarding long-term suspensions and expulsions above. If translation of the decision into the primary language spoken in the student's home is required, such translation shall be provided as soon as reasonably possible, but shall not be subject to the 5 calendar day deadline. The Superintendent may overturn or alter the decision, including recommending an alternate education program. The decision of the Superintendent shall be the final decision of the school district.

3. <u>Section 37H ¾ Offense Procedures for All Suspensions EXCEPT In-School Suspensions of 10 Days or Fewer</u>

a. Except in cases of emergency removal, the following procedures shall be used.

i. <u>Notice Procedures</u>: A Principal shall provide both oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and parent. The notice shall set forth in plain language:

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;
4. that a hearing will be held to afford the student the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and that the parent/guardian may attend and participate in the hearing;
5. the date, time, and location of the hearing;

6. the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
6. if the student may be placed on long-term suspension following the hearing with the Principal:
7. the rights set forth in 603 CMR 53.08 (3)(b); and
8. the right to appeal the Principal's decision to the Superintendent.

The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal has sent written notice and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

b. Principal's Hearing Procedures: Students and parents have the right to interpreter services at the hearing if needed to participate. In addition, Principal's Hearings are subject to the following required procedures.

- Contemplated Short-Term Suspensions
  (1) The Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.
  (2) 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.
  (3) The Principal shall provide the parent, 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,

- Contemplated Long-Term Suspensions
  The student shall have all of the rights enumerated in Section b above ("Short-Term Suspensions"). In addition, the student shall be afforded the following protections:
  (1) 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;
  (2) The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;

(3) 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;

(4) The right to cross-examine witnesses presented by the school district;

(5) The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording which will be provided to the student or parent upon request. If the student or parent 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 upon request.

c. Consequences: After said hearing, based on the available information (including mitigating circumstances), and subject above, the Principal may decide to suspend a student who has been determined to have committed a Section 37H ¾ offense.

d. Notification of Principal's Decision:

- Determinations of Short-Term Suspension
  (1) The Principal shall notify the student and parent 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. The determination shall be in writing and may be in the form of an update to the original written notice.
  (2) If the student is in a preschool program or in grades K through 3, the Principal shall, before the short-term suspension takes effect, send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension. PSB policy for suspensions of students in PK-2 requires the approval of the Superintendent or his/her designee.

- Determinations of Long-Term Suspension or Expulsion
  (1) The Principal shall send a written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination shall:

(a) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

(b) Set out the key facts and conclusions reached by the Principal;

(c) Identify the length and effective date of the suspension, as well as a date of return to school;

(d) Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school. 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. The notice shall be made in both English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate

(e) Inform the student of the right to appeal the Principal's decision to the Superintendent. 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 stated in plain language:

- the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five calendar days of the effective date of suspension; and that
- the suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

(2) If the student is in a public preschool program or in grades K through 3, the Principal shall, before the suspension takes effect, send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension.

e. Appeal to Superintendent (Long-term Suspension Only): Any student who has been placed on long-term suspension or expelled from the PSB pursuant to these provisions shall have the right to appeal to the Superintendent; however, the student's suspension or expulsion shall remain in effect pending the appeal.

i. *Time to File Appeal.* The student or parent shall file a notice of appeal with the Superintendent within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven additional calendar 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.

ii. *Time for Superintendent's Appeal Hearing.* The Superintendent shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the Superintendent shall grant the extension.

iii. *Superintendent's Written Notice of Appeal Hearing and Good Faith Effort to Accommodate parent's Schedule.* The Superintendent shall make a good faith effort to include the parent 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 and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

iv. *Appeal Hearing/Audio Recording.* 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 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 upon request.

