

# **Attleboro Public Schools Middle Schools**

Cyril K. Brennan Middle School  
Robert J. Coelho Middle School  
Wamsutta Middle School

## **Student Handbook 2017-18**

# ATTLEBORO PUBLIC SCHOOL DISTRICT

## Middle Schools

### Cyril K. Brennan Middle School

508-222-6260

Fred Souza	Principal
Kelly Chouinard	Assistant Principal

### Robert J. Coelho Middle School

508-761-7551

Andrew Boles	Principal
Kevin Atkinson	Assistant Principal

### Wamsutta Middle School

508-223-1540

Joseph Connor	Principal
Raymond Lamore	Assistant Principal

## Central Office Administration

508-222-0012

David Sawyer	Superintendent
Laurie Regan	Assistant Superintendent
Marc Furtado	Director of Facilities and Controller
Ivone Medeiros	Director of Special Education and Student Support Services
Julienne Singer	Director of Human Resources

## School Committee

Stephen Withers, Jr.	Chairperson, Ward III
Lori Scales	Vice Chairperson, Ward IV
William Larson	Secretary, Ward II
Dianne Sawyer	Ward I
Shannon Johnson	Ward V
Michael Tyler	Ward VI
Robert Geddes	At Large
David Quinn	At Large
James Stors	At Large

The Attleboro Public School District is in compliance with the U. S. Civil Rights Act of 1964 and the Title IX Educational Amendments of 1972, Part 8, Section 504 of the Rehabilitation Act of 1973. The School District provides equal opportunity to all individuals and does not discriminate on the basis of race, color, national origin, sex, gender identity, age, disability, sexual orientation, or religion.

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367 یرجى الاتصال بمكتب برنامج تعلم اللغة الانكليزية : 508 – 222- 0012 تحويلة  
. اذا كنت بحاجة الى هذه الوثيقة مترجمة

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Si usted desea que este documento sea traducido, por favor llame a la oficina del Programa de los estudiantes que están aprendiendo el idioma Inglés al número 508-222-0012 x 1367.

### សូមមេត្តាទាក់ទង

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## ATTLEBORO PUBLIC SCHOOLS

### OUR MISSION

The Mission of the Attleboro Public Schools is to develop and deliver relevant learning experiences that engage, challenge, and inspire all students to maximize their unique potential and improve our world.

### OUR VISION

The Vision of the Attleboro Public Schools is to be the center of a community united around education, where all stakeholders value and participate in our collective success.

## OUR ESSENTIAL BELIEFS

### **Conditions for Learning**

- Learning is a shared responsibility among students, schools, families, and the community.
- A safe, respectful, and supportive environment is necessary for both teaching and learning.

### **Quality Learning Experiences**

- All students deserve challenging and engaging learning experiences that have real-life value.
- All learners need varied and personalized learning experiences that will provide opportunities to develop and apply knowledge and skills.

### **Successful Mindset**

- Success for all students requires stretching beyond perceived limits through effort and perseverance.
- Progress and success are reliant upon continuous learning, reflection, and growth.

### **Value of Education**

- Learning empowers all of us to discover, think critically, and pursue our aspirations.
- Education prepares students for their responsible participation in a shared world.

## OVERARCHING GOALS

**GOAL ONE:** APS will place students at the center of all educational decisions through guided planning to achieve personalized goals.

**GOAL TWO:** APS will improve the quality of education for all students by providing learning experiences that are personalized, challenging, and have lifelong value.

**GOAL THREE:** APS will cultivate and extend community partnerships to improve outcomes for students through outreach, collaboration, and reciprocal support.

## DISTRICT LEARNING PRIORITIES

### **Engaging Learning Experiences**

- Students are curious about and invested in learning, because it is designed to provide real value beyond the classroom.
  - Authentic Experiences and Performances
  - Intrinsic Motivation and Individual Choice
  - Hands-on Learning
  - Interdisciplinary Instruction and Assessments

### **Infusing Technology**

- Students integrate technology and apply those resources through the learning process.
  - 1:1 Environment
  - Personalization
  - Research and Evaluation of Information
  - Innovation and Reflection

### **Personalization of Learning Programs**

- Students participate in programs that are customized to meet their individual needs.
  - Diversified and Deep Curricula
  - Universal Design for Learning
  - Individualized Learning Plans (ILPs) and Student Voice
  - Flexible Scheduling

### **Experiential Learning Opportunities**

- Students engage in a variety of experiential learning opportunities which provide purpose and increase motivation and effort to help them grow as learners.
  - Field Experiences and Student Travel
  - Service Learning
  - Community Partnerships
  - District Afterschool System

### **Student Exit Outcomes**

- Students demonstrate mastery of vertically aligned outcomes that meet the demands of the 21<sup>st</sup> century.
  - Curiosity and Imagination
  - Access and Evaluate Information
  - Critical Thinking
  - Communication
  - Collaboration
  - Initiative, Innovation and Problem Solving
  - Character and Wellness



## RIGHTS AND RESPONSIBILITIES

Our students are considered citizens of the school community. Citizenship, as in any community, is something, which grants fundamental rights and equally important responsibilities upon each of its members. No person because of age, color, disability, national origin, race, religion, sex, gender identity or sexual orientation, shall be subject to discrimination in any education program.

### STUDENT RIGHTS AND RESPONSIBILITIES

- ◆ To meet all your academic obligations to the very best of your abilities
- ◆ To be treated with respect by all members of the school
- ◆ To treat all members of the school community, both pupils and staff, with respect
- ◆ To be personally safe
- ◆ To help make the school a safe environment for all students
- ◆ To do your school work in clean surroundings and to help keep the school a clean place for everyone
- ◆ To express yourself in a manner that will not cause disruption, disturbance, or embarrassment to others
- ◆ To know and understand individual classroom and school-wide discipline policies and to avoid behaviors which would be violations of these behavioral expectations

### PARENT RIGHTS AND RESPONSIBILITIES

- ◆ To treat all members of the school community, both pupils and staff, with respect
- ◆ To be treated with respect by all members of the school community
- ◆ To help make the school a safe environment for all students
- ◆ To expect an appropriate education for their child
- ◆ To express their opinion
- ◆ To inspect all portions of their child's records
- ◆ To expect fair application of all school-wide policies

## PROBLEM RESOLUTION PROCEDURE

### POLICY

It is the policy of the Attleboro School Committee to assist any concerned party to quickly and equitably resolve concerns with the individuals who are closest to the issue or problem. Attempts to resolve a problem at an inappropriate level is contrary to the purpose of these guidelines. Resolution with the individuals closest to the problem must be consistently followed.

### PROCESS

Any concerned party's first contact should be to the staff member (Teacher, Paraprofessional, Assistant, Coach, Custodian, or Administrator) directly related to the issue. In those instances, when an individual is unsure of whom to approach, a School Committee member can be consulted to aid in direction or identification of the appropriate staff member. This does not preclude the School Committee member from proactively advising the School Administration (Principal and/or Superintendent) of a pending issue.

If there is no resolution, the concerned parties are encouraged to proceed to the next appropriate level (Building Administrator, Principal, or Director of Special Education). Directors, Supervisors, and Coordinators may be involved at the discretion of the Building Administrator and may be asked to assist in the resolution. Successive levels of authority (Assistant Superintendent, Superintendent, and School Committee) would represent the desired resolution path.

## I. ACADEMIC INFORMATION

### SCHOOL HOURS:

SCHOOL	ATTENDANCE	DISMISSAL
Brennan	7:50 a.m.	2:20 p.m.
Coelho	7:50 a.m.	2:20 p.m.
Wamsutta	7:50 a.m.	2:20 p.m.

\*Early Release 7:50 am – 11:30 am

### DELAYED OPENING OR EARLY DISMISSAL PROCEDURES:

*(For Inclement Weather and Emergencies)*

The Attleboro Public Schools will make every effort to notify families promptly in the event of early dismissals, weather and other emergency cancellations and delays. Aspen Notifications, Social Media, and School Connect phone messages are used to reach as many families as possible.

The following is a list of stations (radio, television and social media) which will broadcast no-school announcements or a delayed starting time for the Attleboro School System:

#### Radio

WPRO  
B101  
WHJY

#### Social Media

Facebook  
Twitter  
Attleboro Public Schools Website

#### Television

COMCAST- Channel 9  
Channels 4,6,7,10,12

Follett Notification



#### School Connect:

School Connect is a communication tool designed for Pre-Kindergarten-12+ schools that enables school administrators to send personalized voice messages to parents and staff. These messages can include messages about upcoming school events, meeting invitations, and important messages that may involve cancellation of school due to weather as well as other timely information related to your child's school.

#### Early Dismissal:

There are times when it may be necessary for students to be dismissed *after* the start of school. In an emergency or inclement weather, an announcement to that effect regarding early dismissal will be made on the previously listed stations. In any other emergency that indicates significant safety risk to our students, students may be sent home immediately or to another designated school. Arrangements should be made

ahead of time by parents who will not be at home, to inform their child of a place to go in the neighborhood in the event of an emergency. **Parents and students should have an emergency plan in the event of an emergency early dismissal.**

## ATTENDANCE

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

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; observance of major religious holidays; appearance in courts, and/or temporary relocation due to extreme emergencies (e.g. fire; flood; or parent hospitalization).

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

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

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

### Student Absence Notification Program

Each Principal, by whatever title they may be known, will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal, by whatever title they may be known, or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

### Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for

scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC October 2014

References:

- Attleboro Public School Handbooks
- Policy Exhibit: JH-E1: Attendance Notifications Throughout APS

LEGAL REFS.:

- M.G.L. [76:1](#); [76:1B](#); [76:16](#); [76:18](#); [76:20](#)

#### MEDICALLY EXTENDED ABSENCE:

If students are going to miss school due to a long-term illness beyond 10 school days, arrangements can be made to arrange for private tutoring. A student will need a physician's statement for home or hospital placement, signed by the attending physician authorizing such tutoring. These forms may be obtained from the school nurse.

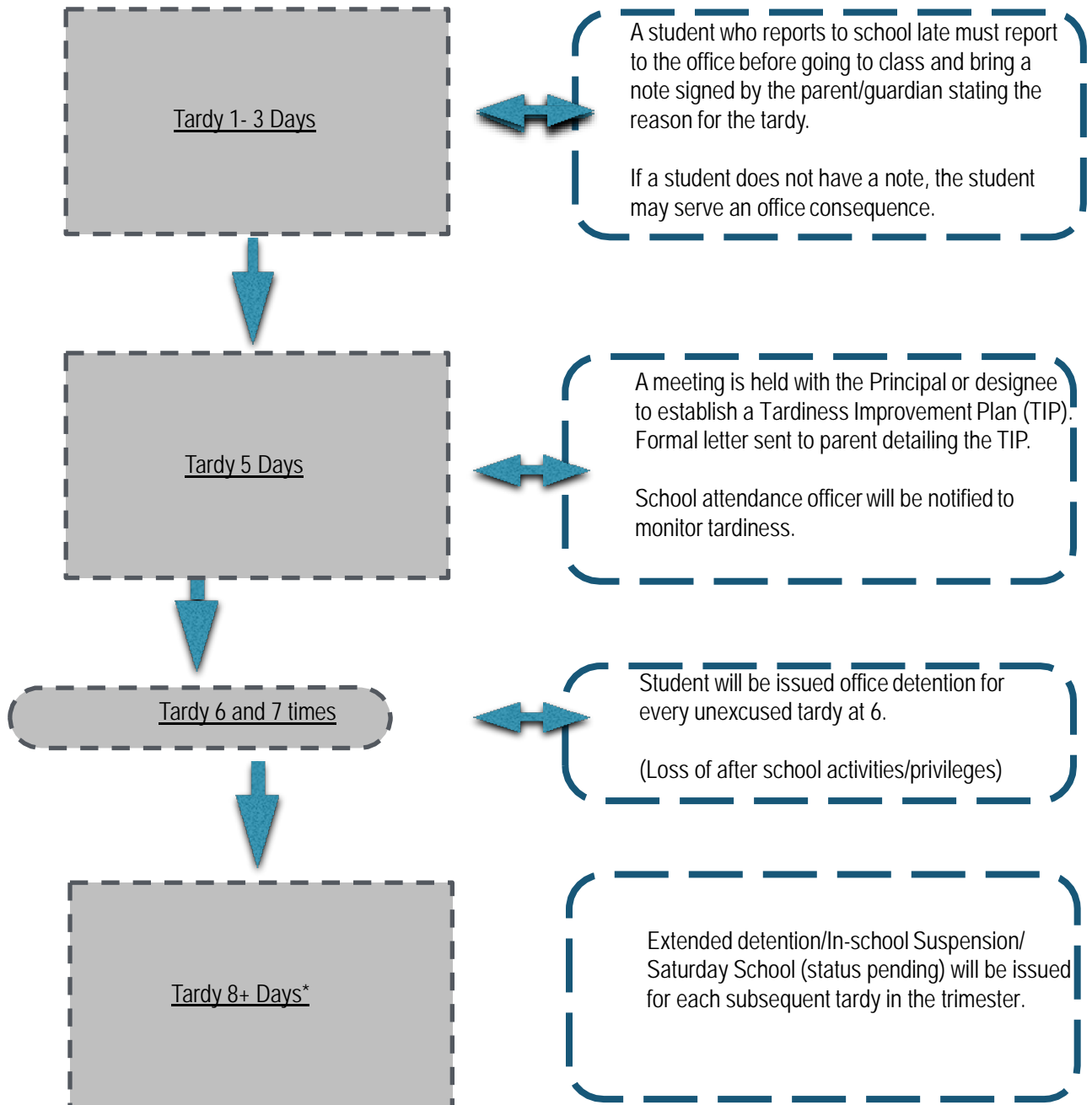
#### DISMISSALS:

Students are not permitted to leave the school building or school grounds at any time during the Middle School day without a note from the parent/guardian. This dismissal note should be presented to the office in the morning prior to the beginning of school. All students must report to the office at the time of their dismissal to be officially dismissed.

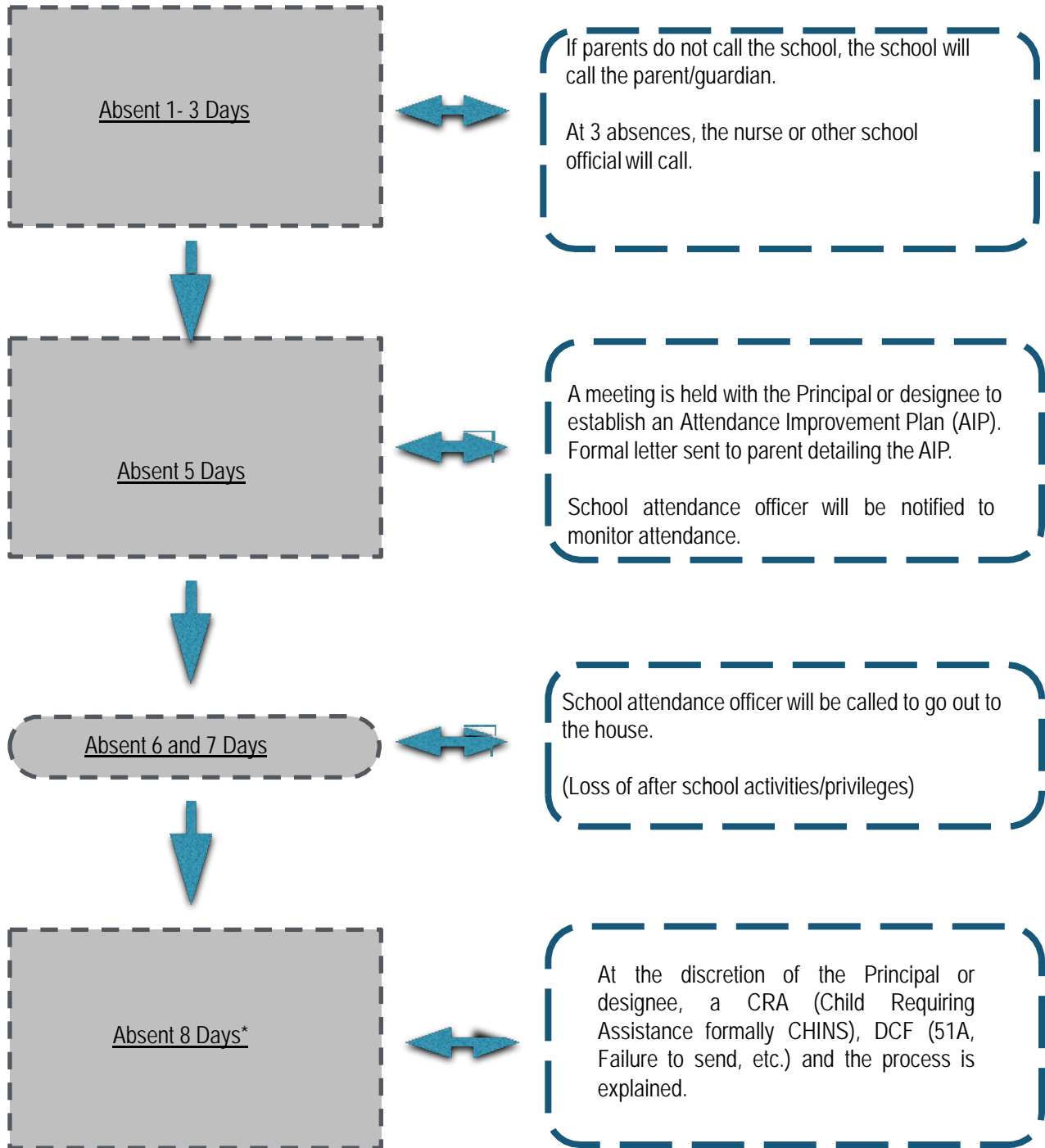
A parent/guardian or individual designated by the parent must pick up the student from the main office or nurse's office. When dismissing students, school personnel will request proper identification from parent/guardian or designee if necessary. Parents and guardians are encouraged to schedule medical and dental appointments after school hours. However, when emergency demands, the appointments should be made so that the student misses as little school as possible. Parents are also encouraged to refrain from requesting dismissal fifteen minutes before the close of school unless it is an emergency.

