

Scituate High School



Student Athlete Handbook 2019-2020

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STUDENT ATHLETE HANDBOOK

This handbook has been compiled from existing rules that are a part of the SHS Student Handbook, MIAA Handbook, Patriot League Handbook and SHS Coaches Handbook. Because Scituate Public Schools are a member of both the MIAA and Patriot League, we are obligated to follow all rules and policies in both handbooks. All handbooks can be found at <http://www.scituatehighschoolathletics.com/>

MIAA Handbook - <https://drive.google.com/file/d/113PAMfbWK-4va3bBKP5ZcvNCTBNLURB/view>

Patriot League Handbook - <https://drive.google.com/file/d/1By0LCZGZCPiXQMwTcwsM57v9Zf5rFSNB/view>

Each student-athlete and parent/guardian must read and acknowledge that they read the handbook on MyFamilyID.

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Scituate High School Athletic Mission Statement

The mission of the Scituate High School Athletics Department is to provide an athletic program that can extend the learning experience beyond the classroom. The Scituate High School athletic program strives to develop students socially, mentally and athletically; encourage leadership, responsibility, teamwork and sportsmanship. The interaction between individuals on the fields of sport teaches students the value of teamwork and the proper competitive spirit. Sportsmanship and fair play are developed in an atmosphere of mutual respect.

Scituate High School Athletics Philosophy

It is indeed an honor and a privilege to participate in high school sports. You are developing your athletic ability as well as your leadership skills. Each student-athlete is expected to act in a dignified and mature fashion. You will learn to win with class, and lose with dignity. You will come to respect your peers and your coaches. Remember that your actions do not only affect you, they can have a major impact on your entire team, the Scituate High School community and the entire Town of Scituate.

Objectives

- Promote academic excellence in the classroom.
- Recognize and promote good sportsmanship, ethics, teamwork and the value of competing, win or lose.
- Encourage coaches and student athletes to be leaders, role models and persons of character.
- Student athletes will be required to demonstrate time management skills necessary for successful participation (e.g. paperwork, on time for busses and games).
- We encourage positive decision making as student athletes will be held accountable for decisions that impact their individual or team performance.

Beliefs

- We believe student athletes are accountable for leading a healthy lifestyle both in and out of season.
- We believe that athletes are role models and representatives of our school community are inherently held to high expectations.
- We believe winning is an attitude resulting from optimum preparation, concentrated effort and a deep commitment to excel.
- We believe sacrifice is part of balancing extracurricular activities. We believe morale, satisfaction, and performance are enhanced when athletes work together as a team.
- We believe open communication and mutual respect among coaches, parents, and athletes provide the foundation of a successful athletic program.
- We believe positive parent support and involvement enhance student growth and program quality.
- We believe that SHS athletes make a strong contribution to the public image of our high school program. All those involved should accept the outcomes of the games or situations.

Massachusetts Interscholastic Athletic Association Athletic Philosophy

Within high school sport programs, young people learn the values associated with discipline, performing under stress, teamwork, sacrifice, commitment, effort, accountability, citizenship, sportsmanship, confidence, leadership and organizational skills, participating within rules, physical well-being and healthy lifestyles, striving towards excellence; and many other characteristics that come quickly to the mind of any educator. If interscholastic athletics are to be justified as school activities, then values such as these must be the priorities of every program. Ethics, playing within the spirit of the rules, and good sportsmanship (which is good citizenship) must be woven into the fabric of the high school athletic program.

In the education of approximately 70% of the young people attending MIAA member schools, athletic participation is a critical component. What should drive those responsible for student-athletes and their programs is the educational mission of school activities. For many students, the most stable environment in their lives is that provided by high school activity programs. Often the best opportunities for crisis intervention, drug

prevention, "day care" programs, and the like are school activity programs. The cost is minimal, while the worth is maximal while winning contests, rather than losing them, is a laudable goal, it should not supersede the primary priorities of high school sport programs. What should be the rationale behind high school activities is preparing students to succeed rather than merely to win games. Win or lose, students should learn lessons of a lasting and positive nature.

If the success of any high school athletic program is measured by an undefeated season, then 99% of the thousands of high school teams, which participate annually in Massachusetts, have failed. If a league championship is the measure of success, then 85% of our programs are failures. Even if success is measured merely by qualification for MIAA end-of-season tournaments, then 50% of our students are "losers."

What should be encouraged is participation in varied activities under different teacher/coach role models. The percentage of student-athletes who complete their formal athletic experiences at the high school level is overwhelming (well in excess of 90%). Schools should focus their attention upon goals other than championships or the development of "blue chip" athletes. Young people need varied activities: time at the beach, time to study and, in fact, time just to be kids.

Young people need to learn, to think, and simply to grow up. Schools should guide them, through athletics, to allow that to happen as comfortably as possibly.