v. *Student Rights.* The student shall have all the rights afforded the student at the Principal's hearing for long-term suspensions under section b, above. The student must request an appeal in writing no later than 5 calendar days following the effective date of the suspension/expulsion.
   - The Superintendent must hold a hearing with the student and parent within 3 calendar days of the student's request.
   - The procedures applicable to Principal's hearings for contemplated expulsions or long-term suspensions are applicable to the Superintendent's appeal hearing.
   - The student has the right to counsel at his/her own expense at the appeal hearing.
   - The student has the right to present oral and written testimony at the appeal hearing.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing that is as described with respect to Principals' written determinations regarding long-term suspensions and expulsions above. If translation of the decision into the primary language spoken in the student's home is required, such translation shall be provided as soon as reasonably

possible, but shall not be subject to the 5 calendar day deadline. The Superintendent may overturn or alter the decision 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 Superintendent;
- including recommending an alternate education program;
- Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (*see* section f below)

vi. *Consequences.* 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.

f. Finality: The decision of the Superintendent shall be the final decision of the school district.

4. Emergency Removal (All Offenses)

- A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and, in the Principal's judgment, the continued presence of the student in school would have a substantial detrimental effect on the general welfare of the school (in 37H and 37H ½ offenses) or 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 (in 37H ¾ offenses). The Principal may take this step only after adequate provisions have been made for the student's safety and transportation.
- Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger or disruption 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:

  (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);

  (b) Provide written notice to the student and parent as provided in 603 CMR 53.06(2);

  (c) Provide the student an opportunity for a hearing with the Principal that complies with 603 CMR 53.08(2) or (3), as

applicable, and the parent 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.

(d) 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 603 CMR 53.08(2)(c) and (d) or (3)(c) and (d), as applicable. If translation of the decision into the primary language spoken in the student's home is required, such translation shall be provided as soon as reasonably possible, but shall not be subject to the applicable deadline for written decision.

SECTION J
STUDENTS
9. (JQ) Student Fees, Fines, and Charges (Voted 7/11/16, #16-54)

Educational Equity is a core value of the PSB:

The Public Schools of Brookline are committed to identifying and eliminating barriers to educational achievement in our schools. To this end, we create policies and practices that are fair and just and provide educational opportunities to ensure that every student, regardless of race, color, religion, gender, sexual orientation, marital status, age, national origin, disability, or economic status, meets our standards for achievement, participation, and growth.

In fulfillment of this value, this policy on student fees, fines, and charges commits the PSB to the following:

- Regardless of financial means, all PSB students shall have access to all educational books, materials, and other education-related opportunities;
- The PSB will engage in responsible financial management and practices to ensure the above can be made possible;
- The financial operations of the district will be transparent in order to ensure accountability to these commitments; and
- All students and families are treated with dignity in all discussion or disclosure of confidential information.

I. Establishing Fees

The School Committee reserves the right to establish fees for participation in certain activities and programs. Examples include, but are not limited to, community education, Brookline Early Education Program (BEEP), Summer School, and athletics.

Unless otherwise specified through School Committee action, each fee shall be established on a yearly basis for the next school year and communicated in a timely manner to students, parents, and/or guardians. Due dates and payment schedules for all fees will be established by the relevant program.

II. Collection of Fees, Fines, and Charges

A. Central Collection
This policy authorizes a centralized revenue collection and recording system for administration (charging and collecting) of Fees, Fines, and Charges. Such a system should provide efficiencies and transparency for parents and the community. Faculty and staff (e.g., departments, clubs, student organizations) shall use this system for administration of all fees, fines, and charges.

B. Non-Payment

For fee-based activities, the School Committee expects that all fees will be paid in advance of participation unless the payor has been qualified for financial assistance by the Office of Administration and Finance pursuant to the policy on financial assistance.

If payment of any fee, fine, or charge is not received and the payor has been noticed in writing of the amount(s) due, the Superintendent or his/her designee may take one or more of the following actions, unless or until prohibited by state law or regulation:

1. Prohibit participation of the student in the relevant program.

2. Prohibit participation of the student or other students in the student's household from participating in any future fee-based program until or unless outstanding balances are resolved.