In the event of illness/injury that requires dismissal, the parent/guardian will be contacted by the school nurse or Administration.

## Tardy Notification Schedule



# Attendance Notification Schedule



## REPORT CARDS

Report Cards will be distributed at the end of each marking period. Mid-term progress reports are distributed at the mid-point of the marking period. These reports are used to help the student and parents gauge their child's progress in relationship to his or her individual ability. If there are any questions or concerns about your child's report card or progress report, contact the child's teacher or team.

## ASPEN

Family members who are primary adult contacts for a student, use the Family portal to see the student's information, academic progress, groups and calendars. With Aspen's Family portal, teachers and parents have an arena for open communication. Parents have one login to access all of their children's information. If you are unsure about your login information, please see the secretary in the main office.

## HONOR ROLL

All students are eligible for Honor Roll status. The Honor Roll is a special recognition for those students who have demonstrated a high degree of academic achievement during a marking period. A student must receive no grade lower than a B- in all subject areas to be considered for the Honor Roll.

## TESTING

Students may be tested according to local options. As prescribed in the Massachusetts State Regulations, all students must participate in the state-testing program. A required physician's note is mandated by the Department of Elementary and Secondary Education to verify absences.

## CRITERIA FOR STUDENT PLACEMENT IN ACCELERATED MATH

The Attleboro Middle Schools offer accelerated math courses to provide qualified students the chance to complete the High School Algebra 1 course while still in middle school, and consequently, have the option to complete 4 courses of advanced math while in high school. *This pathway begins in the eighth grade and is completed with AP Calculus in high school.* (If a student does not take Algebra I in 8th grade, he/she can take two advanced math classes during the sophomore year to take AP Calculus as a senior.)

**Students moving from 6<sup>th</sup> to 7<sup>th</sup> grade** will be recommended for accelerated math by their current math teacher.

This recommendation will be based on the following:

- Historical math State Assessments
- District-wide unit assessments
- March District Assessment
- Attendance and work completion
- Measures of mathematical reasoning (student responses and explanations- written or verbal)

**Students moving from Accelerated Grade 7 to Grade 8 Algebra** will continue in the pathway based on the following criteria:

- Historical math State Assessments
- Demonstrates an understanding of concepts in Accelerated coursework on Grade 7 district-wide unit assessments
- March District Assessment
- Attendance and work completion

- Measures of mathematical reasoning (student responses and explanations- written or verbal) continues to be evident

**Students may be recommended for Grade 8 Algebra from a general education grade 7 math class** by the math teacher based on the following criteria:

- Historical math State Assessments
- Demonstrates a strong understanding of concepts on Grade 7 district-wide unit assessments
- March District Assessment
- Attendance and work completion
- Measures of mathematical reasoning (student responses and explanations- written or verbal)

Note: This pathway requires individual summer work on essential prerequisite grade 8 math standards prior to entering Grade 8 Algebra to support this transition.

Each Grade 7 Accelerated Math teacher may identify students whom they feel are candidates for an accelerated high school math experience. Students could be recommended to take their Grade 8 Algebra at Attleboro High School. The Algebra class at the middle school or at AHS is the **same course**. This will also allow the middle schools to add students into the accelerated 8<sup>th</sup> grade math classes, as needed.

### **APPEALS PROCESS AND WAIVERS**

A student's parent/guardian may appeal for a waiver of his or her placement when unable to meet the prerequisites. Appeals must be made in writing to the school principal. The letter must contain the parents'/guardians' rational for their child's placement in the more challenging curricular level. Once received, the Review Team, consisting of the Principal, the K-12 STEM Coordinator, and the math teacher will convene. The Team will consider the letter, the student's overall academic performance, discipline, work completion, and attendance records. It may be determined that additional work or conditions may be recommended before placement is altered.

### **PREREQUISITES FOR HONORS / AP COURSES AT AHS**

Attleboro High School offers an Honors level curriculum in most core subject areas. Some of these courses follow the Advanced Placement curriculum and are designated as AP. All of the course offerings are designed to prepare students for the challenges beyond high school whether in a college or career setting. The Honors courses provide motivated students the chance to delve more deeply into the content area, and, consequently, move at a faster pace with significant student workloads. We hope that all students find the curricular level that best suits their current needs and post-secondary goals.

Although we encourage all students to take risks and attempt our most challenging offerings, the Honors selections are not appropriate for everyone. Students who select these classes should have excellent attendance and work-habits, and a willingness to go beyond the minimum requirements to ensure a mastery of the content and skills required by the course. In addition to adhering to course sequence requirements (e.g., a student must take Algebra I before Algebra II), we have the following prerequisites for our Honors and AP courses:

Upon Entry to AHS Students moving from 8<sup>th</sup> to 9<sup>th</sup> grade will be recommended for Honors coursework by the teacher team in their respective Middle School. This recommendation will be based on MCAS scoring trends, District Common-Assessments, attendance, grades, discipline records, and work habits. Students from outside of Attleboro Public Schools will be subject to these prerequisites where applicable. Appeals will be received by the High School. For



more information on appeals, see below.

### While at AHS

Students must demonstrate an appropriate performance in the current course in the same subject matter to enroll in the subsequent Honors course. For students enrolled in the College Prep level, a 93 average must be maintained. For those currently enrolled in an Honors/AP course, an 83 average must be maintained.

### Prerequisite Appeals Process and Waivers for Honors/AP Courses at AHS

A student may appeal for a waiver of his or her placement when unable to meet the prerequisites. Appeals must be made in writing to the Assistant Principal for Curriculum and Supervision at Attleboro High School. The letter must contain the student's rationale for placement in the more challenging curricular level. Once received, the Advanced Coursework Review Board will convene. The Board will consist of the Assistant Principal, the Department Coordinator(s) of the course(s) in question, the Guidance Coordinator, and Dean. The Board will examine the letter, the student's overall academic, discipline, and attendance records, applicable MCAS, PSAT, and SAT scores, and teacher recommendations. Board decisions will be communicated to the student within 10 school days. Waivers may also be granted for student scheduling conflicts if applicable.

### ENGLISH LANGUAGE LEARNER (ELL) EDUCATION

Students who might encounter difficulties with learning because their first language is other than English should be referred for screening and possible services. This referral may be made through the Administrator who will contact the Coordinator of English Language Learner Education.

### STUDENTS WITH SPECIAL NEEDS

Everyone is capable of learning. Given the many variables that impact learning, it is not surprising that some students may experience difficulty at some point. There are many ways in which any student can receive assistance from school when these difficulties arise. Extra assistance can come from the classroom teacher or instructional assistant by direct involvement. Teachers are able to make accommodations within the classroom if they know a student responds best to a particular approach. Additionally, there are a range of learning tools and strategies that can be used to help students within the class. Parents seeking to work with their children at home can consult with the teachers to find additional ways of providing support.

For students who have a disability and are eligible, support services can be provided under the umbrella of two federal laws, which serve as guides for the schools. One of these laws is Section 504 of the Rehabilitation Act of 1973, a civil rights law. This law was passed to prevent discrimination against individuals with disabilities. This law also guarantees that the educational needs of students with physical or mental impairments which substantially limit one or more of their major life activities (i.e., walking, learning, etc.) will be met as well as the needs of non-disabled students are met. For example, a child with a specific disability or impairment that interferes with the ability to access classroom learning, or the school's physical environment, may be eligible under Section 504 to receive services or classroom accommodations that will give him/her the chance to participate in the class to the same extent that non-disabled students participate. Under this regulation, if a student is eligible, a team of educators within the building develops a Section 504 Plan that will recommend services and/or accommodations. Parents seeking more information about

eligibility under Section 504 can contact the Principal at their child's school.

The other support program within the public schools for students with a disability is special education, which is governed by the Individuals with Disabilities Education Act ("IDEA") and M.G.L. Ch71B. To be eligible for special education under these laws, a student must have a recognized disability that interferes with his/her ability to make effective progress in school and require specially designed instruction in order to make effective progress in school, or require related services in order to access the general curriculum. An educational TEAM, including parents, makes decisions about eligibility and programming. If a TEAM finds a student eligible for special education services, the TEAM will draft an Individualized Education Plan ("IEP") that will propose appropriate accommodations, services, and specialized instruction for the student. Parents seeking more information about special education can contact the TEAM Chairperson assigned at the school. In addition, there is a Parent's Rights Brochure available from the Office of Special Education and Student Support Services.

## **II. DISCIPLINARY POLICIES AND PROCEDURES**

### **CODE OF CONDUCT**

Students in the Attleboro Public Schools are expected to treat all members of the school community with dignity and respect. The school community is defined as all those people who work or interact in the school. Students, teachers, administrators, guidance counselors, custodians, secretaries, cafeteria workers, parent volunteers and school visitors are part of this community.

Each person in the school must have the opportunity to grow personally, socially and intellectually, as well as the opportunity to exercise his/her rights in a positive and constructive way. Thus, all members of the school community have the responsibility to conduct themselves in a way that demonstrates a respect for all individuals, their rights and their property. All members of the school community must also understand and support the standards of conduct of the school and assist in the enforcement of rules and regulations. This behavior is expected during all curricular, extra-curricular, athletic, PTO, and special events of the school both on and off school grounds, including school-sponsored trips and those times when school buses or other school-provided transportation is used.

A student's participation in co-curricular or athletic activities is a privilege, not a right or entitlement. Because the school is interested in maintaining the quality and integrity of its programs throughout the school year, infractions of school rules will not be tolerated. Any activity that is disruptive to individual learning or the environment of the school will not be tolerated. Such unauthorized actions may result in the cancellation of class activities.

### **POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS)**

Positive Behavior Interventions and Supports (PBIS) is a framework for promoting and sustaining positive student behavior and consequently a safe and supportive school culture. It includes:

- 3-5 behavioral expectations of the school that are stated in positive language and center around a school's core values.
- Direct instruction of the expectations in context, with opportunities for modeling, practice, feedback, and correction.
- High rates of positive feedback aimed at strengthening desired behaviors.
- Predictable re-direction & consequences delivered fairly and consistently across the school.

- Data based decision making that drives interventions aimed at (a) restructuring setting and scenarios likely to produce problem behavior, and (b) developing and targeting interventions to students who require additional behavioral supports.

### **GUIDELINES FOR STUDENT BEHAVIOR**

Students are expected to be courteous and respectful to all members of the school community. Students are subject to disciplinary action for the following offenses:

- Physical violence or verbal threats: including but not limited to intimidation, fighting, biting, hitting and spitting.
- Possession and use of tobacco products including vaping, and the use of e-cigarette products and paraphernalia.
- Violation of alcohol, inhalant, or controlled substance policies.
- Physical or verbal harassment including hazing and sexual harassment.
- Bullying or harassment by electronic means.
- Insubordination (i.e. refusal to obey a reasonable request by a staff member)
- Repeated violations of school rules.
- Disrespectful, vulgar language, or abusive behavior toward others.
- Vandalism (student will pay for damages) and misuse of equipment and/or school property.
- Safety violations (e.g. possession of fireworks, lighters, & other dangerous devices).
- Possession or use of a weapon or facsimile.
- Disruptions in class, assemblies, school activities during or after school, and failure to report to the office.
- Stealing, cheating, plagiarism, forgery.
- Cafeteria disturbances (e.g. throwing of objects or food).
- Pornographic materials
- Any form of gambling
- False alarms or 911 calls.
- Attendance issues: unauthorized absence and departure, tardiness, cutting class, loitering.
- Crossing streets without the Crossing Guard at designated intersections.
- Inappropriate behavior on school bus.
- Disruptive or inappropriate acts judged to be serious by the administration.
- Inappropriate clothing and/or accessories
- Violation of Internet Use Policy
- Any other infractions that might not be listed here, but interfere with the learning process may result in disciplinary action

### **CLASSROOM CONDUCT**

We recognize that any effective discipline code is a compact between students, teachers and parents. Teachers are responsible for keeping order and handling misbehavior in the classroom. They will discuss their classroom expectations with students and parents. Teachers will handle unacceptable classroom behavior in a variety of ways, including verbal warnings, conferences, parental contact, classroom detentions, and/or office referrals.

If a student is sent to the office for misbehavior, the student will wait there until he/she confers with an Administrator. After

written or oral communication from the teacher who sent the student to the office, the Assistant Principal or Principal will make a decision and take the appropriate corrective measures. Possible consequences for violations include but are not limited to the following:

- **Written/Verbal Warning**
- **Parental Contact/Meeting**
- **Loss of Privileges**
- **Lunch detention**
- **Before/After School Detention**
- **Bus Suspension**
- **Saturday School**
- **In-school Suspension / Intervention Center**
- **Out of school suspension**

The Principal retains the right to issue penalties for infractions not stated here, as well as to alter the penalties stated. The Administration has the right to report any infraction to the appropriate authority (e.g. police or fire department). Infractions involving financial issues may be collected through the main office or courts as deemed appropriate.

### **DISCIPLINE PROCEDURES/ DUE PROCESS**

The Discipline Code of the Attleboro Public Schools is administered within the guidelines set by the U.S. Supreme Court with regard to due process for students. The Supreme Court holds that the Due Process Clause of the Fourteenth Amendment to the United States Constitution requires a notice of the charge(s) against him or her, explanation of the basis for the accusation(s) and an opportunity to present his/her version of the facts. Unless the student's continued presence at school endangers persons or property or "threatens disruption of the academic process," the hearing must precede rather than follow his/her suspension.

The Court states that Due Process does not require that hearings in connection with suspensions be trial-like in nature. School officials are not required to give the student an opportunity to secure counsel, to confront and cross-examine witnesses supporting the charges, or to call supporting witnesses. Rules and regulations must be published and available to all students. If an infraction is of such a serious nature that suspension could be imposed, the student must be informed of the charge or charges against him/her. In such cases, the student must be given the opportunity to present his/her side and to know the nature of the evidence against him/her. If the student is suspended, his/her parent or guardian must be informed and must be afforded an opportunity to have an informal hearing with the administration concerning the suspension. Students eligible for services or accommodations under Special Education Regulations or Section 504 may be entitled to additional procedural protections. The Principal will ensure that all necessary procedures are implemented.

Because all members of the school community are subject to both the laws of the Commonwealth and City Ordinances, the school will report acts that may violate the law to the police as appropriate. These acts include, but are not limited to, possession and use of controlled substances and weapons; illegal use of alcohol; behavior of students which endangers the safety of themselves or others; theft; improper use of motor vehicles; vandalism; etc. Our rules and regulations are based on a system of progressive discipline. This means that the Administrator will increase penalties in the cases of second and third offenses.

## SUSPENSION

Some infractions are of such a serious nature that immediate and severe action is warranted. Suspension is the temporary exclusion from the regular school program for a specified number of days. The number of suspension days assigned is determined by Administration and depends on the nature of the case and the student's disciplinary record. A student can be assigned to serve suspension in-school or out-of-school. Factors considered in determining the assignment would include:

- ◆ The nature of the offense
- ◆ Conditions where the presence of the student might jeopardize the safety of others in the school
- ◆ Prior violations

When a student is suspended, the following procedures will be followed:

1. Except in an emergency situation, no student will be suspended prior to having an informal meeting with the Assistant Principal or the Principal. At this meeting, the student will be informed of the reason(s) for the proposed suspension, and will be given an opportunity to respond. In an emergency situation, which requires the immediate removal of a student, the informal meeting will be held as soon after the suspension as possible.
2. The Administrator will make every **reasonable** attempt to notify parent(s) or guardian(s) of the student about the suspension and state the cause(s) leading to it. If the suspension is imposed during the school day, the parent(s) or guardian(s) may be required to transport the student home.
3. The Administrator will send a letter to the parent(s) or guardian(s) confirming the suspension. This notification shall contain:
  - The number of days of suspension (during which time the student MAY NOT attend any school activities or be on school grounds.)
  - The reason(s) for suspension as provided in the Code of Conduct
  - Procedural Safeguards, in cases where the student has an IEP, 504 Plan, and/or is suspected of having a disability
  - The re-admittance date
  - A request for the re-admission conference, held prior to the student's return to school, the nature of which will be at the administrator's discretion (e.g., phone conference, in person)
4. If a student is eighteen (18) years of age or older, copies of notices required by this regulation will be given to the student and the parent or guardian.
5. The student will be given an opportunity to complete any class work including, but not limited to, examinations that may have been missed during the period of suspension. The student is responsible for bringing all books and materials home, obtaining assignments from classmates, and completing school work during the suspension. All assignments are due within two days of when the student returns to school following the suspension. The student is expected to contact each teacher within two days of his/her return to class following suspension. The student will be expected to take all quizzes, test, labs, writing assignments etc. within two days of his/her return to school following the suspension.