SPORT PARENT & SPECTATOR CODE OF CONDUCT

The essential elements of character building and ethics in sports are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship. The highest potential of sports is achieved when competition reflects these "six pillars of character."

As a parent and/or spectator:

1. I will not force my child to participate in sports.
2. I will remember that children participate to have fun and that the game is for youth, not adults.
3. I will inform the coach of any physical disability or ailment that may affect the safety of my child or the safety of others.
4. I will learn the rules of the game.
5. I (and my guests) will be a positive role model for my child and encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all players, coaches, officials and spectators at every game, practice or other sporting event.
6. I (and my guests) will not engage in any kind of unsportsmanlike conduct with any official, coach, player, or parent such as booing and taunting; refusing to shake hands; or using profane language or gestures.
7. I will not encourage any behaviors or practices that would endanger the health and wellbeing of the athletes.
8. I will teach my child to play by the rules and to resolve conflicts without resorting to hostility or violence.
9. I will demand that my child treat other players, coaches, officials and spectators with respect regardless of race, creed, color, sex or ability.
10. I will teach my child that doing one's best is more important than winning, so that my child will never feel defeated by the outcome of a game or his/her performance.

11. I will praise my child for competing fairly and trying hard, and make my child feel like a winner every time.
12. I will never ridicule or yell at my child or other participant for making a mistake or losing a competition.
13. I agree not to criticize, belittle, antagonize, berate or otherwise incite the opposing team, its players, coaches, cheerleaders, fans or officials/judges by word of mouth or by gesture.
14. I will promote the emotional and physical well being of the athletes ahead of any personal desire I may have for my child to win.
15. I will respect the officials and their authority during games and will never question, discuss, or confront coaches at the game field, and will take time to speak with coaches at an agreed upon time and place.
16. I will demand a sports environment for my child that is free from drugs, tobacco, and alcohol and I will refrain from their use at all sports events.
17. I will refrain from coaching my child or other players during games and practices, unless I am one of the official coaches of the team.
18. I will park my car only in assigned parking spots and not in illegal areas such as emergency lanes or handicapped spots.

I also agree that if I fail to abide by the aforementioned rules and guidelines, I will be subject to disciplinary action that could include, but is not limited to the following:

1. Verbal warning by official, head coach, and/or administration.
2. Written warning by administration.
3. Parental game suspension with written documentation of incident kept on file.
4. Parental season suspension.

PARTICIPATION AND TRYOUTS

An unlimited participation policy will be used whenever possible. There are factors, however, which necessitate the size of the squad to be limited in order to maintain a high level of safety, coaching, playing time and practice time. The following will be considered reasons to limit the size of the team:

1. Nature of the sport (e.g. golf, tennis)
2. Available time and facility (e.g. most indoor sports)
3. An exceptionally large number of students trying out for a sport (e.g. 60 candidates for basketball)
4. Safety factors (e.g. ratio of students to coaches)

The approximate size of the squad will be announced at Meet the Coach Night and the first tryout. Whenever possible, no cuts will be made until after three tryout sessions. A senior, who has participated in the same sport for three years, at any level, normally will be continued as a team member if space permits. The coach, however, makes the final decision.

PLAYING TIME

Perhaps the most emotional part of a student-athlete's being involved in high school athletics centers around playing time. The student-athlete becomes involved in interscholastic athletics for the first time and attendance, attitude, commitment, and, of course, athletic skill enters into the decision of playing time.

There are many decisions made on a regular basis by the Scituate coaching staff. It is his/her responsibility to decide which athletes should start a contest, play a position, and the amount of playing time. These coaching decisions, often difficult to make, are made only by the coaching staff and are approached very seriously after having observed the athlete in practice sessions, game-like situations, scrimmages, and games. *Payment of the user fee does not guarantee playing time.*

Varsity: Our finest athletes in terms of ability and attitude are chosen to represent Scituate High School in varsity competition. At this level:

- a. Varsity athletes are expected to make a full and sincere commitment to the team. We ask parents to be mindful not to schedule appointments that conflict with practice and games. It is essential to the success of the team and to the development of our student-athletes that they commit fully to the team experience and are in attendance daily.
- b. At the varsity level playing time and other strategic decisions are determined solely by the coaching staff. Thus there will be contests in which some athletes do not play.

Junior Varsity and Freshman: Junior varsity and freshman teams are geared toward learning and improving the fundamental skills need in order to play at a more competitive level.

- a. At this developmental stage, coaches attempt to give all student-athletes adequate playing time, but they also take into account commitment, attitude, effort, and game situations.
- b. At the Junior Varsity level, playing time may not be equal.
- c. At the Freshman and STEM levels, every effort will be made to provide equitable playing time. This equality is for the season as a whole as it may not occur game to game.
- d. The success of the JV and freshman programs should not be defined by its record, but by individual and team improvement throughout the season.
- e. Student attendance and effort at practices may affect playing time.