3. Prohibit student participation in senior activities or graduation exercises.

4. Referral to small claims court.

Legal Reference:

M.G.L. Chapter 71: Section 47. Athletic programs; school organizations; student activity accounts

M.G.L. Chapter 44: Section 69. Municipal or district services, fees or charges; insufficient funds checks; penalty

M.G.L. Chapter 60: Section 57A. Payment by check not duly paid; penalty

M.G.L. Chapter 93: Section 40A. Dishonored checks; demand for payment

M.G.L. Chapter 71, Section 49 Purchase of textbooks by pupils

SECTION J
STUDENTS
10. (JQA) Student Financial Assistance (Voted 9/8/16, #16-59)

I. Establishment of Financial Assistance Program
This policy authorizes creation of a PSB financial assistance program to provide qualified families with assistance paying certain school-related fees and/or charges.

II. Program Goals and Scope
The Superintendent will provide a centralized financial assistance application process for families seeking relief from various school-related fees and/or charges. Eligibility will be renewed or updated through an annual application process.

Financial Assistance will be offered to meet any PSB student fees or charges, including those for Athletics, Instrumental Music, and other program and field trip fees. Other fees include but are not limited to curriculum-based field trip expenses, Brookline Early Education Program (BEEP), School Department Summer Programs, and other fees the school department may charge that are as a result of curriculum requirements.

The program goals are as follows:

1. Implement an objective financial assistance program and application process for all students and families;
2. Allow families a single point of contact and determination within the school district; and
3. Adhere to a standard of confidentiality throughout the district.

Submitted financial information shall follow USDA Free and Reduced Lunch Guidelines and related state privacy laws in the collection, handling, and disseminating of information regarding the financial status of students.[1]

Program Eligibility and Determination for Participation

1. Principals, Guidance/School Counselors, and all other employees are prohibited from making a determination of financial need outside of the Superintendent's established process.

2. Families in the United States on an active Visa are not eligible for financial assistance.[2]

[1] http://www.fns.usda.gov/sites/default/files/cn/EliMan.pdf
[2] "The purpose of the form is to show that you have the financial means to live in the United States without needing welfare or financial benefits from the U.S. government. The law requires that the sponsor demonstrate that he or she is able to assist you financially. The sponsor must show that he or she has an annual income of not less than 125 percent of the federal poverty level. The federal poverty guidelines are

3. Eligibility shall only be determined by the Office of Administration and Finance.

4. The Homeless Liaison shall maintain a list and provide an update as necessary to the School Business Administrator of all students who have been determined to qualify for services under McKinney-Vento Homeless Assistance Act.[3]

5. The Public Schools of Brookline School Committee has made the following determination for income eligibility for financial assistance.[4]

Determination Status	Income Level over Poverty Guideline for Household Income	Households will pay
Approved for Free	<200%	$0 program fee
McKinney-Vento Homeless Determination		$0 program fee
Foster Care (individual only)		$0 program fee
75% Reduction of Fee	201% - 300%	25% of the program fee
50% Reduction of Fee	301% - 350%	50% of the program fee

* % above HHS Poverty Guidelines

Exclusions

The Financial Assistance Program does NOT apply to optional activities, including but not limited to student travel programs and senior prom.

At the superintendent's discretion this financial assistance program may be used to support qualified students in optional trips.

Optional activities that receive official sponsorship of the School Committee must comply with equitable access as determined by the School Committee for all students to participate.

---

set once a year, and can be found on Form I-864P, Poverty Guidelines." https://www.uscis.gov/green-card/green-card-processes-and-procedures/public-charge

[3] http://doe.sd.gov/oess/documents/EligRight.pdf

[4] The Financial Assistance program shall use the US Department of Health and Human Services poverty guidelines and expand it by a multiplier to better match our community's income level and assist families that are above the Free and Reduced Lunch Guidelines with school fees that are assessed for a variety of activities. http://www.fns.usda.gov/school-meals/income-eligibility-guidelines

SECTION J
STUDENTS
***11. Student Yearbook Policy* (Voted 1/7/21, #21-6)**
The Public Schools of Brookline (PSB) support the publication of yearbooks to honor and promote the best interests of our students, staff, administrators, educators, families, friends, and caregivers. Yearbooks present an opportunity to reflect and memorialize the learning experiences and growth of our school communities. They serve as a permanent testament to our students' inclusion and participation in school activities.