6. A student is required to serve the full number of days of suspension. If school is canceled due to snow (or other reasons), a student cannot count that date for the serving of a suspension. Suspensions are not completed until the day the student returns to school. **The student is ineligible to participate in/or attend any activities throughout the entire suspension period. Students who are suspended from school are not allowed to be in school or on any school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities.** Students who do not fulfill outstanding disciplinary obligations by the last day of school must make arrangements with the Administrator to serve their penalty.

### **EXPULSION**

Expulsion is the most final and serious disciplinary action that can be taken. Expulsion means the permanent exclusion from school attendance and school privileges. Expulsion procedures will be conducted in accordance with Massachusetts General Laws or other applicable statutes.

1. Any student who is found on school premises or at school-sponsored or school related events, including but not limited to athletic games, in possession of a dangerous weapon, or a controlled substance may be subject to expulsion from school by the Principal.
2. Any student who assaults any employee of the school district may be subject to expulsion from school by the Principal.
3. Any student who is charged with a violation of either one (1) or two (2) above shall be notified in writing of an opportunity for a hearing, provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing the Principal may decide to suspend rather than expel a student.
4. Any student who has been expelled shall have the right to appeal to the Superintendent.
5. When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reason for the student's expulsion.
6. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

### **DISCIPLINE APPEAL HEARING PROCEDURES:**

Suspensions of fewer than ten days may not be appealed. Suspensions of ten days or more may be appealed first to the Assistant Principal, then to the Principal, and then to the Superintendent. The student and parent or guardian will be provided an opportunity for an appeal hearing for suspensions of ten or more days. Upon notification by the school that the student will be suspended, the student must request an appointment for a hearing in writing within two (2) school days.

(Note that this Section is inapplicable to suspensions/expulsions imposed pursuant to the Education Reform Act, Mass. Gen. Laws, c.71, S37H, 37H ½ or 37H¾. Any appeal rights for such disciplinary action will be as provided in the statute.) Suspensions from co-curricular or athletic activities may be appealed to the director of the program and then to the Principal.

## DISCIPLINE PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

Although all students are expected to meet the requirements of the Code of Conduct as set forth in this handbook, if the TEAM has determined that a student cannot be expected to meet the Code of Conduct, it shall be documented in the student's Individual Education Plan (IEP), or a 504 plan. All modifications to the Code of Conduct must be listed in the student's IEP, or a 504 plan.

A student who has been determined to be in need of special education services may be disciplined and/or suspended in the same manner as a non-eligible student for any period of less than ten (10) cumulative days. Before a suspension of a student for longer than ten (10) cumulative days, or shorter in cases where a pattern of behavior results in misconduct, a Manifestation Determination shall be made, and a Functional Behavioral Assessment completed.

The IEP TEAM may determine that the student's conduct is not a manifestation of the student's disability, only if the IEP TEAM and other qualified personnel:

1. Review the following:
  - a) All evaluations and diagnostic results, including all relevant information supplied by the parent(s) of the child;
  - b) Observation data and progress reports
  - c) The student's current IEP and placement
2. After the review of the above information, the TEAM determines that:
  - a) In relationship to the behavior subject to disciplinary action, the student's IEP and placement were appropriate and the special education services and behavior intervention strategies were provided consistent with the child's IEP and placement
  - b) The student's disability did not impair the student's ability to understand the impact and consequences of his/her behavior AND
  - c) The student's disability did not impair his/her ability to control the behavior(s) subject to disciplinary action

If all the standards set forth have been met, then the TEAM may determine that the conduct was not a manifestation of the student's disability, and the student may be disciplined in the same manner as a non-eligible student with special needs. In cases involving removals for behavior found not to be a manifestation of the student's disability, the IEP TEAM shall determine the special education services to be provided.

If the IEP TEAM determines that any of the standards were not met, the behavior must be considered a manifestation of the student's disability, and the TEAM must reconvene and take immediate steps to remedy those deficiencies in the student's IEP, or placement, or in their implementations in order to better address the behaviors and prevent them from recurring. *Students may not be suspended for disciplinary offenses that occur as a direct result of their special need or handicapping condition.*

Parents have the right to appeal the manifestation determination with the Bureau of Special Education Appeals. During the appeal, the student shall be educated in the last agreed upon education placement. The school may file a request for a Hearing on the issue of dangerousness if the school determines that the student poses a threat to him/herself or others if placed in the last agreed upon placement.

A student with special needs found to be in possession of a dangerous weapon and/or in the possession of illegal substances or selling illegal substances on school grounds, or while participating in any school-sponsored activity, may be placed in an alternative education setting by the TEAM for up to forty-five (45) school days. The parent(s) may appeal the placement decision to the Bureau of Special Education Appeals. The placement may be extended if it has been determined at a Hearing with the Bureau of Special Education Appeals that the student poses a threat to him/herself or others if returned to the last agreed upon setting.

The above rights also apply to students who have 504 Accommodation Plans, and whose behavior may be a manifestation of their disability. Modifications to the Code of Conduct must be listed in the student's 504 Accommodation Plan.

The above rights also apply to students who have been referred for special education services, but have not been determined in need of special education services at the time of the infraction to the Code of Conduct. If it is deemed that the school knew, or should have known, that the student was in need of special education services, then the same protections apply to those students as well.

The District may be considered to have prior knowledge if:

- The parent had expressed concern in writing; or
- The parent had requested an evaluation; or
- District staff had expressed directly to the Special Education Director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The District may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student resulted in a determination of ineligibility.

- If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequently to the disciplinary actions, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
- If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

All appeals to the Bureau of Special Education Appeals should be made to the following:

Bureau of Special Education Appeals (BSEA)  
One Congress Street – 11<sup>th</sup> Floor  
Boston, MA 02114  
Telephone: 617-626-7250  
Fax: 617-626-7270

### **DANGEROUS DEVICES/MATERIALS, WEAPONS AND MISSILES**

Fireworks, other incendiary materials or devices, "lookalike" weapons, razor blades, and any other object that may constitute a weapon are prohibited from the school grounds. Any item that is used to harm or threaten another student can be determined to be a weapon. This determination will be made by the Administration. These items will be



confiscated. Violations will result in suspension for up to ten (10) days and may lead to expulsion from school or the District, a required parent conference, referral to the police department and referral to the adjustment counselor for intervention. Snowballs, stones or others objects are not to be thrown. Violations will result in Administrative action.

### KNIVES

Any student possessing a knife will:

- Have knife confiscated
- Be reported to the police when appropriate
- Have parent/guardian notified
- Be suspended from school for up to ten (10) days
- Be referred for intervention

Upon administrative review may be recommended for expulsion.

### FIREARMS

Chapter 150 of the Acts of 1987 added the following paragraph to General Laws, Chapter 269, Section 10. Whoever not being a law enforcement officer, and notwithstanding any license obtained by him/her under the provisions of chapter one hundred and forty, carries on his/her person a firearm as hereinafter defined, loaded or unloaded, in any building or on the grounds on any school, college or university without the written authorization of the board or officer in charge of such a school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smooth bore firearm from which a shot, bullet or pellet can be discharged by whatever means.

Any student possessing the above-mentioned firearms will:

- Have firearm confiscated
- Be immediately reported to the police
- Have parent/guardian notified
- Be suspended from school for up to ten (10) days
- Be referred to adjustment counselor for intervention
- Upon Administrative review, be recommended for expulsion

### HARASSMENT:

Harassment is unwelcome conduct that creates a hostile environment. Harassing conduct may take many forms, including but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Conduct is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive [(Policy ACAB, ACAB-E-1, JICFB): See Appendix A].

### CYBER HARASSMENT:

Cyber Harassment is the transmission of text messages, photos, videos on cell phones, or email, instant messages, social networking blogs, or Web pages to harass, embarrass, and intimidate other students. The harassment takes many forms, from spreading false rumors and posting embarrassing pictures of others to

sending offensive messages, repeated harassment (sometimes sexual), stalking, threats, and even extortion.

Cyber Harassment will be treated similarly to that of Harassment. Please also consult the Attleboro Public Schools Harassment and Anti-Bullying Policies [(Policy ACAB, ACAB-E1, JICFB): See Appendix A].

## HAZARDOUS SUBSTANCE AND MATERIALS

### TOBACCO PRODUCTS

Tobacco products are forbidden at all times in school or on school grounds (Education Reform Bill, 1993). Students are not permitted to carry tobacco products, e-cigarettes, e-cigarette paraphernalia, matches, and/or lighters in the school, on school grounds or at school sponsored events/activities.

The following consequences for use of tobacco products including vaping or possession of e-cigarettes, e-cigarette paraphernalia, lighters, and matches may include:

- Confiscation of item
- Notification of parents/guardians
- Referral to adjustment counselor for intervention
- One (1) day suspension

Each additional offense will result in additional disciplinary action and intervention.

### DRUGS, INHALANTS, ALCOHOL AND CONTROLLED SUBSTANCES

Possession of or illegal use of drugs, inhalants, alcohol or controlled substances or being under the influence of the same while in school, on school grounds, or at any school activity is a serious offense.

The consequences for the above are as follows:

#### First offense:

- Notification of parents/guardians
- Notification of police
- Up to five (5) day suspension
- Referral to adjustment counselor for intervention

#### Second offense:

- Notification of parents/guardians
- Notification of police
- Up to ten (10) day suspension
- Referral to adjustment counselor for intervention

#### Beyond second offense:

- Notification of parents/guardians
- Notification of police
- Ten (10) day suspension
- Referral to Adjustment Counselor for intervention
- Possible expulsion

Further infractions will result in additional disciplinary action and interventions, and can lead to expulsion. The distribution (dealing) of drugs, inhalants, alcohol, and controlled substances is a serious criminal offense and will be dealt with as such. School officials may search a student's property and person under their jurisdiction when reasonable suspicion indicates that the search will reveal evidence that the student has violated or is violating the law or the rules of the school. The standard for initiating the search is "reasonable suspicion [(Policy KLG-E2): See Appendix A].

### **III. HEALTH EDUCATION AND SERVICES POLICIES**

#### **HEALTH SERVICES:**

The Health Office is staffed to provide for the medical and health needs of the students. School Nurses may be reached at each School by calling the school's main office. Parents should feel free to call with questions.

#### **FIRST AID EMERGENCIES:**

The Health Office offers immediate first aid to students. All accidents resulting in injury must be reported to the school nurse. Proper referral will be made as necessary. Parents are asked to supply current phone numbers in case of emergency. It is essential that the nurse's office have a way of reaching parents or another adult who can assume responsibility in the parent's absence. In an emergency situation in which we are unable to contact the parent/guardian, the rescue squad will be called.

#### **IMMUNIZATION POLICY:**

All students must meet the state requirements for the necessary immunization inoculations. Throughout the year, the nurse will notify those students in need of updating their immunizations. Failure to comply with the immunization requirements will result in exclusion from school in accordance with state regulations. Immunization clinics are offered in collaboration with the Attleboro Health Department.

Grade 7 Immunization Requirements: The following immunizations are required for all students prior to entering seventh grade:

- \* 2 doses of Varicella (chickenpox vaccine)
- \* 1 dose of Tdap vaccine

#### **LONG-TERM ILLNESS:**

In the event your child will be absent due to a medical condition for an extended period of time, please notify the Main Office to ask for home instruction. A physician's note will be required for the student's return to school and a re-entry meeting may be necessary.

#### **ORTHOPEDIC INJURIES:**

Students with an orthopedic injury requiring the use of crutches, braces, casts, slings, splints, etc., must return to school with a note from a physician which clearly states the nature of the condition, clearance to return to school, any restrictions and/or need for supportive devices and clear time frames for any special accommodations.

### **MEDICATION ADMINISTRATION:**

All public/non-public school systems in the Commonwealth are required to comply with regulations 105 CMR 210.000: *The Administration of Prescription Medications in Public and Private Schools.*

- \* All medication must be transported to and from school by a parent/guardian or other responsible adult and delivered directly to the school nurse or designee.
- \* Prescription medication must be in its original pharmacy container, clearly labeled with the student's name, medication name, dose, and frequency of dispensation.
- \* Both the physician's order for prescription medication and written parental consent for the school to dispense any medication must accompany the medication. No medication can be dispensed without both these forms in place. Forms are available in the Health Office and available for download from the District web page under the Health Services section.
- \* Over-the-counter medication, including herbal, homeopathic products and cough drops, must also be in their original container and must clearly be labeled with the student's name, dose, and frequency of dispensation. Written physician and parental permission is required.
- \* For prescription medications, the school nurse shall ensure that there is a proper medication order from a licensed prescriber, which is renewed as necessary. A telephone order for any change in medication shall be received and documented only by the school nurse and must be followed by a written order. Whenever possible, the medication order shall be obtained and the medication administration plans shall be developed before the beginning of the school year.
- \* Students must not carry medication on their person. We recognize that self-carrying and self-administration of medication is required in some instances. Examples for exceptions may be inhalers and EpiPens. In these instances, a self-administration plan shall be developed prior to implementation along with the approval of the school nurse.
- \* Any medication given by the school nurse is given at his/her discretion with completed paperwork.

### **TYLENOL USE PROCEDURE:**

As a result of warnings issued by the FDA regarding the dangers related to the misuse and overuse of Tylenol (acetaminophen), the nursing department has in place procedures to monitor and discourage the excessive use of this drug during the school day unless there is proper indication for use. As with any medication administration, nursing assessment is required and is given at the nurse's discretion. If the nurse has concerns related to use or overuse, a phone call home and/or doctor's orders for continuation of this medication may be required. If you have questions regarding the specifics of this procedure, please call your school nurse.

### **PHYSICAL EXAMS:**

Physical examinations are required of each 5<sup>th</sup> grade student or upon entry to the district as set by the regulations of the Commonwealth of Massachusetts. Completed physical examination form should be given to the school nurse. In the event your child has a special medical concern it is important to your child's safety and wellbeing that you contact the School Nurse to share this information.

## **STATE MANDATED SCREENINGS:**

All health screenings conducted in school are required by Massachusetts State Law. Screenings are ongoing throughout the school year. If you do not wish your child to participate, you must write a letter to the school nurse declining your child's participation. This letter must be written each year and be specific to which screenings you do not wish your child to participate.

Scoliosis: Postural screening is conducted for all grades. Parents are notified of any concerns and referred for evaluation as necessary.

Vision: Vision screenings are conducted on students in Grades 5 and 7. Parents are notified of any concerns and referred for evaluation as necessary

Hearing: Hearing screenings are conducted on students in Grade 7. Parents are notified of any concerns and referred for evaluation as necessary

Body Mass Index: Growth screenings are conducted for students in Grade 7. Height and weight are measured and calculated into BMI or Body Mass Index. Guardians may request, in writing, results from the Health Office.

SBIRT Survey: (Screening, Brief Intervention, and Referral to Treatment) All 7<sup>th</sup> grade students will participate in the SBIRT survey. This is a brief confidential conversation that promotes prevention and identifies early risk for substance use disorders and is required by state mandate. As with other state mandates, you may opt your child out by sending in a letter to the Health Office.

## **INSURANCE:**

All children in Massachusetts are eligible for some type of health coverage. For more information, contact the *Health Care for All* helpline at 1-800-272-4232 or online at [www.hcfama.org](http://www.hcfama.org). Also, each year parents may purchase an insurance policy on their children which covers accidental injury. The cost is very reasonable, and it is recommended that parents review the policy upon its offering.

## **LIFE THREATENING ALLERGIES & OTHER MEDICAL CONCERNS:**

Because there are so many life-threatening allergies and other medical concerns in our schools and to assure that all staff and adults working with your child in school are aware of your child's medical diagnosis and are able to respond appropriately in case of emergency. Parents are required to supply the following:

- Notify the school of the child's known allergies or medical issues
- Notify the school in writing as soon as possible after a new diagnosis of an allergy or medical condition.
- Provide medical documentation from the child's health care provider
- A letter of disclosure signed by the parent for release of medical information about their children must be on file with the school
- Provide a list of items (such as but not limited to perfumes, gluten, and/or latex), foods and/or ingredients that would cause a life-threatening reaction.