Player Eligibility

In order for a student to be eligible he/she must meet all the MIAA & Scituate High School rules and regulations. A student who is ineligible may not participate in any part of an extracurricular activity.

Age: Student athletes cannot be 19 years of age before September 1st.

Academics: In order for a student to participate in an activity, he/she must earn a grade of "C-" or better in at least five full-time courses during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility). (a course is considered to be full-time if it meets five times within the seven day rotating schedule, regardless of its status as a year-long, semester or quarter course.) A student cannot at any time represent a school unless that student is taking at least 5 classes. If a student does not meet the requirements of a C- or better in at least five full-time courses but meets the MIAA requirements (a passing

grade, and full credit, in the equivalent of four traditional year-long major English courses.) the student will be required to attend “H Block Support”. This allows the student to participate in their club/activity and will be offered supports to assist the student in improving grades to meet Scituate High School standards. This “H Block Support” will be used as long as the student does not meet the requirements of C- or better in at least five full-time courses. If the student refuses “H Block Support”, they will not be allowed to participate in their club/activity.

Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking period are to be issued to the parents of all students within a particular class. Incomplete grades may not be counted toward eligibility until they are made up following school policy. No special privileges such as extra examinations, delayed marks, makeup opportunities, or other opportunities not granted to every student in the school are to be granted to athletes.

Participants are excused for being late to meetings, practice and games if they have been receiving extra help from a teacher or are making up work. Each student should bring a note from the teacher to his/her coach.

Attendance: Participants must attend school all day on the day of the activity. Participants must be in first block no later than 8:10 am (which is the start of the school day). Participants must attend all scheduled classes. If a student is absent on Friday, s/he may not participate in weekend school activities. In addition, students are expected to be in school on time the morning following a school sponsored activity or forfeit the right to participation in the next scheduled event. For teams that do not practice every day, students must be in first block no later than 8:10 on non practice/game days in order to participate in the next scheduled event.

Discipline: Serving assigned teacher or office detention takes precedence over any meeting, practice or game. If a student is suspended from school for any reason, he/she will be ineligible to participate in any aspect of after school activities from the end of school on the day the suspension is given until the day he/she returns to school from suspension. This time period includes weekends.

Physical: All students must pass a physical examination prior to participation in High School Athletics. A physical exam covers the student for 13 months from the exam date. A student’s eligibility will terminate once a physical has reached the 13 month limit. Physical examinations must be performed by a duly registered Licensed Physician, Physician’s Assistant or Nurse Practitioner.

Parental Permission: Each athlete's parent needs to sign a written consent to participate in the specific sport.

Athletic Fee: Students who participate on an athletic team must pay the athletic fee of \$300.00 with a family cap of \$900.00 per year. The checks for the activity should be made out to Scituate High School. Students who do not pay the athletic fee will not be allowed to participate in any extracurricular activity.

School Accounts Settled: All previously issued clothing, books and supplies, which must either be returned or paid for.

Concussion Education: Student athletes must have on file a Concussion Education form. Student athlete must also complete and have on file Concussion history forms and an ImPact Baseline test on file with the school nurse.

MIAA Standards: Meet MIAA academic, age, transfer, and consecutive semester eligibility criteria as well as regulations established by leagues in which we participate. Please refer to MIAA.net.

Middle School Eligibility

Per the approval of the Patriot League, the following sports have been approved for the allowance and use of (7th & 8th graders??) from Gates only:

Girls Basketball: 8th Graders can tryout, but are only allowed to participate at the Freshman level.

Wrestling: 8th graders can participate in Wrestling, at the JV & Varsity levels. However, they cannot take the spot of a high school participant in a certain weight class. If a certain weight class does not have a high school participant, the middle school athlete would be allowed to fill spot in matches.

Softball: (7th & 8th graders??) can tryout and participate at JV level. Due to potential numbers, 7th graders may also be allowed to participate if needed to field JV team.

Applications for Waiver of Athletic Eligibility Rule 53, per the MIAA, will be filled out and sent in for final approval by the association.

Expectations of Student Athletes - General

- Student-athletes are expected to attend all scheduled practices and games unless excused, in advance, by the coach. Any athlete excused by the coach should bring a written reason for the absence to the coach when returning to practice. Excessive absence will result in dismissal from the team.
- With approval by Administration, coaches may have individual rules for their teams. These rules are in addition to the existing athletic code.
- Hazing is prohibited on any team. The attached M.G.L. at the end of this handbook as well as the "What Do I Need To Know About Hazing" are important for all student- athletes to read, understand and comply with.
- Any athlete suspended for violation of athletic rules or individual team rules is not eligible for a letter or any other athletic award.
- Any athlete suspended for an alcohol/controlled substance violation will be ineligible for all- star teams.
- Coaches will set the standards for dress to and from the event.