I. Inclusion:

1. All students enrolled in a PSB school at any time during an academic year shall by default be included in the school yearbook for that school if one is published for their grade or program. Inclusion for purposes of this section is defined as the student's name and picture (if available).

A. Exceptions:

(i) Parents and guardians of non-emancipated minors may opt out of yearbooks on behalf of their children, in writing.

(ii) Emancipated minors and students aged 18 or older may opt out of yearbooks, in writing.

(iii) The PSB shall comply with any court orders preventing or restricting publication of a student's name, picture(s), and other identifying information.

(iv) Students who enroll for the first time at a school after the school's yearbook is submitted for publication may be excluded from that yearbook.

2. If any of the above parties expresses verbal desire to a PSB educator, Yearbook Advisor, or administrator to opt-out, they will be instructed on how and to whom to submit a timely written opt-out.

3. Opt-outs shall be communicated in writing to both the school principal and the Deputy Superintendent for Student Services. The opt-out must be specific to the particular yearbook publication. It is not sufficient to have previously opted out either generally or specifically from other school publications or disseminations.

4. Opt-outs do not require justification of any decision to opt out.

5. Opt-outs may be for excluding pictures of the student only, or for excluding both pictures and student names. Opt-out language should be precise in order to ensure compliance with the specific request.

6. The Deputy Superintendent for Student Services shall promulgate procedures to ensure that yearbook editors receive training, and access to information necessary for compliance with this policy.

II. Content:

1. Yearbooks shall endeavor to accurately portray the personalities of the students, staff, and other community members depicted. Personal photographic and narrative/quote submissions, if included in a yearbook, shall be true to the individual's submission.

   A. Exceptions:

   (i) No material, opinions or otherwise, shall be printed which is lewd, libelous, personally insulting toward another member of the community, advocates an illegal activity, promotes discord or violence, constitutes a copyright infringement, or lacks informed written consent of depicted identifiable individuals. The editor of the yearbook shall reasonably exercise discretion in enforcing this provision, subject to First Amendment rights. The Deputy Superintendent for Student Services shall designate an adult staffer as the final authority on the exercise of this discretion.

2. All students who receive support through an IEP or 504 Plan shall be provided with that same support for photographic selections and generation of any text related to a school yearbook (e.g., personal quote, sentence, etc.).

3. Any planned material exclusion or modification of a student's personal yearbook submission shall be first communicated to that student and the parent(s), guardian(s), or caretaker(s) of that student a sufficient time prior to publication of the yearbook to ensure that student the opportunity to either cure the reported issue(s), or appeal the editor's determination to the Deputy Superintendent for Student Services.

4. Photographs violating school policies may be subject to investigation for disciplinary action.

5. Final copy of the yearbook shall be cross-checked with both class lists and opt-out lists to ensure accuracy by two adults prior to submission for publication. The class lists used to generate yearbooks shall be retained by the district for one year after distribution of the book.

III. Proprietary considerations:

1. All photos shall become a public record upon publication of the yearbook. Submitted photos will remain copyrights of the original photographer.

2. The Deputy Superintendent for Student Services shall designate an adult staffer as the final authority on the contents of each yearbook. In consultation with this designee, the yearbook staff, as directed by the yearbook editor, reserves the right to edit, retouch, crop, or resize any photos submitted without permission, notification, or approval.

IV. Equity:

1. All students within a grade level at each school that publishes a yearbook must be offered the same base level of opportunities for appearance in that yearbook. For example, if a yearbook editor invites students in a particular grade level to submit one personal photograph and up to 50 words, then all students in that grade level at that school must be invited to submit one personal photograph and up to 50 words, irrespective of homeroom, percentage of time spent in the school building, at home, other facility, or outside program, number of years in that grade level, or number of days as a student at that school.