- Provide an order for epinephrine by a licensed provider as well as other medication needed. Deliver medication(s) to the school nurse in original pharmacy-labeled container(s).
- Collaborate with the school nurse, and multidisciplinary school team to develop an Allergy Action Plan (AAP) and/or Individualized Health Care Plan (IHC).
- When possible meet with your child's team to review your child's plan. Participate in training and education in the classroom.
- Educate your child in an age appropriate self-management awareness of his/her allergy and/or medical condition, safe and unsafe actions, items, and/or food strategies for avoiding an allergen, symptoms of an allergic/medical reaction, how and when to tell an adult that a (medical or allergic) reaction is starting, and how to read food and other types of labels that may directly relate to your child's medical concern.
- Provide a photo of the child (when appropriate) and up to date Emergency Contact numbers.
- Provide the school with safe snacks to be used as necessary
- Accompany child on Field Trip, if possible

**EMERGENCY MEDICATION AVAILABILITY:**

Please be aware that there may be times before and/or after regular school hours that areas of the buildings are locked and emergency medications will not be accessible. Please be aware and plan accordingly to have an extra supply available so that your child will have access to his/her emergency medications on these off hours.

- Emergency medications such as EpiPens and inhalers will automatically be sent with the student on field trips.

**PEANUT/NUT SAFE PRACTICES:**

The Attleboro Public Schools observe peanut/nut safe practices which requests peanut/nut products not be brought into academic areas. Strict avoidance of peanut/nut products is the only way to prevent a life threatening allergic reaction. To reduce the risk of exposure, it is recommended that all academic areas be peanut/nut safe. Please do not send any peanut or nut containing products for your child to eat during snack in the classrooms.

Lunch is eaten in the cafeteria and your child is allowed to bring peanut butter, peanut, or nut products for lunch. The cafeteria has designated peanut-safe table(s) where any child without peanut/nut products may sit. We are asking for your assistance in providing every student with a safe learning environment.

**FRAGRANCE FREE STATEMENT:**

Fragranced products can cause people with some chronic illnesses, such as asthma, allergies, sinus problems, rhinitis and migraine headaches, to suffer severe symptoms. In an effort to help maintain a healthy environment at school, it is respectfully requested that all students be as fragrance-free as possible. This can be accomplished by refraining from excess use of perfume, aftershave, scented lotions, sport creams and /or similar products.

**CONFIDENTIALITY AS IT RELATES TO "LIFE OR DEATH" MEDICAL CONCERNS:**

The nurse may deem it necessary to inform school staff on a "need to know" basis, of a student's life threatening condition. This may include (but is not limited to) the bus company and food service workers. If you do not wish the

nurse to share medical concerns, as it relates to your child's safety in school, you must document this in writing and speak directly to the school nurse.

#### **WEB INFORMATION:**

For more information, you may access our "Health Services" webpage through the Attleboro Public Schools District page at: [www.attleboroschools.com](http://www.attleboroschools.com). On the home page, click on "For Parents" then "Health Services".

#### **STUDENT HEALTH RECORDS:**

Under 603.CMR 23.00, the original health record and copy shall be destroyed no later than 7 years after the student transfers, graduates, or withdraws from the school district. This statement shall serve as written notice that student records will be destroyed upon original graduation date and/or 7 years from leaving the district. Please contact the nurse in the last school building attended if you would like to obtain the record prior to destruction.

### **IV. GENERAL POLICIES AND TERMS**

#### **BICYCLES**

**Students are allowed to bring bicycles to school. All students will comply with state law regarding bicycling. It is necessary for all students to wear a helmet. Upon entering school property, students will walk their bicycle to the racks provided and use an adequate locking mechanism to protect the bicycle from being stolen. They are the student's responsibility.**

#### **BOOKS AND SCHOOL-ISSUED MATERIAL**

Lost or damaged textbooks/library/resource books must be paid for in full. Book accounts not cleared will result in Administrative action. Books and other school-issued materials are checked prior to distribution and collection. Students are responsible for any damage done while in their possession.

#### **CAFETERIA**

Our school cafeteria provides a good, nutritious, and well-balanced breakfast and lunch. We do participate in the government sponsored Free and Reduced Breakfast/Lunch Program. Applications are available to all students at the school office.

The Prepay Program is available to parents who want to have money deposited in their child's account to expedite the purchasing of breakfast/ lunch.

In order to maintain a safe and orderly cafeteria, students are expected to follow all cafeteria procedures. Students are expected to leave the area around their table and chairs clean. All litter is to be disposed of in the appropriate containers. Students are expected to dispose of recyclable materials in the appropriate containers when made available. Student failure to act appropriately and follow cafeteria procedures will be subject to disciplinary action by the Administration.

#### **CARE OF SCHOOL PROPERTY**

Students shall not deface school property. Anyone who destroys school property through vandalism, arson, or larceny, or who creates a hazard to the safety of our students, such as tampering with fire alarms, fire extinguishers, or any electrical system, will be referred to the police and/or fire department. The student will be responsible for paying for

damages. In cases of arson, larceny, or safety of our students, a referral to the proper law enforcement agency shall be made. Restitution for property damaged is mandated.

### **ELECTRONIC DEVICE USE**

Students are not allowed to capture photos, voice recordings, or video images of any person(s) in the school building at any time. This includes cell phones, film and digital cameras, laptops, the video component of a video phone, photo or video recorders, or through the use of any other technology used to capture photos or record video images. Exceptions can be made for students fulfilling the requirements of an activity assigned by a teacher.

**The secret use of sound or videotaping devices is illegal (MA General Law Chapter 272 section 99). Videotaping or sound recording a class or individual without the permission of everyone involved is a criminal offense with severe penalties. Students engaging in such activities will be subject to disciplinary action.**

### **EVACUATION OF BUILDING**

Students will report to designated area where attendance will be taken. Students are to remain with their teacher until the recall is announced. In case it is determined that we need more time to search the building, school busses will be notified and students will be relocated to another school for the day. The front door of the school will have the alternate site posted and the school phone number.

### **EXTRACURRICULAR ACTIVITIES**

School rules and regulations apply to all school-sponsored activities. Student extracurricular activities including dances, socials, grade level events, and "class trips" (ski trip, etc.) are a privilege for students at the Middle School. Failure to meet the expectations stated in section II. Disciplinary Policies and Procedures of this Handbook, both while in school and in the community, may result in revocation of such privileges.

### **GENDER IDENTITY**

Transgender and Gender Nonconforming Students

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011), which became effective on July 1, 2012, defines "gender identity" to mean "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth. Gender-related identity may be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held as part of a person's core identity; provided, however, that gender-related identity shall not be asserted for any improper purpose."

Every student has the right to be addressed by a name and pronoun that corresponds to their gender identity. Attleboro Public Schools will respect student wishes to be referred by a name and pronoun based on an affirmed change in gender identity, regardless of the student's assigned sex at birth. A court-ordered name or gender change is not required, and the student need not change their official records. The responsibility for determining a student's gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with the parent/guardian. As such, any student or parent/guardian, as appropriate, may inform a school staff member of their desire to be consistently recognized at school using their stated gender identity.



## INTERNET ACCEPTABLE USE POLICY

When using personal devices on school grounds for educational purposes, only the Wi-Fi provided by the school may be accessed. This is in accordance with the Children's Internet Protection Act (CIPA). The **Children's Internet Protection Act (CIPA)** requires that K12 schools and libraries in the United States use Internet filters and implement other measures to protect children from harmful online content. All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege [(Policy IJNDB, IJNDB-E1): See Appendix A].

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology including social media.
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.

## SECURITY AND DAMAGES

The district's network filters will be applied to all connections to the Internet and attempts will not be made to bypass the filters. The district technology staff will advise on personal technological devices only for troubleshooting purposes regarding issues. Infecting the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of this policy. Processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of this policy. The district has the right to collect and examine any device that is suspected of interfering with the network, or is the source of an attack or virus infection.

While using a school computer the student will not:

- Willfully attempt to use or cause damage to the computer hardware or network
- Enter the computer network using someone else's login and password
- Use a removable media storage device from home without permission
- Install, delete, or change and files of programs in the computer or network
- Change or reconfigure any of the computer's preset settings or properties
- Save any unnecessary or frivolous files to the hard drives
- Use the computer for things other than educational purposes

In using the Internet, the student will not:

- Visit inappropriate web sites as defined by normal school standards
- Use e-mail, instant messengers, chat lines, chat rooms, blogs unless directed by a teacher
- Use abusive, foul, obscene, threatening, harassing, annoying, or libelous language
- Download any files or programs unless directed by a teacher
- Listen to music or watch videos unless directed by a teacher
- Divulge any personal information such as addresses and phone numbers

### MASSACHUSETTS COMPUTER CRIME BILL

"Under the provisions of the Massachusetts Computer Crime Bill, it is illegal to access any computer system or part of a computer system that you do not have permission to use. This is known as electronic trespass. It is also illegal to alter or destroy electronic data such as files and passwords. This applies to any computer whether it is connected to a network or not."

### LOCKERS / PERSONAL PROPERTY

Every student is provided with a space or locker for his/her belongings. The school cannot accept the responsibility for personal property on school premises. Such property is brought in at the student's own risk. It is the student's responsibility to keep lockers, desks or personal space clean. Only those materials necessary for schoolwork may be brought into the building.

- Students may not bring skateboards or inline skates to school. To insure safety of students, violation of this policy may result in the item being confiscated.
- Cellular phones, electronic devices, and any item deemed inappropriate for the educational process are prohibited without teacher and/or Administrative discretion.
- Responsibility to keep personal technology secure rests with the individual owner. The district is NOT responsible for stolen or damaged personal technological devices. The district is NOT responsible for the maintenance or repair of any personal technology. The district is NOT responsible for any costs incurred due to use of personal technology.

### SEARCH POLICY

It is the policy of the Attleboro School Committee that all lockers, desks, lab areas, and other common spaces (including bathrooms) are the property of the Attleboro Public School System. As such, they are liable to be searched and inspected at any time without warning. Such inspections or searches shall be conducted at the discretion of the Administration [(Policy KLG-E2): See Appendix A].

### LOST AND FOUND

A lost and found area is designated in each school. The proper place to return an article, if you find it, is to the Principal's Office. Owners will appreciate your thoughtfulness. It is recommended that all students' items have their name on it.

## **PARENT INVOLVEMENT**

The goal of a viable school is active parent involvement. It is essential for parents to meet their child's teacher in order to support and provide assistance to their child. All schools will hold an Open House when you will be given the opportunity to meet your child's teachers. Your participation is a vital link in good communication and gives you the opportunity to better understand your child in his/her school environment. The Attleboro School Committee requires all volunteers to complete a CORI (Criminal Offender Record Information) application before volunteering at school. CORI must be submitted every three (3) years. CORI forms are available in the main office at each school. The school involves parents in a number of ways as volunteers for specific projects. Some of these are to assist for Open House, field trips, PTO activities, curriculum nights, family nights, classroom tutoring, and orientation programs.

## **PERSONAL APPEARANCE**

It has been shown that the manner in which a student dresses and grooms himself/herself is often reflected in his/her behavior and academic performance in school. All students are expected to dress in a manner consistent with good health practices, safety regulations and in a manner which will not distract from the learning process. We take pride in the appearance of our students, and students are expected to dress and groom themselves neatly in attire suitable for each school day. Wearing the following articles is considered distracting to the educational process and will not be permitted in school or at school sponsored activities:

- Coats, hats, jackets, hoods, and bandannas
- Any apparel, that makes reference to or visually depicts drugs, alcohol, tobacco, sex, profanity, or violence
- Short revealing tops (including but not limited to) halter tops, camisole tops, tops revealing bare midriffs, and beachwear (including flip-flops)
- Short shorts, short shirts, see-through clothing, visible undergarments, and untied footwear
- Shoes with wheels in the heel, Flip flops, and open-toed, backless sandals

Students who fail to meet these standards will be required to make appropriate changes.

## **PHYSICAL EDUCATION**

All students are expected to participate in physical education classes unless a note from a parent is received giving a valid reason for the short-term non-participation. A physician's note is required when a child is not to participate in gym describing the reason, length of time, and a follow-up note is expected to notify this school of return to normal participation. *During gym activities, sneakers with laces must be tied for safety.*

Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity. With respect to interscholastic athletics, the Massachusetts Interscholastic Athletic Association will rely on the gender determination made by the student's district; it will not make separate gender identity determinations.

## **PUBLICATION RELEASES**

Under Department of Education regulations, the school may release for publication certain information concerning your child without first obtaining your consent. The information, which may be released for publication, may include the student's name, class, picture, and participation in officially recognized activity or awards program. If you do not wish this information concerning your child to be released for publication without consent during the school year, please notify your child's Principal in writing.

## **SCHOOL COUNCIL**

The Council membership is comprised of a representative from the Administration, elected members from the parent organization, elected members of the teaching staff, and the invited business community members. The School Council meets regularly throughout the year to review the budget, support school achievement, enhance student activities and develop a School Improvement Plan, which will address budget, curriculum, assessment, community activities and student achievement. The School Council presents the completed School Improvement Plan to the Attleboro School Committee for approval.

## **STUDENT RECORDS**

Under both state and federal law, parents and students have rights related to student records, including rights to access records and rights to confidentiality of records. Both the Family Educational Rights and Privacy Act ("FERPA") and the Massachusetts Student Records Regulations apply to all public schools. They are designed to ensure parents and students' rights regarding confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records. The Attleboro Public Schools policy complies with all state and federal statutes and regulations regarding student records. A copy of the Massachusetts regulations and this policy is available in the Office of the Superintendent or Building Principal. A copy of the current Massachusetts regulations is also available on the Massachusetts Department of Education website ([www.doe.mass.edu](http://www.doe.mass.edu)).

The regulations apply to all information kept by a school committee on a student in a manner such that he/she may be individually identified. The regulations divide the record into two sections: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress and to operate the educational system. This information includes name, address, course titles, grades, and grade level completed. This transcript is kept by the school system for at least sixty (60) years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results, class rank, school-sponsored extracurricular activities, and evaluation and comments by teachers and counselors and other persons, as well as other similar information. The temporary record is destroyed seven (7) years after the student leaves the school system. Notice of this practice will also be provided at the time the student transfers, graduates, or withdraws.

The public/private special education program shall keep current and complete files for each publicly funded enrolled student and shall manage such files consistent with the Massachusetts Student Record Regulations (603 CMR 23.00) and (MGL Chapter 71, Section 34H).

The following is a summary of major parent and student rights regarding their student records, as provided by the Regulations pertaining to student records.

## **INSPECTION OF RECORDS**

A parent of a student, or a student who is at least 14 years old, has the right to inspect all portions of the student record upon request: a) The record must be made available to the parent or student as soon as is practicable, but no later than ten (10) calendar days from the date of request; b) The parent and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials; c) The parent and student may request to have the parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them; d) pursuant to MGL Chapter 71, Section 34H,

divorced or legally separated parents/guardians who do not have physical custody of their child must meet certain criteria before being allowed access to their child's records and school information.

### **Confidentiality of Records**

Except for the situations outlined in the Regulations, no individuals (or organizations) but the parent, eligible student, and authorized school personnel are allowed to have access to information in the student record without the specific, informed written consent of the parent or eligible student. In addition, any person inspecting or releasing information in the temporary record must note which portion was inspected or released and for what purpose in a log kept as part of the temporary record.

Under state law, information about a student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual's student record (see Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances: CMR 603 CMR Subsection 23.04.1)

### **Amendment of Record**

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information in the record be amended or deleted. The parent and student have the right to a conference with the school Principal to make their objections known. Within a week after the conference, the Principal must render a decision in writing. If the parent and student are not satisfied with the decision, the Regulations contain provisions through which the decision may be appealed in writing to higher authorities in the school system.

### **Destruction of Records**

The Regulations require that the temporary record be destroyed seven (7) years after students leave the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified and have an opportunity to receive a copy of any of the information before its destruction.

### **Transfer of Records**

In accordance with the 603 CMR 28.07(4)(g), the student record may be forwarded to a school to which a student seeks or intends to transfer without student or parent's consent. When records are requested and transferred, parents will be notified. Regulations provide that the parent may request a copy of the records transferred and may ask for a hearing to challenge the content of the record. Such requests should be addressed in writing to the Principal

### **TRANSPORTATION**

To ensure the safety and welfare of everyone on the bus, video cameras may be used to monitor bus behavior. All students who ride the bus are expected to adhere to Student Transportation policies [(Policy EEA; EEAA; EEAB; EEAE) See Appendix A].

## VIDEO SURVEILLANCE

Attleboro Public Schools uses surveillance cameras located inside and outside the building to support our efforts to maintain a safe and secure school environment while protecting individuals and their property from harm. Video surveillance may be used in proceedings related to law enforcement for purposes authorized by district policy, this *Student Handbook*, and related laws. Students observed by video surveillance in acts which break school district policy, procedures, or disciplinary guidelines will be subject to the consequences or sanctions imposed for violating those policies, procedures or disciplinary guidelines. Surveillance footage is for administrative use only.

## APPENDIX A

The following Attleboro School Committee District policies were used as guidelines in the development of this Handbook.