- A student may not drop out from a sport to try out for another sport after the first week of practice, unless the coach has cut him/her from a squad (for reasons other than eligibility or disciplinary reasons).
- An academically ineligible student may not be involved in or participate in any team activity without prior permission from the coach, athletic director and principal. This includes practices, team bus, transportation, etc.
- Players are not allowed in any part of the building except the gym, locker rooms or accompanying corridors. Athletes are not allowed to roam the school once the coach has left and practice has ended. Once the coach has cleared the locker room all players are expected to leave via the doors by the gym. Any rough housing that occurs after practice between student- athletes will lead to disciplinary action. Students should plan accordingly for access to their school lockers before practice.
- No spikes or cleats will be worn in the building.
- If a student-athlete loses a piece of equipment that has been issued to him/her, they must pay for that piece, prior to having another one issued.
- Students may participate in only one organized high school sport per season. They also may not take part in an intramural program while they are participating on a team.
- Students who are managers or work in some capacity for a team, other than as a player, are expected to adhere to all rules established by participants.
- Cheerleaders, as student-athletes, are expected to adhere to all athletic regulations.
- Any questions that the student may have should be taken to the Athletic Director for explanation or clarification. The student will always have the right to due process as outlined in the SHS Handbook under the Students' Rights and Privileges section.

Expectations of Student Athletes - Away Contests

- All team members are expected to ride to and from a sporting event on the bus provided for them. Exceptions must be approved by the administration during school hours prior to the game. A note from the parent(s) must state the reason for the request. Notes will only be approved for extenuating circumstances such as injuries requiring medical attention, funerals, family emergencies and other circumstances deemed appropriate by the administration.
- Our intent is to make it clear that time on the bus to and from games is often an important part of our coaching time with students. Coaches will make announcements, review strategy, energize students for continued dedication, etc. We feel strongly that our students must be part of those experiences.
- There will be no stops on the trips back from contests, unless permission has been granted by the school administration.
- When at another school or athletic venue, each member of a Scituate High School team will act in a way that represents the character, maturity and discipline that is at the core of our athletic mission statement.

Expectations of Parents

- Parents are encouraged to disclose information regarding their students' learning, social or emotional differences or disabilities to the coach prior to try outs and participation.
- Parents should, whenever possible, limit appointments and other obligations that conflict with an athletic programs practice and competition schedules.
- Parents should encourage students to always travel on a team bus.

- Parents should reinforce the Scituate Athletic Handbook Philosophies, Objectives and Beliefs outlined in Section II of this Handbook.
- Parents should maintain a level of grace throughout an event regardless of the participant's performance, the officiating, the coaching decisions and the outcome.

Expectations of Coaches

- Full disclosure of injuries to parents, trainer, and school nurse
- Open communication with administration, teachers and students.
- Setting expectations for athletes.
- Scheduling and sharing schedules of practices, games and events in as much advance as reasonable given availability of space, weather and unforeseeable circumstances.
- Encourage student-athletes to access extra help when needed and support that athletes are students first.

Captain Selection Process:

The selection of a team captain is not an easy task. There are many criteria that go into defining a captain of a high school sports team. Captains must be student athletes that the rest of their team, the adults in the school community and the community at large will respect and support. On the same hand, captains in turn must respect and support their teammates at all times. Captains or leaders must never put themselves above the team. Captains must understand that they are subject to the same rules and consequences as every other member of the team. The process of selecting captains during in season and out of season is the same.

Selection Process

- Nominations must come from current team members
- Verification of eligibility by head coach and assistant principal
- Vote by secret ballot of current team members
- Each team shall have at least two and not more than four captains

Qualifications

- Overall grade point average must be 2.5 or higher
- Attendance and tardy record of 90% or better
- Must have lettered or had significant playing time in the sport the previous year
- A record of no major disciplinary actions from school
- Must have demonstrated a commitment to the sport, attends all practices on time and leads by example

Selection Time Line

In Season

- At least one week after pre-season practice has begun and before the first game

Out of Season

- At most two weeks after the last game of the season

Exceptions

- Any exceptions to this process must be approved by the Principal and the Director of Athletics prior to the selection of captains

New Patriot League Rule

- If a captain violates the Chemical Health policy, he/she will automatically lose rights as captain. He/she will not be eligible to be named captain again for one calendar year.

Team Cuts:

If team cuts are made, the coach is required to meet with the athlete about their decision. This can often be the hardest part of the coaches' job. The coach will explain their decision to the athlete and the athlete will be told why he or she did not make the team. You as an athlete will probably not agree with the coach, but keep an open mind about their comments on how to improve.

Communication

This is the most important element of coaching! Please keep the Assistant Principal for Student Life informed at all times. Please note that a discussion between a coach, parent, and/or child about concerns must never hinder a student athlete's playing time or the quality of his or her athletic experience. You are responsible for the entire program, freshmen through varsity. It is your responsibility to communicate information to athletes and parents at all levels.