2. Students who transfer between PSB schools within a school year shall be included in the yearbooks of both schools unless the students opt out in writing from one or the other.

3. Registered PSB students out of school who are being provided with services or tutoring by PSB should be offered the opportunity to be represented in the yearbook of their neighborhood school.

4. If a student does not respond by the deadline to a yearbook submission request, the teacher shall both remind the student and contact that student's parent(s), guardian(s), or caretaker(s) about yearbook inclusion. If the school is unsuccessful in reaching the parent/guardian/caretaker, or if the parent/guardian/caretaker does not comply with the opt-out provisions of the PSB Yearbook Policy within a reasonable time period prior to publication, then the editor shall publish the student's name and include the official yearbook headshot of that student, if available.

SECTION K

SCHOOL/COMMUNITY RELATIONS

1.	Community Use of Active School Buildings	K 2
2.	Use of School Buildings by District Partners, Town Partners, & Independent Partners	K 4
3.	Community Use of School Buildings during School Vacations and Session Breaks	K 5
4.	Public Conduct on School Property	K 5

SECTION K
SCHOOL/COMMUNITY RELATIONS

1. Community Use of Active School Buildings (Voted 11/16/81, #81-504; 4/11/95, #95-33; 6/1/05, #95-59; 5/21/96, #96-58; 12/22/05, #05-136; 6/5/14, #14-43)

In accordance with MGL Ch. 71, Section 71 and this policy, PSB school buildings may be available for community use in non-school hours when not in use for school purposes. With this policy, the School Committee's objectives are to ensure that access to PSB's facilities is provided at a reasonable cost that largely recovers costs incurred by the PSB for making space available.

a. Scheduling and Fees

The Deputy Superintendent for Administration and Finance (DSAF), or his/her designee, in consultation with building principals, shall be responsible for scheduling the use of school buildings outside of regular school hours, and for charging and collecting any and all associated fees.

i. Scheduling Preference. Preference in scheduling shall normally be given first to school-sponsored activities composed exclusively of PSB students and then to district, town, and independent partners as defined below in Section K2.

ii. Scheduling System. The DSAF or his/her designee shall establish and maintain a coherent and transparent scheduling system and guidelines for school building usage.

a. Principals' Role: All scheduling in a school building shall be subject to the building principal's approval. Principals shall have the flexibility to adjust scheduling on any given day, as necessary.

iii. Schedule of Fees. The DSAF, or his/her designee, shall develop and maintain a fee schedule and payment process for community use of PSB facilities. Fees may be required for (but not limited to): facility use, use of equipment, custodial services and/or required public safety personnel (See Section c.iii below on police/firefighter detail.)

iv. Administrative Guidelines. The DSAF shall develop guidelines to administer this policy. Said guidelines shall be available in written and electronic form from the DSAF's office under "Use of School Buildings."

v. Conflicts in Scheduling: Building principals, or their designees, shall have discretion in resolving scheduling conflicts that may arise on any given day (see above at K1a(ii)a), and their decision shall be final. Disputes may also be referred by the principal to the DSAF or his/her designee.

v. School Committee Review. Fee schedules and administrative guidelines for community use of PSB facilities shall be periodically reviewed and approved by the School Committee, in accordance with MGL c.71, s.71.

b. Requirements for Building Use

Use of PSB facilities shall be subject to the following requirements:

i. Payment of all fees according to the fee schedule and any assessed charges resulting from the use of the facility.

ii. Execution of an agreement releasing the Town of Brookline, its officials, officers, and employees from all liability in connection with the use of the facility,

along with evidence of adequate liability insurance in the context of the proposed use.