<u>SCHOOL COMMITTEE POLICIES</u>	
<i>A copy of the School Committee Policy Book is available for review at the Superintendent's Office, on the District and School websites, and the Attleboro Public Library</i>	
AC	Nondiscrimination
Reference	Discrimination / Harassment Complaint Officials / Definitions
ACAB	Sexual Harassment
ACAB-E-1	Nondiscrimination / Anti-Harassment Procedures
ACE	Nondiscrimination on the Basis of Handicap
AD	School District Vision and Goals
ADA	APS Strategic Plan and District Goals
ADC	Tobacco Products on School Premises
EEA	School Committee Transportation Policy
EEAA	Kindergarten Transportation
EEAB	Special Education Transportation
EEAEC	Student Conduct on School Buses
IHAMBA	Health Education Program-Parent Notification
IJND	Access to Digital Resources
IJNDB	Empowered Digital Use Policy
IJNDC	Internet Publications
IKB, IKB-E	Homework Policy / Homework Guidelines
JEB	Elementary School Age
JH	Student Absences and Excuses
JICFB	Anti-bullying
JICH	Teaching About Alcohol, Tobacco, and Drugs
JKAA	Physical Restraint Policy and Procedures
JRA	Student Records
KBBA	Non-custodial Parents' Rights (statement will follow)
KE	Problem Resolution
KI	School Visitors

## School Committee Policies:

### Policy File: AC: NONDISCRIMINATION:

The Attleboro Public Schools has the responsibility of serving every student with the goal for all students to attain excellence and reach their maximum potential regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, age, or disability. It is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

It is the policy of the Attleboro Public Schools to maintain a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, disability, sexual orientation, gender identity, age, family care leave status or military status (collectively known as the "actual or perceived protected class status").

The Attleboro School Committee's policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school in the City of Attleboro or in obtaining the advantages, privileges, and access to courses of study on account of race, color, sex, gender identity, disability, religion, or national origin.

It will be a violation of this policy for any student, district employee or third party based on a student's, employee's or third party's actual or perceived protected class status to: (1) harass a student, district employee or third party through conduct or communication (e.g., physical, verbal, graphic or written) or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against a student, District employee or third party.

This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students, employees or third parties to be free from a hostile school environment, taking into consideration the totality of the circumstances on and off campus.

The Attleboro School Committee will:

1. Establish and promote an environment within Attleboro Public Schools that considers and ensures the rights and responsibilities of all individuals as set forth in the Federal and State Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Support positive and equitable experiences within the Attleboro school community for children, youth, and adults, all of whom have differing personal and family characteristics with various socioeconomic, racial, and ethnic backgrounds.
3. Work toward a more inclusive society and enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use appropriate communication and other means to resolve and reduce the grievances of individuals and/or groups.
5. Consider decisions made within the school system in view of the potential benefits or adverse consequences that those decisions may have on individuals and/or groups.



6. Review policies and practices of the school system on an ongoing basis to ensure full implementation of the spirit and intent of this nondiscrimination policy.

The Attleboro Public Schools will promptly investigate all incidents of harassment, violence or discrimination that are known or reasonably should be known by the Attleboro Public Schools, including any complaints or reports — whether formal or informal, verbal or written — based on a student's, district employee's or third parties' actual or perceived protected class status. The district will adhere to the Attleboro Public Schools Nondiscrimination/Anti-Harassment Procedures for filing a complaint for discrimination, harassment or violence on account of actual or perceived protected class status and will take appropriate action to respond to these incidents, which may include disciplinary action against any student or District employee who is found to have violated this policy. Appropriate administrative and staff follow-up will be provided for targets and offenders of harassment, violence and discrimination.

An employee who receives such a complaint, otherwise becomes aware, or personally observes possible harassment based on actual or perceived protected class status shall intervene when it is safe to do so and immediately report it to the district's discrimination/harassment complaint official or the principal of the relevant school site.

The district discrimination/harassment complaint officials for the Attleboro Public Schools are:

Section 504/ Americans with Disabilities Act (ADA)/Title IX/Title VI (for student complaints):

Laurie Regan, Assistant Superintendent  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799  
(508) 222-0012, ext. 1640  
Email: [lregan@attleboroschools.com](mailto:lregan@attleboroschools.com)

Titles VI, VII, IX, ADA, Section 504 (for employee or third party complaints), Chapter 622 AND Age Discrimination Appeals Officer:

Laurie Regan, Assistant Superintendent  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799  
(508) 222-0012, ext. 1640  
Email: [lregan@attleboroschools.com](mailto:lregan@attleboroschools.com)

If one of the discrimination/harassment officials is the person alleged to be engaged in discrimination/harassment, the complaint shall be filed with one of alternate officials or any other school employee the student or employee chooses.

LEGAL REFS.: Title VI, Civil rights Act of 1964  
Title VII, Civil rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972  
Executive Order 11246, as amended by E.O. 11375  
Equal Pay Act, as amended by the Education Amendments of 1972  
Title IX, Education Amendments of 1972  
Rehabilitation Act of 1973  
Education for All Handicapped Children Act of 1975  
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)  
M.G.L. 76:5; Amended 1993  
M.G.L. 76:16  
Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78

Board of Education 603 CMR 2600  
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78  
The American with Disabilities Act of 1990  
The Age Discrimination Act of 1975

## **DEFINITIONS:**

### **TITLE VI OF THE CIVIL RIGHTS ACT OF 1964**

Title VI prohibits discrimination based on race, color, and national origin.

### **TITLE VII OF THE CIVIL RIGHTS ACT OF 1964**

Title VII prohibits employment discrimination based on race, color, religion, sex and national origin.

### **TITLE IX**

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Students will also receive training for leadership roles as they work collaboratively with their peers, educators and parents in monitoring, evaluation and changing school policy and curriculum in keeping with the provisions of Chapter 622 and Title IX.

### **CHAPTER 622**

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantage, privileges, and courses of study of such public school on account of race, color, sex, religion, or national origin.

### **THE AMERICAN WITH DISABILITIES ACT OF 1990**

The ADA prohibits discrimination by any public entity against persons with disabilities. <http://www.jan.wvu.edu/links/adalinks.htm>

### **SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 prohibits discrimination on the basis of disability.

<http://www.ed.gov/offices/OCR/regs/34cfr104.html>

### **THE AGE DISCRIMINATION ACT OF 1975**

The Age Act prohibits discrimination on the basis of age.

<http://www.ed.gov/offices/OCR/age.html>

### **File: ACAB: SEXUAL HARASSMENT**

All persons associated with the Attleboro Public Schools, including, but not necessarily limited to, the Committee, the administration, staff, students and third parties, have the right to a positive and safe environment that is free from harassment and discrimination based on sex. The District prohibits sexual and gender-based harassment while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a District program or activity. All persons are expected to conduct themselves at all times so as to provide an atmosphere free from sexual and gender-based harassment. Further, the district prohibits any retaliation against an individual who has complained about sex-based harassment or retaliation against individuals for cooperating in an investigation of a sex-based harassment complaint.

Attleboro Public Schools will not tolerate any unlawful or disruptive behavior, including any form of sex-based harassment, or retaliation, in our schools, on school grounds, or in school-related activities. We take allegations of sex-based harassment seriously, and therefore, will investigate promptly all incidents of sexual and gender-based harassment of students, employees or third parties. We will respond to any complaints or reports promptly, and will take appropriate action, which may include

disciplinary actions against students and/or staff found to have committed such harassment, as outlined in the Attleboro Public Schools' Nondiscrimination and Anti-Harassment Procedures. We will act promptly to eliminate the conduct and impose such corrective action as is necessary. In addition, the district will provide remedies to the reporting students where appropriate.

Attleboro Public Schools is committed to providing employees, students, and third parties an environment that is free from hostility and intimidation or from a sexually offensive work and learning environment. Attleboro Public Schools understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of harassment. Attleboro Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with skills, knowledge, and strategies to prevent or respond to sexual harassment.

Attleboro Public Schools will take prompt and responsive steps reasonably designed to stop any sex-based harassment, eliminate the hostile environment if one has been created, and prevent recurrences of any harassment of which it becomes aware or should have been aware, regardless of whether a formal complaint is filed. The District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence, which may include, but not be limited to sex-based harassment. In consultation with these constituencies, policies and procedures have been developed to respond in a confidential, impartial, and equitable manner to all complaints, whether formal filing or informal identification of harassment has occurred, by employees, students, or third parties, as outlined in the Attleboro Public Schools' Non-Discrimination and Anti-Harassment Procedures.

This policy sets forth our goal of promoting a workplace and school environment that is free of sex-based harassment and is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sex-based harassment.

Attleboro Public Schools requires that any staff member who receives a complaint, observes or otherwise learns or becomes aware of possible sex-based harassments report the incident to the principal/grievance officer at the respective school site or the Title IX Coordinator with the assurance that the investigation process will take place promptly and be consistent with following the policies and procedures as outlined.

Harassment is banned not just at school during school hours, but also before or after school hours on all school property, including the school bus, school functions, or school events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.

Some examples of off-campus conduct that spill over into school are as follows:

- A student alleges that she was sexually assaulted by another student off school grounds and that, upon returning to school, she was taunted and harassed by other students who are the assailant's friends.
- While at home, a student posts a song that contains statements about a fellow student's sexual orientation on Facebook for his 1,000 "friends," many of whom are students at his school. The song goes "viral" and is the primary topic of conversation at school for weeks, and results in the harassed student staying home and missing school.

An example where off-campus conduct does not have a continuing effect at school (so that the school is not in a position to impose consequences):

- At a neighborhood party on a Saturday night, two students called each other names based on gender-identity and a fight broke out between the students. There were no repercussions at school following the incident.

## Definitions

In order to ensure a common language to be used and understood by all stakeholders, the following definitions are provided:

District employee: For purposes of this policy, district employee includes school board members, district employees, agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.

Harassment: unwelcome conduct that creates a hostile environment. Harassing conduct may take many forms, including but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Conduct is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive.

Sex-based harassment: includes both sexual harassment and gender-based harassment.

Sexual Harassment as defined in M.G.L. c. 151 B, section 1: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.

*Examples of conduct that may constitute sexual harassment, if unwelcome, include:* (1) suggestive or obscene letters, notes, invitations, graffiti, jokes, or comments; slurs; epithets; sexual gestures; and displays of sexually suggestive objects, pictures, or cartoons; (2) groping, sexual touching, leering, and impeding or blocking movement; (3) sexual conduct that would be considered criminal activity, including sexual assault and sexual exploitation; (4) continuing to express sexual interest after being informed that the interest is unwelcome (reciprocal attraction, among peers, is not considered sexual harassment); (5) threatening to withhold grades earned or deserved or suggesting a scholarship recommendation or college application will be denied, as a condition of receiving sexual favors; (6) engaging in sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student; (7) offering favors or educational benefits, such as grades, assessments, assignments, and recommendations in exchange for sexual favors; (8) inappropriate sexual touching between students that, even if consensual, contributes to a sexually charged environment for other students who witness the behavior; (9) any sexual conduct or expression of sexual interest by an adult toward a student regardless of reciprocity.

Gender-based harassment: includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature, including harassment based on gender identity and expression. Gender-based harassment includes, but is not limited to, harassment based on the person's nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity, or sexual orientation of the harasser or target of the harassment.

*Examples of conduct that may constitute gender-based harassment include:* (1) disparaging remarks made to a student or aggression toward a student because that student displays mannerisms or a style of dress perceived as indicative of the other sex; (2) hostility toward a student because that student participates in an athletic activity more typically favored by a student of the other sex; (3) intimidating a student to discourage that student from enrolling in a particular area of study because of his/her gender; (4) use of gender-specific slurs, whether written or spoken; (5) taunting a student who wishes to participate in an extracurricular activity because that activity is more typically favored by a student of the other sex.

Gender stereotypes: refers to stereotypical notions of masculinity and femininity or expectations of how boys or girls should act.

Sexual assault: the act of committing unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger. Such contact is unwanted when it occurs without the consent of one or both individuals, when one of the individuals is incapacitated or incapable of giving consent, or occurs with the use of force.

Hostile environment: Unwelcome conduct that is sufficiently severe, persistent, or pervasive to interfere with or limit one or more students' abilities to participate in or benefit from the education program or creates a threatening, intimidating or abusive environment or sufficiently severe or pervasive so as to alter the conditions of the victim's employment and create an abusive working environment.

Retaliation is any form of intimidation, threatening, coercion or discrimination, directed against a student/staff/third party who reports a sex-based harassment, provides information during, assists in or participates in an investigation of sex-based harassment, or witnesses or has reliable information about sex-based harassment.

The Discrimination/Harassment Official and Title IX Officer for employees and third parties is Laurie Regan, Assistant Superintendent, 100 Rathbun Willard Drive, Attleboro, MA 02703 email: [lregan@attleboroschools.com](mailto:lregan@attleboroschools.com) 508-222-0012 extension 1640.

The Discrimination/Harassment Official and Title IX Officer for students is Laurie Regan, Assistant Superintendent, 100 Rathbun Willard Drive, Attleboro, MA 02703 email: [lregan@attleboroschools.com](mailto:lregan@attleboroschools.com) 508-222-0012 extension 1640

At each of the nine schools, the building-based principal will serve as building level grievance officer.

The committee will annually appoint the District's Title IX officers and this information will be disseminated yearly to students, faculty, and other third parties. The Title IX officers will be vested with the authority and responsibility for ensuring the district's compliance with Title IX and its accompanying regulations, including the processing of all sexual harassment complaints in accordance with the procedure set out in the Nondiscrimination/Anti-Harassment Procedures.

SOURCE: MASC

LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended 45  
Federal Regulation 74676 issued by EEO Commission  
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)  
Board of Education 603 CMR 26:00

School Committee Finalized: 03-28-16

**Policy File: ACAB-E1: NONDISCRIMINATION/ANTI-HARASSMENT PROCEDURES INVESTIGATION PROCESS:**

Any employee, student or third party who believes that he or she has experienced harassment, violence or discrimination on the basis of his or her actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, disability, sexual orientation, gender identity, age, family care leave status or military status or who has witnessed or learns about the harassment, violence or discrimination of another person in the school environment, should inform the principal of the relevant school site or appropriate discrimination/harassment complaint official immediately or as soon as possible.

An individual may report to either the principal of the relevant school site or appropriate discrimination/harassment complaint official at his or her discretion.

The discrimination/harassment complaint officials for the Attleboro Public Schools are:

Section 504/ Americans with Disabilities Act (ADA)/Title IX/Title VI (for student complaints):

Laurie Regan, Assistant Superintendent  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799  
(508) 222-0012, ext. 1640  
Email: [lregan@attleboroschools.com](mailto:lregan@attleboroschools.com)

Titles VI, VII, IX, ADA, Section 504 (for employee or third party complaints), Chapter 622, AND Age Discrimination:

Appeals Officer, Laurie Regan, Assistant Superintendent  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799  
(508) 222-0012, ext. 1640  
Email: [lregan@attleboroschools.com](mailto:lregan@attleboroschools.com)

At each of the nine schools, the building based principal will serve as the grievance officer.

This procedure is intended to provide reliable and impartial investigations of all complaints and applies to all complaints filed by employees, students or third parties as well as to reports and incidents of harassment or discrimination of which the District knows or should know about. If one of the discrimination/harassment officials is the person alleged to be engaged in discrimination/harassment, the complaint may be filed with one of alternate officials or any other school employee the student or employee chooses.

Any District employee who observes or otherwise learns or becomes aware of an act or possible act of harassment, violence or discrimination toward a student, another employee or third party shall intervene to attempt to stop the act and shall report it to the appropriate person immediately, or as soon as possible. The District will follow these procedures in responding to report.

The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.

Although Attleboro Public Schools encourages a written complaint, use of a formal reporting requirement is not required. Oral reports will be considered complaints as well.

Attleboro Public Schools will promptly (within 48 hours) determine whether the alleged victim wants to utilize formal or informal procedures and if the alleged victim chooses formal procedures, begin to investigate every complaint of harassment, discrimination or violence. If it is determined that harassment has occurred, the grievance officer or discrimination/complaint official will take appropriate action to end the harassment, discrimination or violence and to ensure that it is not repeated.

Confidentiality of the complaint and investigation will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements. The grievance officer or discrimination/complaint official will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality.

Complaints between the alleged victim and the alleged perpetrator may be handled two ways: through an Informal or a Formal Procedure.

- A. A student who has a complaint against another student may choose to use the Informal Procedure.
- B. An employee who has a complaint against another employee may choose to use the Informal Procedure.
- C. The informal process is entirely voluntary and the complaints can opt out at any time and trigger the formal complaint process.

- D. If the informal process is selected a trained faculty member will serve as a neutral facilitator between the parties and will protect both parties' interest.
- E. A student who has a complaint against an employee shall be handled only through the Formal Procedure.
- F. Complaints of sexual assault will not be resolved through the informal process.

In certain cases, the harassment of a student may constitute child abuse under state law. Attleboro Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

If a student or an employee who is the alleged victim or the alleged perpetrator chooses not to utilize the Informal Procedure, or feels that the Informal Procedure is inadequate or has been unsuccessful, he/she may proceed to the Formal Procedure.