1. **Guidelines for student-athlete communication with coaches.** Coaches should foster communication with the athletes by encouraging the athlete to discuss the following concerns:
 - a. Issues appropriate for the athlete to discuss with the coaches.
 - 1) The athlete's treatment, mentally and physically
 - 2) Behavioral concerns
 - 3) Academic concerns
 - 4) Playing time
 - 5) Team strategy
 - 6) Play calling
 - 7) Other student athletes
 - b. Issues that concern the athlete that he or she does not feel comfortable speaking to the coach about could be brought to the attention of the team captains or Assistant Principal for Student Life.
 - c. If potentially volatile, use common sense and the 24 hour rule.
 - d. Direct communication with the coach is always the best, if this is not possible then the use of email are appropriate ways to make your concern know if you are unable to speak directly with the coach.
2. **Guidelines for parental communication with coaches.** Coaches should make clear at the preseason parents' meeting and otherwise as appropriate that communication between parent and coaches should follow certain guidelines.
 - a. Issues that are appropriate for a parent to discuss with the coaches
 - 1) The treatment of the athlete, mentally and physically
 - 2) Concerns about their athlete's behavior
 - 3) Concerns about their athlete's academic functioning
 - b. Issues that are not appropriate to discuss with coaches
 - 1) Playing time
 - 2) Team strategy
 - 3) Play calling
 - 4) Other student athletes
 - c. Remind parents that if he or she is potentially volatile, that he or she should use common sense and wait for 24 hours before contacting the coach
 - d. Email and or via phone are appropriate ways to make parent's concerns known

- e. Communication with the coach either before or after a game and or practice is inappropriate.
- f. Meet with staff, parent and child to discuss your concern.
- 3. **Communication with the Assistant Principal for Student Life or Principal should occur only after these steps are achieved.** The coach will be notified of this contact.
- 4. Phone Chain, Email Addresses & Mailboxes
 - Coaches should establish means to effectively and quickly communicate with all team members. To accomplish this, coaches should establish both email distribution list and a phone chains.
- 5. Reporting of Scores
 - a. It is the duty of the coach to promote their athletes as much as possible. This is not only good for the student but also for the program, school & community.
 - b. All results both Home & Away should be called into the local press.
 - c. Game reports for all levels should be submitted to the Director of Athletics no later than the following morning of each contest.

Conduct Requirements

In-school Conduct

- While athletics take place, for the most part, after school hours, it is still imperative that a student-athlete remember that his/her main priority is to be the best student they can possibly be. Student-athletes are seen as leaders in the school community and should act in a way that represents not only themselves, but also the team and school, which they represent. It is imperative that both student- athletes and their parents are aware of the following rules:
- Student-athletes must be in class by 7:45 AM (which is the start of the school day). To participate in practice or a game that day. If the game is held over the weekend, then that student must be in class by 7:45 AM on Friday morning. If a student is absent on Friday they will not be allowed to play over the weekend.
- Student-athletes will not be allowed to participate in practice or a game that day if he/she is dismissed from school, [unless student- athlete returns with a note such as doctor/dentist/legal}.
- Only the Athletic Director or Administrator can consider any exceptions to the above rules.
- If a student is suspended from school for any reason, he/she will be ineligible to participate in sports from the end of school on the day the suspension is given until the day he/she returns to school from their suspension. This includes contests, practices during the weekend if a student is to return to school the following week.
- If a teacher or the main office issues a detention to a student-athlete, serving that detention takes precedence over any practice or game.
- Students are excused for being late to practice if they have been receiving extra help from a teacher, the National Honor Society peer tutoring program or are making up work. Each student should bring a note from the teacher/ tutor to his/her coach.
- No student will be required to attend practice on Sundays or religious holy days.

Alcohol/Controlled Substance/Tobacco

- All athletes are governed by the Scituate High School and MIAA controlled substance rule. The use, possession, or sale/distribution of alcoholic beverages, tobacco products (including e-cigarettes and vaporizers) or controlled substances is forbidden by school policy, the MIAA, and state law. Students in the presence of others who are using, selling, distributing, or in open

possession of these substances will be subject to disciplinary action up to and including the full application of this policy. Consequences for violating the alcohol/controlled substance policy are listed in the S.H.S. Handbook.

- From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes and vaporizers); marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

LOSS OF ELIGIBILITY DUE TO CHEMICAL HEALTH, ALCOHOL, DRUGS TOBACCO

The MIAA Handbook set forth the following rules: “From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance.” Scituate High School students in the presence of others who are using, selling, distributing, or in open possession of these substances will be subject to disciplinary action up to and including the full application of this policy.

It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again. Consequences for violating the alcohol/controlled substance policy are listed below. The following are only the consequences related strictly to a student athletes eligibility to participate in extracurricular activities.

The MIAA Handbooks establishes the following minimum penalties:

First violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

However, the Principal reserves the right to evaluate this privilege on a case-by-case basis. Students must take the responsibility to set up an appointment with the Principal to discuss the issue.

Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that student is attending or issue a

certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

During practice or competition, a coach shall not use any tobacco product (*penalty: same as students'*).

Steroid Use - Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. High school coaches may not be able to prevent the use of steroids altogether, but they can clearly and forcefully discourage their use. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes.

Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most "get-rich-quick" schemes, steroid use has serious short and long term consequences.

Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids.

Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that his/her success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be.

The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

Physical Well-being of Athletes

- Scituate High School does not want to have any athlete who is injured or impaired participating in practice or games. If a student-athlete has been referred to a doctor or has gone to see one on his own, they will not be allowed to participate until the doctor clears that person in writing.
- Parents are encouraged to disclose information regarding their students learning, social or emotional differences or disabilities to the coach prior to try outs and participation.
- If during the course of a game or practice, the athletic trainer, EMT, or physician deems an athlete unfit to continue, then that player will not be allowed to continue. Coaches, parents or players cannot overrule a decision made by any of the aforementioned people.
- Student-athletes visiting the training room prior to practice or a game should only stay as long as is needed to treat his/her injury. The training room is not a hangout.

Head Injuries and Concussions

The Commonwealth of Massachusetts Executive Office of Health and Human Services now require that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law. This law requires that public schools and, in addition, any other schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules make sure that student athletes and their parents, coaches, athletic directors, school nurses and physicians and others learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious or suffers a known or suspected concussion during a game or practice, the law mandates removing the student from play or practice, and requires written certification from a licensed medical professional for “return to play”. The law also requires that a parent or guardian completes a Report of Head Injury during Sports Season form for a child that has a head injury outside of school related extracurricular activities.

This policy is aligned with the Commonwealth of Massachusetts Regulation (CMR 201.000) for the purpose of protecting the health and safety of our students who incur head injuries while involved in extracurricular activities. This is accomplished by providing a comprehensive, standardized treatment paradigm by which all head injuries are managed.

Medical management of sports--related concussion is evolving due to a significant amount of research in the area of brain function. We now know that a concussion is not a structural injury and therefore is not visible on x--ray imaging. Scituate has established a policy and procedure to provide concussion education for administration, faculty, athletic department staff, parents and students. This document defines procedures for staff to follow in managing head injuries, and outlines school policy as it pertains to return both to academics and to athletic play after concussion.

Scituate Public Schools seek to provide a safe return to activity for all athletes after injury, particularly after a concussion. Procedures have been developed to aid in insuring that concussed athletes are managed appropriately. These include identification of concussed athletes, appropriate medical referral for treatment and follow--up, academic assistance, and insuring full recovery prior to return to athletic activity and full academic load.

The superintendent designates the athletic director as the person who is responsible for the implementation of the sports related concussion policy and procedure. The athletic director oversees the collection, by his staff, of the SHS Athletics Emergency Information Sheet that includes a pre participation concussion/head injury history.

The superintendent designates the school nurse as the person responsible for ensuring appropriate medical documentation of the annual physical examination (performed within the last 13 months), as required by the MIAA. Students may not participate in any sport, including practices, without said documentation.

Training Program Mandated annual training of persons specified in CMR 201.008 in the prevention and recognition of a sports--related head injury, including second impact syndrome, and documentation of each person’s completion of such training. Those persons include:

- Coaches

- Certified athletic trainer
- Volunteers
- School physician
- School nurses
- Athletic director
- Referees/umpires who are school employees
- Participating students
- Parents of participating students

Mandated online trainings approved by the Massachusetts Department of Public Health are as follows:

The National Federation of High Schools (NFHS) www.nfhs.org or

The Center of Disease Control (CDC) www.cdc.gov/concussion

At the completion of one of the above courses a printed certificate is awarded. This certificate will be submitted to the office of the athletic director.

Contents of training will include the following:

- Recognition of concussion
- Management and referral guidelines for staff
- Guidelines and procedures for coaches
- Follow-up care during the school day
- Return to play procedure

Recognition of Concussion

1. Signs (observed by others):
 - Athlete appears dazed or stunned
 - Confusion (about assignment, plays, etc.)
 - Forgets plays
 - Unsure about game, score, opponent
 - Moves clumsily (altered coordination)
 - Balance problems
 - Personality change
 - Responds slowly to questions
 - Forgets events prior to hit
 - Forgets events after the hit
 - Loss of consciousness (any duration)
2. Symptoms (reported by athlete):
 - Headache
 - Fatigue
 - Nausea or vomiting
 - Double vision, blurry vision
 - Sensitive to light or noise
 - Feels sluggish
 - Feels “foggy”

- Problems concentrating
 - Problems remembering
3. Cognitive impairment as determined by ImPACT testing
- Baseline testing (high school)
 - Post---concussion testing as ordered by physician

Management and referral guidelines for staff

- The immediate removal of student who sustains a head injury or suspected concussion from practice or competition.
- Emergency medical transport is provided when indicated.
- That student may not return to practice or compete the same day.
- Parents must be promptly notified of any suspected head injury or concussion.
- Coaches will complete a Report of Head Injury Form (Appendix B) if a student is removed from play due to a suspected head injury.
- All Report of Head Injury forms will be submitted to the Assistant Principal for Student Life with a copy to the school nurse and athletic trainer.