Violations of these and/or any other published regulations concerning use of PSB facilities may cause a user's event to be closed down immediately, and could result in the responsible organization being banned from utilizing PSB facilities in the future.

c. Special Events and Large Gatherings

i. Alcoholic Beverages/Beer Wine License Requests

In almost all cases, and consistent with current Massachusetts' law, the serving of alcoholic beverages on school property is prohibited. MGL. Ch. 272, Sec. 40A articulates this prohibition and the penalties for any violation. The above law does provide for certain exceptions. Application for exceptions, in the form of a beer/wine license, must be made to the Town's Board of Selectmen. Licenses are contingent upon the Selectmen's requirements, including the purchase of sufficient liability insurance, and contingent upon the School Committee's requirements, including compliance with building use policies, and certification that no students will be present at events where beer and wine are to be served.

ii. Alcoholic Beverages Other than Beer/Wine.

Application for exceptions involving alcoholic beverages other than beer/wine must be approved by the School Committee prior to review by the Board of Selectmen. Unless specifically authorized by vote of the School Committee, these other alcoholic beverages may not be served on school property and/or at any event in a school building where students will be present.

iii. Public Safety Details (Voted 2/23/76, pg. 59)

The provision of police and fire prevention details shall be required as mandated by these departments and any relevant law and regulations. The individual or organization using PSB property shall be responsible for the cost and payment of such details, and shall provide sufficient proof that appropriate public safety details have been contracted.

d. Facility Use in the Event of Public Emergency

In the event that Brookline or neighboring communities experience public emergencies that prevent the ability of relevant populations from enjoying normal housing and protection, certain PSB facilities may be devoted to emergency shelter and aid. Under such circumstances, emergency use of any facility shall take precedence over other normally scheduled use. Under these circumstances, the PSB shall not be responsible for the loss of revenues or costs incurred by the individual or organization seeking to use the facility. Likewise, the PSB shall release the individual or organization scheduled to use the facility from its financial obligations during the period the facility is unavailable for use.

(NOTE: The Application for the Use of a School Building will be made available by the School Department.)

e. Cancellation of Reservations for Building Use:
Any organization that has reserved space must cancel its reservation with the DSAF's Office within 48 business hours prior to the event to avoid payment of fees. In the event that reserved space is unavailable for their use due to PSB cancellation or Town emergency, the PSB shall release the individual or organization from the 48 business hour cancellation requirement and the financial obligation for the date(s) of the facility closure.

f. Rental or Lease of School Property:
As authorized under MGL c. 40, s. 3, the School Committee encourages the rental or lease of any surplus space in any school building to public or private profit-making businesses or non-profit organizations, where such use does not interfere with educational programs being conducted in the school building. Any such lease must be approved by the School Committee.

2. Use of School Buildings by District Partners, Town Partners, & Independent Partners
(Voted 10/8/74, #74-353; 4/3/78, #78-124; 6/16/87, #87-312; 6/5/14, #14-43)
Recognizing the need for affordable, accessible, and varied after-school and out-of-school time (ASOST) programs for PSB students, the Brookline School Committee encourages coordination with district partners, town partners, and independent partners to provide those opportunities. This policy is intended to reinforce the PSB's strong relationships with those partners and to clarify priorities and commitments reflected in the BSC's agreements with partner agencies, departments, or organizations. The School Department shall develop and maintain a list of district, town, and independent partners as part of its ASOST administrative guidelines.

DEFINITIONS
District Partners are non-profit agencies or organizations that operate on-going ASOST programs on site at school buildings exclusively for PSB students.
Town Partners are departments or agencies of the Town of Brookline that operate on-going ASOST programs primarily serving Brookline residents; and
Independent Partners are unaffiliated local non-profit agencies or organizations that operate on-going ASOST programs primarily serving Brookline residents or PSB-affiliated populations.

a. Access and Licensing
In order to reserve or operate in PSB facilities, all district, town, and independent partners must:
i. Provide certification of required background checks (e.g. CORI, fingerprinting) of all program staff in accordance with PSB policy Section G2m.
ii. Provide certification of appropriate liability coverage for the activities they offer.
iii. Provide copies of any relevant state licenses (e.g. organizations offering childcare services)
iv. Ensure that all admission and retention criteria, consistent with law, does not discriminate against any student on the basis of a recognized protected class

including, but not limited to, race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, disability, or genetic information.

b. Other Requirements of School Use

In order to ensure adequate safety and supervision of students in school-based ASOST programs and access to such programs all district, town, and independent partners shall:

i. Promptly report to the DSAF, or his/her designee, any challenges to student safety and supervision in order to find remedies to these challenges.

ii. Submit to the DSAF the most current available financial statements and participant demographic data by October 31st of each year. The Superintendent may use this data to evaluate whether programs are meeting the expectations for affordability and accessibility of ASOST programs established by the School Committee.