#### **PROCEDURES FOR FILING A COMPLAINT:**

##### **INFORMAL**

*(May be chosen in complaints between students and in complaints between employees)*

It may be possible to resolve a complaint through voluntary conversations between the alleged victim and the alleged perpetrator, which is facilitated by a trained school employee or by a designated discrimination/harassment complaint official. If, the alleged victim or alleged perpetrator is a student under the age of eighteen (18), the facilitator **will** notify the student's parent(s)/guardian(s) if, after initial consultation with the student, it is determined to be in the best interest of the student. Both the alleged victim and the alleged perpetrator may be accompanied by a person of his/her choice for support and guidance. If, the alleged victim and the alleged perpetrator feel that a resolution has been achieved, then the conversation remains confidential and no further action needs to be taken. The voluntary conversation must occur within five (5) workdays after receiving the complaint of discrimination, harassment or violence. The results of an informal resolution shall be reported by the facilitator, in writing, to either the school principal if the complaint has been resolved through a staff member or to the Superintendent if the complaint has been resolved through the school principal. The informal process is entirely voluntary and the complainants can opt out anytime and trigger a formal complaint process.

##### **FORMAL**

*(Must be chosen for complaints between students and employees and complaints of sexual assault)*

##### **Step 1**

The grievance officer or the discrimination/harassment complaint official shall within forty-eight (48) hours of receiving the complaint or the termination of an unsuccessful informal resolution process, meet with the complainant and or alleged victim (if they are different) by telephone or in person. The grievance officer or the discrimination/harassment complaint official will complete a discrimination/harassment complaint form based on the written or verbal allegations of the alleged victim within forty-eight (48) hours of meeting with the complainant. The complaint form shall be filed with the Assistant Superintendent who serves as the Title VI, VII, IX, Chapter 622, Section 504/ADA AND Age Discrimination Appeals Officer and kept in a centralized and secure location.

- A. The complaint form shall detail the facts and circumstances of the incident or pattern of behavior. If a student under eighteen (18) years of age is involved, his/her parent(s) and or guardian (s) shall be notified immediately unless, after consultation with the student, it is determined not to be in the best interests of the student.

##### **Step 2**

A prompt investigation shall be completed by the grievance officer or the discrimination/harassment complaint official within fourteen (14) work days from the date of the complaint or report, unless impracticable.

The investigation may, as appropriate, consist of personal interviews with the alleged victim, the reporter (if different than the

alleged victim), the individual(s) against whom the complaint is filed, and any other individuals who may have knowledge of the alleged incidents(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the grievance officer or the discrimination/harassment complaint official.

The complainant, the alleged victim and/or alleged perpetrator may be accompanied by a person of his/her choice. The alleged victim and the individual(s) against whom the complaint is filed have the opportunity to present witnesses and information to the grievance officer or the discrimination/harassment complaint official that they deem relevant. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Throughout the investigation, the District will maintain on-going contact with the alleged victim. In determining whether the alleged conduct constitutes a violation of this policy, the grievance officer or discrimination/harassment complaint official shall consider the age and level of understanding of the student(s) involved, surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of the district's policy prohibiting discrimination, harassment or violence based on the actual or perceived protected class status of a student, employee or third party, requires a determination based on all of the facts and surrounding circumstances. Given that students often experience continuing effects of harassment in the educational setting, during the investigative process the District will consider the off campus conduct to determine whether there is a hostile environment on campus.

The grievance officer or the discrimination/harassment complaint official shall document his or her findings within five (5) school days of completing the investigation, unless impracticable. The report shall include a determination as to whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, using a preponderance of the evidence standard. A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The grievance official shall further recommend what action, if any, is required.

Formal disciplinary actions shall be imposed in the event that the preponderance of the evidence indicates an alleged violation. The seriousness of the offense including the nature and degree of harm caused shall be considered when deciding the appropriate disciplinary action.

- If the person alleged to have violated this policy is a staff member, possible discipline includes, but is not limited to, letters of reprimand, reassignment, and other disciplinary actions including suspension or job termination.
- If the person alleged to have violated this policy is a student, possible discipline includes reprimand, an education component, counseling, class transfer, detention, suspension or expulsion, consistent with the Student Code of Conduct, as outlined in the APS student handbook.

The grievance officer or the discrimination/harassment complaint official may take other disciplinary action against students and staff as necessary and appropriate.

Action taken for violation of this policy shall be consistent with state and federal law, including but not limited to the due process protection for students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless. Due process will be followed in accordance with Attleboro School District policy and any applicable collective bargaining agreement.

The grievance officer or the discrimination/harassment complaint official will, if appropriate, take action to remedy the harm to the subject of the alleged harassment, to assist students who have engaged in harassment and others. Possible remedial action includes, but is not limited to:



- Interventions for the student targeted, such as counseling, academic support, health services, assigning an escort to allow the student to move safely between classes, and instruction on how to report other incidents of harassment or retaliation.
- Training or other interventions for the larger school community to ensure that students, staff and parents understand the types of behavior that constitute harassment, discrimination or violence that the District does not tolerate it, and how to report it.
- Interventions for the individual who engaged in the conduct, such as parent notification, counseling, guidance, education about the impact of the conduct, positive behavior support, referral to a student success team, transfer to alternative programs, denial of participation in extracurricular or co-curricular activities or other privileges, and discipline.

### Step 3

Within five (5) work days of completing the report and deciding on the discipline, if any, the grievance officer or the discrimination/harassment complaint official shall send the written report of the findings to the Superintendent, alleged victim and alleged aggressor, unless the alleged victim agrees in writing to extend the timeline. The timeline may be extended by the grievance officer or the discrimination/harassment complaint official due to extenuating circumstances. If the timeline is extended, the grievance officer or the discrimination/harassment complaint official will inform the parties in writing of the extension and the reason for the extension.

The report shall include:

- a statement of the allegations investigated;
- a summary of the steps taken to investigate the allegations;
- the findings of fact based on a preponderance of the evidence gathered;
- the District's conclusion of whether discrimination, harassment or violence did or did not occur;
- the disposition of the complaint;
- the rationale for the disposition of the complaint;
- if the District concluded discrimination, harassment or violence occurred, a description of the District's response.

### Step 4

The grievance officer or the discrimination/harassment complaint official and/or Superintendent shall maintain the written report of the investigation, findings and disposition.

The district will contact the individual harassed within fourteen (14) work days following the conclusion of the investigation to assess whether there has been on-going harassment or retaliation and to determine whether additional supportive measures are needed.

### INTERIM MEASURES

Attleboro Public Schools shall take immediate steps to protect the alleged victim, alleged perpetrator, witnesses, and the larger school community pending the completion of an investigation or the informal process and address any ongoing harassment or discrimination. The district will take interim measures to prevent retaliation against the reporting student and minimize the burden of such measures on complainants.

Examples of interim measures include, but are not limited to:

- Providing counseling services via the school adjustment counselor and/or school psychologist for both the alleged victim and the alleged perpetrator;
- Providing academic support services;

- Ensuring no contact between the alleged victim and alleged perpetrator in District programs and activities (e.g., through stay away orders); the District will take care to minimize the burden of such steps on the alleged victim;
- Providing an alternate schedule to ensure that the alleged victim and alleged perpetrator do not attend the same classes;
- Informing the alleged victim of how to report any recurring conduct or retaliation;
- Providing the alleged victim with alternative movement between classes and activities; and
- Making community based referral to medical and counseling services.

In the case of alleged sexual assault, the grievance officer or the discrimination/harassment complaint official will take additional steps as necessary to ensure the alleged victim is safe. This may include, for example, referring the student to a rape crisis center, creating a safety plan and designating an individual at the site level to act as a support person during the investigation. If the circumstances suggest a threat to others, the grievance officer or the discrimination/harassment complaint official will ensure that the District informs relevant members of the school community. This may include, for example, notifying parents and employees, if a student is sexually assaulted on the way home from school, or notifying employees of areas where harassment frequently occurs.

### **APPEALS**

A party may appeal the decision of the grievance officer or the discrimination/harassment complaint official in writing to the Superintendent within fifteen (15) work days of receipt of the findings of the formal procedure. The Superintendent, as an impartial decision-maker will review in an impartial manner the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings.

### **REFERRAL TO LAW ENFORCEMENT, OTHER AGENCIES**

Some alleged conduct may constitute both a violation of District policies and criminal activity. The grievance officer or the discrimination/harassment complaint official will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant of the right to file a criminal complaint.

The grievance officer or the discrimination/harassment complaint official will follow this procedure regardless of whether the alleged conduct is also being investigated by another agency, unless the fact-finding process would impede a law enforcement investigation. In such cases, the grievance officer or the discrimination/harassment complaint official will determine whether interim measures to protect the well-being of the complainant and the school community and prevent retaliation are needed while the law enforcement agency's fact-gathering is in progress. Once notified that law enforcement has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any charges), the grievance officer or the discrimination/harassment complaint official will promptly resume and complete its investigation.

Additionally, several behaviors listed as sexual harassment may also constitute physical or sexual abuse. Sexual abuse is defined as any act or acts by any persons involving sexual molestation or exploitation of a child, including, but not limited to incest, prostitution, rape, sodomy, or any lewd or lascivious conduct involving a child. Thus, under certain circumstances, alleged harassment may also be possible physical and/or sexual abuse under Massachusetts law. Such harassment or abuse is subject to the duties of mandatory reporting and must be reported to the Department of Children and Families within 24 hours of the time the educator becomes aware of the suspected abuse. All school personnel are identified as being mandatory reporters.

### **CONFIDENTIALITY**

Attleboro Public Schools recognizes that both the alleged victim and the alleged perpetrator have strong interests in maintaining the confidentiality of the allegations and related information. The privacy of the alleged victim, and individual(s) against whom the complaint is filed, and the witnesses will be respected as much as possible, consistent with legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

The grievance officer or discrimination/complaint official will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality.

LEGAL REF.: School Law in Massachusetts, Rhoda E. Schneider et al 1<sup>st</sup> Supplement 2007- Preventing and Responding to Harassment Exhibit 8A – Anti-harassment Policy

### **CONFLICT OF INTEREST**

If there is a conflict of interest with respect to any party affected by this policy, appropriate accommodations will be made, such as, but not limited to, appointing or contracting with a neutral third-party investigator to conduct the investigation, or recusing from the process the person for whom a conflict or potential conflict of interest exists.

### **RETALIATION**

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The grievance officer or the discrimination/harassment complaint official will inform all involved individuals that retaliation is prohibited, and that anyone who feels they have experienced harassment, coercion, intimidation, or discrimination for filing a complaint or participating in the resolution process should inform the grievance officer or the discrimination/harassment complaint official. The District will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

### **RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the agencies identified below, or initiating an action in state or federal court.

Massachusetts Department of Elementary and Secondary Education  
Program Quality Assurance Services  
75 Pleasant Street, Malden, MA 02148-4906  
Phone: (781) 338-3700  
FAX: (781) 338-3710  
Email: [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu)

U.S. Department of Education Office for Civil Rights  
5 Post Office Square  
8<sup>th</sup> floor  
Boston, MA 02109-3921  
Phone : (617) 289-0111  
FAX : (617)289-0150  
Email : [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

U.S. Equal Employment Opportunity Commission  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
Phone: (800) 669-4000  
FAX: (617) 565-3196

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

School Committee Approved: 03-28-16

**Policy File: ACE: Nondiscrimination on the Basis of Handicap**

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

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

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

Communications: The Attleboro Public School District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with members of the public without disabilities. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District.

Auxiliary Aids and Services

"Auxiliary aids and services" includes:

1. Qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments
2. Qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments
3. Acquisition or modification of equipment or devices
4. Other similar services and actions

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

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

Compliance Coordinator: The Attleboro Public School District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint

communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The Attleboro Public School System receives federal financial assistance and must comply with the above requirements. Additionally, the Attleboro School Committee is of the general view that:

1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair and unacceptable; and
2. To the extent possible, qualified handicapped persons should be included within the school community. Accordingly, employees of the Attleboro Public School System will comply with the above requirements of the law and policy statements of this committee to ensure nondiscrimination on the basis of handicap.

MASC Revised: January 18, 1996

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

SCHOOL COMMITTEE APPROVED – MARCH 24, 2008

**Policy File AD:** School District Vision and Goals

#### OUR MISSION

The Mission of the Attleboro Public Schools is to develop and deliver relevant learning experiences that engage, challenge, and inspire all students to maximize their unique potential and improve our world.

#### OUR VISION

The Vision of the Attleboro Public Schools is to be the center of a community united around education, where all stakeholders value and participate in our collective success.

The mission and vision of the Attleboro Public Schools are based on the following Essential Beliefs:

#### CONDITIONS FOR LEARNING

Learning is a shared responsibility among students, schools, families, and the community.

A safe, respectful, and supportive environment is necessary for both teaching and learning.

#### QUALITY LEARNING EXPERIENCES

All students deserve challenging and engaging learning experiences that have real-life value.

All learners need varied and personalized learning experiences that will provide opportunities to develop and apply knowledge and skills.

#### SUCCESSFUL MINDSET

Success for all students requires stretching beyond perceived limits through effort and perseverance. Progress and success are reliant upon continuous learning, reflection, and growth.

## VALUE OF EDUCATION

Learning empowers all of us to discover, think critically, and pursue our aspirations. Education prepares students for their responsible participation in a shared world.

School Committee Approved: 10-05-15

### **Policy File: ADA: ATTLEBORO PUBLIC SCHOOLS STRATEGIC PLAN AND DISTRICT GOALS**

The Attleboro Public Schools will, at all times, maintain a district-wide strategic plan articulating the District's overarching goals developed for the purpose of advancing the APS mission and realizing the APS vision. The strategic plan will be periodically reviewed through a collaborative process incorporating the contributions of diverse stakeholders, including students, educators, staff members, administrators, parents, and community representatives. A proposed strategic plan will be presented to the School Committee for its consideration at least once every five academic years.

#### **District Goals:**

- APS will place students at the center of all educational decisions through guided planning to achieve personalized goals.
- APS will improve the quality of education for all students by providing learning experiences that are personalized, challenging, and have lifelong value.
- APS will cultivate and extend community partnerships to improve outcomes for students through outreach, collaboration, and reciprocal support.
- On an annual basis, each school will work with its School Council to develop a School Improvement Plan reflective of and consistent with the District Goals.

School Committee Approved: 10-05-15

### **Policy File: ADC: Tobacco Products on School Premises Prohibited**

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

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

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

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

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

School Committee Approved; 02-28-17

### **Policy File: EEA: School Committee Transportation Policy**

The safe and secure passage of students from home to school, and from school to home, is the school committee's chief

priority with regard to student transportation. In order to provide for such safety, and to ensure the efficient administration of the school district's transportation services, the School Committee adopts Policy EEA.

The Superintendent or his/her designee, working with the bus contractor and other administrators as necessary, will be responsible for establishing bus schedules, routes, stops, and all other matters related to the administration of transportation services.

All Kindergarten and First Grade Students will be eligible for district-funded transportation.

All other Elementary students living at least 2.0 miles from their assigned schools will be eligible for district-funded transportation. Elementary students living between 0.5 and 2.0 miles from their assigned school will be eligible for transportation under a fee-for-service condition and on a seat available basis.

Middle School students in Grades 5 & 6 living at least 2.0 miles from their assigned schools will be eligible for district-funded transportation.

All other Middle School students living at least 1.0 miles from their assigned school will be eligible for transportation under a fee-for-service condition and on a seat available basis.

High School students living at least 1.0 miles from their assigned school will be eligible for transportation under a fee-for-service condition and on a seat available basis.

#### Calculation of Route Distances

The distances contemplated by Policy EEA are pedestrian distances from the home address to the school address. The district will maintain a record of the distances for each address in their transportation routing system.

#### Length of Routes

All transportation routes to and from the Attleboro Public Schools will be scheduled for 45 minutes or less. The 45-minute window will run from the initial bus stop pick up to the arrival at the school, and from the departure from the school to the final bus stop drop-off, excluding unforeseen or extraordinary circumstances.

#### Waivers and Exemptions

Students eligible for free and reduced lunch shall be exempt from the fees imposed by Policy EEA. The superintendent may grant other such waivers as required by the educational needs of individual students, and other applicable school committee policies, including but not limited to: Policies EEAA and EEAB.

Exceptions for safety purposes to walker designations (Grades 2-6) and transportation eligibility (Grades 7-12) may be made in consultation with the Transportation Office and the Attleboro Police Department. Changes to the list of addresses on the "Safety Exemption" list kept by the Transportation Office must be approved by the School Committee. Walker Exceptions are entitled to free transportation and Eligibility Exceptions are entitled to Fee-For-Service transportation.

This Policy will be reviewed each April and amended if deemed necessary. This process will conform to the guidelines of Policy DBC-E: Budget Timeline to allow for accurate budget preparation.