Parent Responsibility

- If a head injury occurs outside of school related extracurricular athletic activity, the parent/guardian is required to complete and submit this form.
- All Report of Head Injury forms will be submitted to the Assistant Principal for Student Life with a copy to the school nurse and athletic trainer.

Indications for emergency transport include but are not limited to the following:

- Witnessed loss of consciousness of any duration
- Deterioration of neurologic function
- Decrease or irregularity in respirations
- Decrease or irregularity in pulse
- Unequal, dilated, or unreactive pupils
- Mental status changes
- Seizure activity

Medical clearance and authorization for return to play for any student with a suspected head injury must occur prior to resuming the extracurricular athletic activity. Such clearance and authorization must be written and can be provided by:

- A duly licensed physician
- A certified athletic trainer in consultation with a licensed physician
- A nurse practitioner in consultation with a licensed physician
- A neuropsychologist after the student has been examined and cleared by a licensed physician

Academic support is provided in the form of a graduated academic re-entry plan directed by a team comprised of the physician, school nurse, guidance, teachers, parents and the student. Neurocognitive function can be significantly impaired following concussion hindering students from fully engaging in the

academic process. The Return to Academics Plan (Appendix C), developed by Scituate's Department Chairs and Dr. David Morin of Scituate Pediatrics, outlines four color coded stages of recovery with guidance for teachers, students and parents to assist the student during recovery.

HeadSmart Post Concussion Color Stages of Recovery

Red Stage

- Students typically do not attend school
- Strict limits on screen time/use of electronics/reading
- Parent/guardian: Inform school of injury and request a Team Captain
- No sports/rough housing
- REST

Orange Stage

- Attend school half to full days
- REST at home
- Continue limits on screen time/use of electronics/reading
- Avoid school bus and heavy backpacks
- Work with school Team Captain regarding school accommodations
- No tests in school
- No sports, band, chorus, PE •REST

Yellow Stage

- Attend school full-time if possible
- Work with your teachers regarding homework deadlines ("self advocate")
- See school nurse for pain management or if rest is needed
- Limit one quiz/test per day — consider un-timed testing
- Work in 15 minute blocks, complete as much homework as possible
- No sports
- Decide with your team about band, chorus, PE

Green Stage

- Attend school full-time
- Self-advocate at school (staggered due dates for assignments, tutor if needed)
- Resume your normal activities
- Resume sports once school work is back on track and symptom free and cleared by a physician

Scituate Anti-Hazing Policy:

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

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, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing 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.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

Crime of Hazing, Definition, Penalty

Mass General Law Chapter 269, section 17-19

The term hazing refers to any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Massachusetts General Laws, Chapter 269, ss. 17 – 19 are reprinted below.

Chapter 269, Section 17 – Crime of Hazing, Definition, Penalty

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

Chapter 269, Section 18 – Duty to Report Hazing

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

Chapter 269, Section 19 – Hazing Statutes to be Provided, Statement of Compliance, and Discipline Policy Required

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

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

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a fulltime student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the attorney general any such institution that fails to make such report.

Scituate High School Discrimination and Harassment Policy

Introduction

The Scituate Public Schools have a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of race, color, national origin, sex, sexual orientation, religious beliefs, disability or age are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

The Scituate Public Schools strictly enforce a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Scituate Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, or sexual orientation. The Scituate Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace are prohibited by law and will not be tolerated by the Scituate Public Schools. For purposes of this policy, "workplace" or "school" includes school---sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated.

The Scituate Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that inappropriate conduct has occurred, the Scituate Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school--related discipline.

Definition of Discrimination and Harassment

“Discrimination” and “Harassment” are defined as unwelcome conduct, whether verbal or physical, that is based on race, national origin, sex, sexual orientation, religious beliefs, disability or age. Discrimination and/or harassment includes, but is not limited to:

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

Many forms of harassment and discrimination have been recognized as violations of the civil rights laws (including Section 504 of the Rehabilitation Act of 1973, Title VI, Title IX, Chapter 622 of the Acts of 1971 (M.G.L. c.76, §5) and Chapter 15 1B of the General Laws)by federal courts, state courts, the U.S. Equal Employment Opportunity Commission, the U.S. Department of Education, Office for Civil Rights and the Massachusetts Commission Against Discrimination.

“Sexual harassment” is defined as sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school--related opportunities or as a basis for employment decisions.

Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual’s academic or work performance by creating an Intimidating, hostile, humiliating, or sexually offensive work or educational environment.