Failure to meet any of the requirements set forth in Sections a and b may lead to the discontinuation of a program's permission to operate in PSB facilities and/or other sanctions.

c. Agreements and Administration

i. The School Department shall develop, maintain, and publish guidelines to facilitate the operation of ASOST programs by district, town, and independent partners.

ii. The Superintendent shall establish an Advisory Committee of District and Town Partners which shall meet on a regular basis with the purpose of encouraging communication and coordination between the PSB and school-based ASOST programs.

3. Community Use of School Buildings during School Vacations and Session Breaks (Voted 6/5/14, #14-43)

The provisions of this policy, including requirements set out in Sections K1 and K2, apply equally to use of PSB buildings during summer months, vacation periods, and/or any other time that buildings are not in use for regular school purposes.

4. Public Conduct on School Property: (Voted 1/17/77, #77-25; 6/5/14, #14-43; 12/18/14, #14-85)

The Superintendent of Schools, or his/her designee, shall enforce all relevant state and federal laws pertaining to public conduct on school property, and is further authorized to enforce the following Rules and Regulations of the Brookline School Committee:

SECTION 1

No person shall injure, mutilate, or destroy any property or equipment, real or personal, belonging to the Public Schools of Brookline.

SECTION 2

No person shall park or operate a motor vehicle on school property, except while attending functions at, or doing business in, the adjoining school building. Such parking shall be only at designated locations and may not conflict with faculty or school personnel

parking, nor violate relevant Town By-Laws. There shall be no overnight parking of vehicles on any school property, except for vehicles under the direct control of the Public Schools of Brookline, or by special permit issued by the Superintendent of Schools or his designee.

Violation of any of the aforesaid rules and regulations is punishable under the provisions of General Laws, Chapter 45, Section 24; Chapter 90, Section 20C as well as Town By-Laws. In addition, any vehicle found in violation of this Section or Section 3 may be towed, in accordance with the tow regulations of the Brookline Traffic Rules and Regulations.

In addition, in accordance with G.L. c. 90 s. 16B(b), no person shall cause, suffer, allow or permit the prolonged idling of a motor vehicle engine on school property in violation of registry of motor vehicles regulations relative thereto. This subsection shall be enforced by law enforcement agencies.

SECTION 3

No person shall refuse or neglect to obey any rule, posted by sign, concerning the use of school property; nor shall they refuse or neglect to obey any reasonable direction of a police officer, custodian, or PSB employee during the time they are on school property.

SECTION 4

No unauthorized person shall remain in a school building during the periods when school is not in session. No person or persons shall congregate in doorways, or recess areas of school buildings for purposes of loitering or any other activity not specifically authorized by the Building Principal or his/her designee.

SECTION 5

No person shall solicit contributions or donations on school property without approval of the Building Principal, and in accordance with relevant laws and BSC policies.

SECTION 6

No person shall act in any manner that disrupts the educational environment or disturbs the peace.

SECTION 7

No person shall drink or be under the influence of or have possession of any intoxicating beverage on school property without authorization from the School Committee or its designee, as described above in Section K1(c) i and ii. In addition, in accordance with GL c.71 sec. 37H and town by-laws, no person shall use tobacco products within the school buildings, school facilities, at any event or activity held on school property, or on school grounds or buses.

SECTION 8

No person shall sell or offer for sale any merchandise of any description and without limiting the generality of the foregoing, any food or drinks on school property without permission from the Building Principal or his/her designee.

SECTION 9

The Superintendent or his/her designee(s) may enlist the assistance of the Brookline Police Department to enforce all the above rules and regulations.