School Committee Reviewed: 06-26-17

#### **Policy File: EEAA: Kindergarten Transportation**

It is the policy of the Attleboro School Committee to provide district-funded transportation to all Kindergarten students attending the Attleboro Public Schools. It is the parent or guardian's responsibility to ensure their child is safe to and from the bus stop and while waiting for the bus. In the event a parent or guardian is not at the bus stop to receive their child at the designated times, the procedure to be followed is:

1. The parent or guardian may appoint an individual they deem responsible to accept the Kindergarten student at the designated bus stop.
2.
  - a. If a parent, guardian or appointed responsible individual is not at the bus stop when the bus arrives midday, the Kindergarten student will be returned to their school. The parent or guardian will be billed for the time their child is being supervised by the Administration at the ABACUS daily rate.
  - b. If a parent, guardian, or appointed responsible individual is not at the bus stop when the bus arrives in the afternoon, the Kindergarten student will be returned to their school and placed in the ABACUS program at the school, if the program is available. The parent or guardian will be billed for the time their child is being supervised by ABACUS or the Administration/ designated staff member at the ABACUS daily rate.
3. If there is no one at the school to receive the student, the kindergarten student will then be taken to the Superintendent's office.
4. If there is no one at the Superintendent's office to receive the student, the kindergarten student will then be taken to the Police Department.

Policy School Committee Approved: 04-23-12

**Policy File: EEAB: Special Education Transportation:**

It is the policy of the Attleboro School Committee to provide district-funded transportation to special education students attending the Attleboro Public Schools who are authorized to ride special needs buses because of their Individualized Education Program (IEP).

The standard level of service for children who ride special needs buses is curb-to-curb service. This bus service includes delivery to and from the home or caregiver site curb to the school loading zone curb. The bus stop location for special needs curb-to-curb service is at a specific address where the child is picked up.

The parent or designated individual is required to have the child ready and prepared to be moved to the curb when the bus arrives. A standard two-minute wait rule applies if the child is not ready to board the bus or to leave the home door to make direct progress to the bus. In cases where appropriate, it is the responsibility of the parent or guardian to ensure that the student is securely buckled in the seat / car seat prior to the vehicle door being shut.

School administrators will provide the Transportation Office with a current, continually updated list of students who are required to be met and accepted by a parent or designated individual when the bus arrives at the stop in the p.m. If the parent or designated individual is not at the bus stop when the bus arrives, the student will be returned to their school.

If there is no one at the school to receive the student, the special education student will then be taken to the Superintendent's office.

If there is no one at the Superintendent's office to receive the student, the special education student will then be taken to the Police Department.

Special education students whose IEP does not require a parent or designated individual to be present when the bus arrives



will be treated the same as students in a regular drop-off situation.

Seats may be assigned to student riders for safety reasons.

When students do not comply with bus rules, school personnel will review discipline matters on a "case-by-case basis" when determining whether to suspend a child from the special needs bus for not more than ten (10) school days following a violation of the school code. Unless the student's behavior is a manifestation of his/her disability, special education students are subject to the same disciplinary rules as regular education students. Other students on the bus have an equal right to ride the bus and be safe. Removal of a student from the special needs bus will be based on the seriousness of the incident and/or team recommendation.

A school bus suspension applies to all bus service. Parents are responsible to transport their child and/or make arrangements for other transportation services during the bus suspension period.

School Committee Approved as Amended: 04-08-13

**Policy File: EEAEC: Student Conduct on School Buses:**

The Attleboro School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

School Committee Approved: 07-18-05

**Policy File: IJND: Access to Digital Resources**

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

### **Safety Procedures and Guidelines**

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

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

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

- Unauthorized disclosure, use and dissemination of personal information regarding minors.

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

### **Empowered Digital Use**

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

### **Employee Use**

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

### **Community Use**

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

### **Disregard of Rules and Responsibility for Damages**

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

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

SOURCE: MASC – Adopted August 2015

LEGAL REFS: 47 USC § 254

**Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each School/District to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the Federal Government.**

SCHOOL COMMITTEE APPROVED: 3-13-17

Policy IJNDB: Empowered Digital Use Policy:

### **Purpose**

The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards,

including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

### **Availability**

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology including social media.
- Users shall give acknowledgement to others for their ideas and work
- Users shall report inappropriate use of technology immediately

These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

School Committee Approved: 03-13-17

Policy: IJNDC; Internet Publications:

### **PURPOSE:**

The School District has established a district-wide web page that links users to web pages for the district's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

### **SUPERVISION AND APPROVAL OF WEB PAGES:**

The Superintendent and/or his/her designee may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be

published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

#### **CONTENT STANDARDS:**

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

#### **SAFETY PRECAUTIONS:**

A. In General:

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student Photographs:

- Student photographs may be published only with the written consent of the student's parent or guardian.
- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work:

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff Photographs, Identifying Information, and Work:

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

School Committee Approved: 03-13-17

**Policy File: IHAMABA: Health Education Program-Parent Notification**

It is the policy of the Attleboro School Committee that parents or guardians of public school students shall be notified of all curriculums which primarily involves human sexual education or human sexuality issues.

The School Committee strongly recommends that all students participate in the curriculum specified by the Health Advisory Committee and approved by the School Committee. Nevertheless, parents or guardians may exempt their children from any portion of said curriculum through *written* notification to the principal. No child so exempted shall be penalized by reason of such exemption.

Notice to parents or guardians regarding said curriculum shall be in the form of a general letter or through publication in the school handbook.

Also, to the extent practicable, instructional materials for said curriculum shall be made reasonably accessible to parents, guardians, educators, school administrators, and others for inspection and review.

Human sexuality curriculum is defined here as teaching about human reproductive anatomy and physiology and sexually-transmitted diseases, including AIDS. Notification shall be given, not only for health classes, but also for other classes such as science, biology, or social science where such human sexuality may be taught. This policy, however, does *not* pertain to student generated topics, questions, or lessons where human sexuality issues are discussed peripherally such as in an English class on The Scarlet Letter.

Any disputes regarding the implementation of this policy shall be referred in writing to the Health Coordinator. If not resolved, the dispute shall be brought to the Principal, next to the Director for Teaching and Learning Excellence, and then to the Superintendent, the School Committee, and the Massachusetts Department of Education.

Legal Ref.: M.G.L. Chapter 71, Section 32A

Policy Updated and School Committee Approved as Amended – APRIL 2007

**Policy File:** IKB Homework Policy

The Attleboro Public Schools believe that homework is an important and useful component to ensure student learning. Purposeful homework extends and adds value to school-based learning. In addition to supporting classroom instruction, homework promotes student independence and helps develop effective study habits in setting priorities, managing time, and meeting short and long-term goals.

School Committee Approved: 4-28-08

**Policy IKB-E: Homework Guidelines:**

Four types of homework are generally assigned based upon curriculum goals and objectives:

- **Practice** - to review skills and study material learned during class time in preparation for tests and quizzes
- **Preparation** - to ready students to learn new concepts and skills presented in the next day's lesson
- **Extension** - to apply skills and material learned to new situations such as in original projects and research
- **Integration** - to combine material and skills learned in different areas to create new understanding

The Student's Role\*

- Take responsibility for his or her individual learning
- Complete and submit assignments on time
- Learn to budget time, thus balancing extra-curricular and non-school responsibilities around the learning process
- Plan the completion of tasks for long-term projects

The Teacher's Role:

- Give clear information as to the purpose of the homework assignment(s) and its outcome.
- Choose or design assignments which closely align to the state standards, course objectives, and student needs
- Provide timely and appropriate feedback to the student

\*The Parent's Role:

- Create an environment that promotes good study habits
- Provide encouragement and support to complete homework.

- Remain actively engaged in their child's progress by understanding how homework supports their child's learning in school (by grade and by subject area and course content)
- \* Parents are encouraged to speak to their child's teacher if homework is taking an inordinate amount of time or if s/he needs to do more than oversee their child's homework.

Time Commitment: Homework assigned by the teacher/team should be done after school hours and is expected to be completed when assigned. Some examples of homework assignments may include reading or writing assignments, practice of skills learned in class, tasks leading to a long-range project, and studying for tests and quizzes. In addition to assigned homework, it is expected that EVERY student read every night. All students become better readers by reading and reading often.

Elementary and Middle School AVERAGE time allotments for homework:

Grade 1	10 minutes
Grade 2	20 minutes
Grade 3	30 minutes
Grade 4	40 minutes
Grade 5	50 minutes
Grade 6	60 minutes
Grade 7	70 minutes
Grade 8	80 minutes

A high school student's homework may vary from one semester to the next depending on the level and the number of core classes taken within the block schedule. Students can expect to receive a minimum of 30 minutes of homework per class per night with the understanding that many courses demand more time and effort to master the material.

EXHIBIT APPROVED BY SCHOOL COMMITTEE – APRIL 28, 2008

Policy File: JEB: Elementary School Age:

The Attleboro School Committee establishes the following policy on age to permit children to enter kindergarten and first grade at the most appropriate time.

Admission into school involves consideration of both chronological age and readiness to approach the challenge of a school program. The School Committee has established the following chronological minimum age requirement for entry.

Children who will be five (5) years of age on or before September 1 of the school year during which they wish to enroll will be eligible to enter kindergarten.

Children who will be six (6) years of age on or before September 1 of the school year are eligible for initial entry in grade one.

Exceptions to this policy may be considered only in the following cases:

1. The student has successfully completed kindergarten in a public or other accredited/certified school system *and* who shall be six (6) years of age on or before October 1.
2. A student transferring into the Attleboro Schools from another public or other accredited/certified school system, currently attending first grade, who shall be six (6) years of age on or before October 1.

3. A student who turns five (5) years of age on September 2<sup>nd</sup> through September 30<sup>th</sup> may apply to the superintendent for admission to Kindergarten, provided that the application for admission is received by the superintendent by May 1<sup>st</sup> of the previous school year. The superintendent's decision, which shall not be subject to appeal to the School Committee, will be based on the following criteria:
  - o A determination by the APS central administration of academic, social, and emotional readiness for Kindergarten.
  - o Previous schooling in an accredited educational program.
  - o The capacity of the receiving school to enroll additional Kindergarten students.
  - o The age of the student.

No student enrolled under Exception # 3 of this policy in a school other than a school whose district encompasses the student's residence shall be entitled to district-funded transportation.

School Committee Approved/Reviewed: 05-22-17

#### **Policy File JH: Student Absences and Excuses**

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

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; observance of major religious holidays; appearance in courts, and/or temporary relocation due to extreme emergencies (e.g. fire; flood; or parent hospitalization).

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

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

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

#### **Student Absence Notification Program**

Each Principal, by whatever title they may be known, will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal, by whatever title they may be known, or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

## Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC October 2014

### References:

- Attleboro Public School Handbooks
- Policy Exhibit: JH-E1: Attendance Notifications Throughout APS

### LEGAL REFS.:

- M.G.L. [76:1](#); [76:1B](#); [76:16](#); [76:18](#); [76:20](#)

School Committee Reviewed: 06-26-17

### **Policy File: JF: Residency:**

The Attleboro School Committee has adopted the following policy regarding the residency and enrollment of students. This policy has been adopted to ensure that only families who actually reside in the City of Attleboro have full access to a comprehensive education. Therefore, the Attleboro Public Schools has established specific requirements for proof of residency.

Pursuant to M.G.L. c. 76 §5, all children of school age who reside in the City of Attleboro are entitled to attend the Attleboro Public Schools. When a student enrolls in the Attleboro Public Schools, the parent/guardian must provide documentation to the administration that establishes the residency of the student and/or parent. The Attleboro Public Schools may conduct an investigation into the residency of any student, either upon enrollment or thereafter, if any questions arise about the student's residency.

In order to attend Attleboro Public Schools, a student must actually reside in the City of Attleboro. The only exceptions are listed below. The residence of a minor child is ordinarily presumed to be the legal residence of the child's parent or legal guardian having physical custody of the child. A person's "residence" is the place where the person dwells currently, with an intention to remain, and is in the town that is the core of his/her domestic, social, and civil life. In determining residency, Attleboro Public Schools retains the right to require verifiable documentation and to investigate where a student actually resides. (Legal Reference: M.G.L. Chapter 76, Section 5).

The principal at each school will verify the telephone number and home address of all students at least annually. Verification of residency, including updated documentation, will be required when students enter the School District, move from Kindergarten to Grade 1, from Grade 4 to Grade 5, from Grade 8 to Grade 9. If there is any change in residency status, the parent(s)/guardian(s) will be required to notify the building principal in the school where their child is enrolled within five (5) business days of the change of address. The Attleboro Public Schools reserves the right to request additional documents and/or to conduct an investigation; therefore, the



district may enlist the services of a Residency Officer/Investigator to verify a family's residency. If a determination is made that the student does not actually reside in the City of Attleboro, the student's enrollment will be terminated immediately (Legal Reference: M.G.L. Chapter 76, Section 5). A parent, legal guardian, or student who has reached the age of majority (18), may appeal this determination of ineligibility for enrollment to the Superintendent of Schools, whose decision shall be final.

**Pursuant to M.G.L. c. 71 §37L, the parent/guardian or the student him/herself are required to bring a copy of the student's complete school record from previous school districts. The administration will assist the parent/guardian or the student in obtaining a complete school record.**

Age of Admittance:

In an effort to provide reasonable consistency of maturity levels among student in the Attleboro High School program, no student shall be permitted to attend the regular high school program after age 19. Students who turn 19 years old by September 30 of the year for which placement is being requested must be on track to graduate that year. Such students shall be afforded an opportunity to pursue a high school diploma through the Attleboro Community Academy. This provision shall not be applied to students eligible for special education services and/or served by the District's Special Education Programs for students with disabilities.

Exceptions:

The Residency Requirements shall be waived under the following conditions:

- Students who fall under the McKinney-Vento Homeless Assistance Act. A homeless student temporarily residing in Attleboro may be immediately enrolled, even without records typically required for enrollment.
- Students whose parents divorce or separate and share physical custody, provided one custodial parent remains a resident of the City of Attleboro and the student resides with the parent who resides in the City of Attleboro. Investigation of residency in these circumstances may include consideration of the number of nights the student spends in Attleboro, analysis of where the student resides pursuant to any custody arrangement, and the center of the student's domestic, social, and civic life.
- Students who move to another town or district on June 1<sup>st</sup> of any given school year or thereafter, shall be allowed to complete the school year with the prior approval of the building principal and Superintendent. The parents will be responsible for providing transportation to and from school.
- Students qualifying for admission under School Committee Policy JFA

Legal Counsel Review/Approved

School Committee Approved/Reviewed: 05-22-17

**Policy File: JICFB: Anti-Bullying**

The Attleboro Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying within the school community.

"Bullying" is the repeated use by one or more students or by a member of school staff (as later defined) of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

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

internet communications, instant messages or facsimile communications.

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

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

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

Definitions at the end of this policy are provided to give clarity in regard to terminology used throughout this policy.

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

Bullying shall be prohibited:

- on school grounds;
- on 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 vehicles owned, leased or used by the Attleboro school district; or,
- through the use of technology or an electronic device owned, leased or used by the Attleboro public schools.

Bullying and cyberbullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Attleboro School district if the bullying:

- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

#### Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development, monitoring and updating of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

#### Reporting

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

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

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

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

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

#### Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged aggressor of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or his/her designee shall promptly investigate the report of bullying, using a Bullying/Cyberbullying Report Form (Policy File: JICFB-E1) which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses.

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

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

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

The investigation shall be completed within fourteen (14) school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary procedures as prescribed in the student handbook.

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

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

#### Retaliation

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

#### Counseling and Referral

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

### Training and Assessment

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

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

### Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms, by way of the student handbook.

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

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

The bullying prevention and intervention plan shall be posted on the Attleboro Public Schools website.

### Definitions

"Hostile environment" - 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.

"Aggressor" - a student who engages in bullying or retaliation.

"School grounds" - property on which a school building or facility is located or property that is owned, leased or used by the Attleboro Public Schools for a school-sponsored activity, function, program, instruction or training.

"Target" - a student against whom bullying or retaliation has been perpetrated.

"School staff" - not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, and paraprofessional.

"Retaliation" - any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation or for taking action consistent with this policy.

Nothing in this policy shall be construed to abridge the rights of students that are protected by the First Amendment to the Constitution of the United States or by Article XVI, as amended, of the Constitution of the Commonwealth.

Nothing in this policy shall supersede or replace existing rights or remedies under any other general or special law, nor shall this section create a private right of action.

### LEGAL REFS:

Title VII, Section 703, Civil Rights Act of 1964 as amended  
Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972  
Board of Education 603 CMR 26.00

School Committee Approved/Reviewed: 5-22-17

Attleboro's Bullying Prevention and Intervention Plan can be found on the Attleboro Public Schools' website at this address:  
[http://www.attleboroschools.com/apssite/sc\\_policies.html](http://www.attleboroschools.com/apssite/sc_policies.html).

**Policy File: JICH: Teaching About Alcohol, Tobacco, and Drugs:**

The Attleboro Public Schools is committed to achieving a drug- and alcohol-free learning environment. Use or possession or intent to distribute at school or in any connection with any school-sponsored activities on or off school grounds threatens the health and safety of our students and our employees and adversely affects the mission of the school system. The use, possession, or intent to distribute illicit drugs or alcohol is both illegal and harmful.

It is the policy of the Attleboro Public Schools that no person may use, possess, sell, or distribute alcohol or a controlled substance or prescription medication, nor may use or possess drug paraphernalia nor may conspire to distribute, on school grounds or at school-sponsored events. The terms "alcohol and controlled substances" will be construed throughout the policy to refer to the use of all substances including, but not limited to: alcohol, tobacco products, e-cigarettes, vaporizer, inhalants, marijuana, cocaine, designer drugs, LSD, PCP, amphetamines, heroin, steroids, and look-a-likes, including any unauthorized use of prescription medication, as well as non-prescription medication. Additionally, any person exhibiting behavior, conduct, or personal and physical characteristics indicative of having used such substances will be prohibited from entering school grounds and will be subject to disciplinary action.