Under the definition stated above, direct or implied requests by a teacher, supervisor or any individual in a position of work or school authority for sexual favors in exchange for actual or promised job or school benefits such as favorable reviews, salary increases, promotions, increased benefits, continued employment, better grades, recommendations or other advantages constitutes sexual harassment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that are inappropriate and that, if unwelcome, may constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.

- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences. Displaying sexually suggestive objects, pictures, cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male or female students or workers also may constitute discrimination, harassment and/or sexual harassment.

Reporting Procedures

If any Scituate Public Schools student or employee believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a complaint with the Scituate Public Schools through the Assistant Superintendent. This may be done verbally or in writing. Teachers or other staff members who observe incidents of harassment involving students should report such incidents immediately to the student's Principal or Assistant Principal. Administrators aware of harassment involving any employee should report such incidents to the Assistant Superintendent.

If you wish to file a complaint, you may do so by contacting your immediate supervisor or the Assistant Superintendent in the case of employees; and your teacher, Principal, Assistant Principal or Assistant Superintendent in the case of students.

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, the Scituate Public Schools has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community, students, parents, and staff know what will happen when incidents of bullying occur.

Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. An incident reporting form can be found on the school website and in the main office. Reports can be filed by calling the main office or by submitting a reporting form. The form can be submitted anonymously.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the Scituate Public Schools provides the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources,

including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

Reporting by Staff

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

Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to

the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Students will be provided practical, safe, private and age--- appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Responding to a report of bullying or retaliation

Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Obligations to Notify Others

- *Notice to parents or guardians.* Upon determining that bullying or retaliation has occurred the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- *Notice to another School or District.* If the reported incident involves students from more than one school district, charter school, non---public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so

that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR 49.00.

- *Notice to Law Enforcement.* At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal will, consistent with the Plan and with Scituate School and District policies and procedures consult with individuals the principal or designee deems appropriate.

Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with Scituate policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If after investigation, bullying or retaliation is substantiated; the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the

target's parent or guardian about the disciplinary action taken unless It involves a "stay away" order or other directive that the target must be aware of in order to report violations.

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

Responses to Bullying

The following strategies will be utilized by the Scituate Public Schools to build skills and prevent bullying and retaliation.

Teaching Appropriate Behavior Through Skills---building

Upon the principal or designee determining that bullying or retaliation has occurred, a range of responses that balance the need for accountability with the need to teach appropriate behavior will be utilized. M.G.L. c. 71, § 370(d)(v). Skill---building approaches that the principal or designee may consider include:

- offering individualized skill---building sessions based on the Scituate's anti--- bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel; implementing a range of academic and nonacademic positive behavioral supports to help students understand pro---social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti--- bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with Scituate's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

COLLABORATION WITH FAMILIES

In order to increase our capacity to prevent and respond to bullying, the Scituate Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families. Resources for families and communication with them are essential aspects of effective collaboration. Parents or guardians of students in the Scituate Public Schools will be informed about the bullying prevention and intervention curricula used including: (i) how parents and guardians can reinforce the curricula at home and support the Scituate plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying.

Parent education and resources

Scituate Public Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education and Parent Advisory Council, along with SHORE, SEA and CORSE.

Notification requirements

Each year the Scituate Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Scituate Public Schools will send parents written notice each year about the student-related sections of the Plan and our Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Scituate Public Schools will post the Plan and related information on its website.

PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, 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 other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires Scituate Public Schools to staff any non-school related activities, functions, or programs.

PROBLEM RESOLUTION SYSTEM:

Chapter 86 of the Acts of 2014 amended Section 370 of chapter 71 of the General Laws to include

(g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781---338---3700. Hard copies of this information are also available at the Superintendent's office.

DEFINITIONS

Several of the following definitions are copied directly from M G.L. c. 71, § 370, as noted below.

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name---calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyberbullying is bullying through the use of technology or any electronic communication. which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber---bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, If the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber---bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber---bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment: A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

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

Staff includes, but is not limited to. educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Scituate Public Schools, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in this plan prevents Scituate Public Schools from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies

21 Ways To Be A Great Teammate (From the Book THE HARD HAT by Jon Gordon)

1. Sweat More
2. Remember – Well Done is better than Well Said
3. Choose to be Humble & Hungry
4. Pursue Excellence
5. Share Positive Contagious Energy
6. Don't Complain
7. Do it for Your Team, Not for Applause
8. Show You Are Committed
9. Never Take a Play Off
10. Hold Yourself and Your Team Accountable
11. Treat Everyone with Respect and Expect Everyone to do the Same
12. Give All and Take Nothing
13. Communicate
14. Connect
15. Become a "Come with Me" Teammate
16. Practice Selfless Compassion
17. Show You Care
18. Be a Loyal Friend
19. Love Your Team
20. Sacrifice
21. Leave the Place Better than You Found It.