Students are not permitted to sell (or represent that they are selling), dispense (or represent that they are dispensing), possess, use, abuse, or be under the influence of alcohol or controlled substances on school property, on their way to and/or from school, at school-sponsored events, or within 1,000 feet of school property, which is the "drug free zone" established by state law (M.G.L. chapter 94C, section 32J) and federal law (21 USC section 860 (a)). Students in violation of this policy will be subject to suspension or expulsion in accordance with the student handbook and with state law.

The district will endeavor to prevent substances use/abuse through communication, dissemination of information, community awareness, curriculum development, staff development, intervention and discipline as appropriate and as needed.

Compliance with this policy is made a condition of school attendance. Disciplinary sanctions, up to and including exclusion from school and referral for prosecution, will be imposed on students who violate this standard of conduct. Satisfactory completion of an appropriate rehabilitation program may be made a condition for withholding or terminating sanctions.

#### Exceptions to the Policy

Any medication to be given/taken in school, including prescription and/or over the counter medications, must follow Massachusetts Department of Public Health Guidelines (105CMR 210.00) and requires clearance from the school nurse according to the Administration of Medication Policy (JLCD). This requires/but is not limited to: a signed medication order from a licensed prescriber and signed consent by the parent or guardian to give the medication. Medication must be in a pharmacy or manufacturer-labeled container to be delivered by a responsible adult.

School Committee Approved/Reviewed: 06-26-17

**Policy File JKAA: Physical Restraint Policy and Procedures:**

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement.

Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student and/or a member of the Attleboro school community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to Attleboro Public Schools staff and made available to the Parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the Attleboro Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

### **Methods for Engaging Parents**

Any parent with concerns about the use of physical restraint at any school within Attleboro Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure below.

### **Alternatives, Methods, and Follow-up to Physical Restraint**

#### Alternatives:

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a break
- De-escalation techniques
- Loss of earned tokens/rewards/privileges
- Opportunity for time-out
- Physical escort to a separate space for time-out

#### Methods of Physical Restraint:

Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.

Physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that he/she cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

#### Follow-Up Procedures

After a student is released from a physical restraint, staff shall implement follow-up procedures, including:

- a. Reviewing the incident with the student to address the behavior that precipitated the physical restraint;

- b. Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
- c. Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

### **Prohibited Forms of Restraint**

Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the Attleboro Public Schools.

- a. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the Attleboro Public Schools.
- b. Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:
  - i. The student has a documented history of serious self-injury and/or injuries to other students or staff;
  - ii. All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
  - iii. There are no medical contraindications documented by a licensed physician;
  - iv. There are no psychological or behavioral contraindications documented by a licensed mental health professional;
  - v. The student's Parent has provided voluntary, informed, written consent to the use of prone restraint; and
  - vi. The building Principal, or designee, has provided written approval.

Attleboro Public Schools will not use prone restraint unless the above circumstances have been documented in advance.

### **Staff Training**

#### Training for All Staff:

All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment. Required training for ALL staff will include review of the following:

- a. Attleboro Public Schools Physical Restraint Policy
- b. School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
- c. The role of the student, family, and staff in preventing physical restraint;
- d. Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
- e. When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
- f. Identification of Attleboro Public Schools' staff who have received in-depth training in the use of physical restraint.

#### In-Depth Training

At the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint. Designated staff members shall participate in approximately sixteen (16) hours of in-depth training in the use of physical restraint, with at least one refresher training annually. In-depth training will include:

- a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- b. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

- d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- e. Demonstration by participants of proficiency in administering physical restraint; and
- f. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

## **Physical Restraint Reporting, Review of Physical Restraints, Use of Time-Out, and Grievance Procedures**

### Physical Restraint Reporting

1. Report to Building Principal:
  - a. Staff shall verbally inform the Principal of any physical restraint as soon as possible, and by written report within one (1) school day.
  - b. The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.
2. Report to Parent(s) of Physically Restrained Student:
  - a. The Principal or designee shall make reasonable efforts to verbally inform the student's Parent of the physical restraint within twenty-four (24) hours.
  - b. The Principal or designee shall provide the Parent a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the Parent has provided the District with an email address.
    - 1) The Parent and/or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report. The Parent and/or student may also pursue the Grievance Procedure.
3. Report to Department of Elementary and Secondary Education (DESE):
  - a. Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
  - b. Attleboro Public Schools shall also report physical restraint data annually to DESE, in the manner directed by DESE.

### Review of Physical Restraints

- a. School Principal or designee will conduct a weekly review of physical restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, to convene a review team to assess the student's needs.
- b. School Principal or designee will conduct a monthly, administrative review of school-wide physical restraint data.

### Use of Time-Out

Building Principals will establish a procedure that shall include the process by which staff will obtain the Principal or designee's approval for any time-out lasting longer than thirty (30) minutes. Such approval shall be based on the student's continuing agitation.

### Grievance Procedures

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure.

- a. The complaint must be submitted in writing or on audiotape to the **Office of the Superintendent** within 10 days of receiving the report.
- b. The **Superintendent or designee** will meet with the complainant within ten (10) school days of receipt of the complaint.
- c. A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the **Office of**



- the Superintendent and the Department of Elementary and Secondary Education.
- d. A written report will be developed by the Superintendent or designee and provided to the complainant.

School Committee Approved/Reviewed: 06-26-17

Policy File: JRA: Student Records:

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school district. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Attleboro School Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

SOURCE: MASC Policy

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,  
P.L. 93-380 Amended; P.L. 103-382, 1994  
M.G.L. 66:10; 71:34A, B, D, E, *H*  
Board of Education Student Record Regulations adopted 2/10/77,  
June 1995, *as amended June 2002*  
603 CMR: Department of Education 23:00 through 23:12, also

Mass Department of Education Publication Students Records; Questions, Answers and Guidelines, September 1995

School Committee Approved/Reviewed: 05-22-17

Policy File: KBBA: Noncustodial Parents' Rights

It is the policy of the Attleboro School Committee that, as required by General Laws Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Elementary and Secondary Education Regulations. The school district will follow the law and the attachments recommended by the Massachusetts Department of Elementary and Secondary 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"). The implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their children, while protecting the rights and safety of all parties.

Non-custodial parents are encouraged to contact the building principal for clarification and more information about the policy and procedures to be followed.

School Committee Approved: 06-09-03

Policy File: KE: Problem Resolution:

POLICY

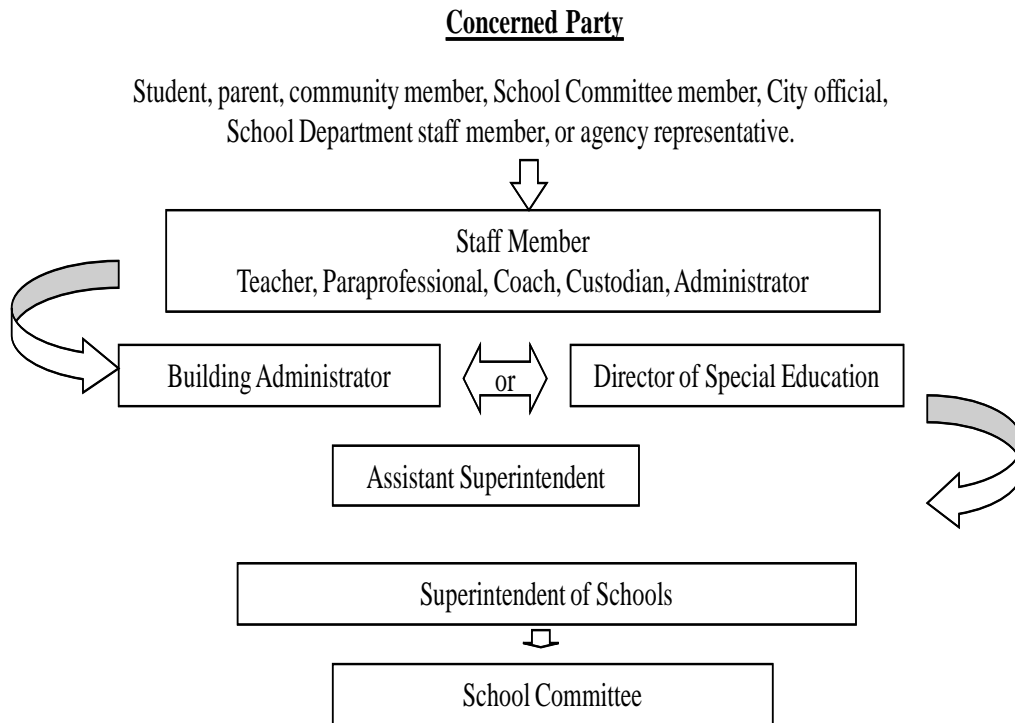
It is the policy of the Attleboro School Committee to assist any concerned party to quickly and equitably resolve concerns with the individuals who are closest to the issue or problem. Attempts to resolve a problem at an inappropriate level is contrary to the purpose of these guidelines. Resolution with the individuals closest to the problem must be consistently followed.

PROCESS

Any concerned party's first contact should be to the staff member (Teacher, Paraprofessional, Coach, Custodian, or Administrator) directly related to the issue. In those instances, when an individual is unsure of whom to approach, a School Committee member can be consulted to aid in direction or identification of the appropriate staff member. This does not preclude the School Committee member from proactively advising the School Administration (Principal and/or Superintendent) of a pending issue.

If there is no resolution, the concerned parties are encouraged to proceed to the next appropriate level (Building Administrator, Principal, or Director of Special Education). Directors, Supervisors, and Coordinators may be involved at the discretion of the Building Administrator and may be asked to assist in the resolution. Successive levels of authority (Assistant Superintendent, Superintendent, School Committee) would represent the desired resolution path.

If informal attempts at resolution are not successful, parties may be asked to state the concerns in writing. If a concerned party refuses to consult with the appropriate level as outlined (skipping a level), the matter should be referred back to the appropriate level.



**Policy File KI: School Visitors:**

While the Attleboro Public Schools encourage the involvement of parents and community members in the education of district students, Attleboro has a duty to ensure that the educational process is not unnecessarily disrupted, as well as to protect the safety and confidentiality of its students. As a result, certain rules and procedures must be followed to ensure that visits are not harmful to the students or the educational process.

Parents, guardians, and caretakers will be allowed to enter school buildings for quick visits for the purpose of dismissing a student, bringing in medications, dropping off forgotten lunches, gym clothes, etc. Such "quick visits" need not be prearranged; however, such visitors may not be allowed beyond the main office, depending on circumstances.

Visitors will be allowed to enter school buildings for purposes of prearranged meetings, visits, or observations. All visitors to the Attleboro Public Schools must report to the main office immediately upon entrance into a school building. All visitors whose destinations are other than the main office must sign in, noting the time of their arrival and identifying the location and purpose of their visit. These visitors must wear a visitor badge at all times while in the school building. The building principal will designate a staff member to escort visitors to their appropriate destination.

Upon completion of their pre-arranged meetings, visits, or observations, all visitors shall proceed directly to the main office. They must sign out, noting the time of their departures, and return their visitor's badges. Visitors may not proceed to any areas of the building other than the designated locations of their meetings, visits, or observations, without first returning to the main office and obtaining express administrative approval to access other areas of the building.

If you have any questions about this policy, please contact the principal.

School Committee Approved: 07-18-05

**DISCRIMINATION / HARASSMENT COORDINATORS AND OFFICERS**

**Titles VI, VII, IX, Chapter 622, and Age and Sex Discrimination Coordinator**

Laurie Regan, Assistant Superintendent  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799  
(508) 222-0012, ext. 1166

**Section 504 / Americans with Disabilities Act (ADA)**

Ivone Medeiros, Director of Special Education and Student Support Services  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799  
(508) 222-0012, ext. 1403

**Titles VI, VII, IX, Chapter 622, Section 504/ADA, Age, Sex Discrimination Appeals Officer**

Laurie Regan, Assistant Superintendent  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799  
(508) 222-0012, ext. 1166

**U. S. Department of Education Office of Civil Rights**

Five Post Office Square – 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Phone: (617) 289-0111  
FAX: (617) 289-0150

If one of the discrimination/harassment officials is the person alleged to be engaged in discrimination/harassment, the complaint shall be filed with one of alternate officials or any other school employee the student or employee chooses.

**TITLE VI OF THE CIVIL RIGHTS ACT OF 1964**

Title VI prohibits discrimination based on race, color, and national origin.

**TITLE VII OF THE CIVIL RIGHTS ACT OF 1964**

Title VII prohibits employment discrimination based on race, color, religion, sex and national origin.

**TITLE IX**

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students will also receive training for leadership roles as they work collaboratively with their peers, educators and parents in monitoring, evaluating and changing school policy and curriculum in keeping with the provisions of Chapter 622 and Title IX.

**CHAPTER 622**

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantage, privileges, and courses of study of such public school on account of race, color, sex, religion, or national origin.

**THE AMERICANS WITH DISABILITIES ACT OF 1990**

The ADA prohibits discrimination by any public entity against persons with disabilities.

**SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 prohibits discrimination on the basis of disability.

**THE AGE DISCRIMINATION ACT OF 1975**

The Age Act prohibits discrimination on the basis of age.

## APPENDIX B

### LEGAL ISSUES

*The following Federal Regulations and Massachusetts General Laws were used as guidelines in the development of this Handbook.*

Chapter 51	Protective Eye Devices
Chapter 71, Section 32A	Parental Notification Act
Chapter 71	Tobacco Use
Chapter 119, Section 51A	Child Abuse
Chapter 266, Section 102A-1/2	Hoax Devices
Chapter 269, Section 17	Hazing
Chapter 622 & Title IX	
Title IX	Sex Discrimination
Chapter 622	Discrimination in Public Schools
MGL 151C, Chapter 622	Harassment
Chapter 71, Section 34H	Non-Custodial Parents' Rights
Chapter 71, Section 37H	Expulsion: Weapons/Assault
Chapter 71, Section 37H-1/2	Suspension/Expulsion: Felony
Chapter 272, Section 99.....	Audio, Video Taping

#### CHAPTER 51

##### Protective Eye Devices

An act requiring pupils and teachers to wear eye protective devices when attending certain classes in public schools:

"The School Committee of each city or town shall require each pupil and teacher in a public school to wear industrial quality eye protective devices, approved by the Department of Public Safety, while attending classes in vocational or industrial art shops or laboratories, in which caustic or explosives are used or in which welding of any type, repair or servicing of vehicles, heat treatment or tempering of metals, of the milling, sawing, stamping or cutting of solid materials or any similar dangerous process is taught, exposure to which might have a tendency to cause damage to the eyes. Visitors to such classrooms or laboratories shall also be required to wear protective devices."

#### CHAPTER 71, Section 32A

##### Parental Notification Act

General Laws Chapter 71, Section 32A, commonly referred to as the Parental Notification Act, requires schools to notify parents / guardians of public school students of all curriculum which primarily involves human sexual education or human sexuality issues. The Attleboro School District has a comprehensive health education program which includes developmentally appropriate instruction in personal growth, human sexuality, and HIV / AIDS prevention which builds sequentially from the elementary through the high school years.

Where education on sexuality issues is a *primary* focus of a course or unit, such as in puberty education in the elementary schools, or Personal Development and Human Sexuality courses in the middle and high schools, parents will be sent a letter of notification, with the option of exempting their child from the course or unit.

Where sexuality issues are peripherally related to the intent of the instruction, such as in courses or units in Biology, Anatomy and

Physiology, current events, HIV awareness or assault prevention as part of a comprehensive health program, there will be no further notification.

The School Department strongly recommends that all students participate in the curriculum specified by the Health Advisory Committee and approved by the School Committee.

If, however, parents or guardians wish to exempt their children from any portion of the curriculum which involves human sexuality issues, they may do so through written notification to the principal. No child so exempted shall be penalized by reason of such exemption.

Curricular materials related to human sexuality courses or units are available for review at parents' nights or by appointment by contacting the Health Coordinator.

#### **CHAPTER 71**

##### **Tobacco Use**

According to Massachusetts General Laws Chapter 71, there is to be no use of any tobacco products by any student or staff in SCHOOL, on SCHOOL GROUNDS, or in a SCHOOL BUS (subject to disciplinary code.) Additionally: tobacco products visibly displayed by any student will be surrendered to any faculty, staff or administrator.

Attleboro Health Department Regulation 23, Section 6A, make it unlawful for any person to smoke on public and private school grounds. Such violation shall be subject to fines and penalties. Attleboro Health Department Regulation 23, Section 10 prohibits a minor from possession of a tobacco product in any public place, and or open public place within the City of Attleboro. Any minor found in possession of any tobacco product shall have the product confiscated and be subject to fine and penalty.

#### **CHAPTER 119, Section 51A**

##### **Child Abuse Law**

Under Massachusetts General Laws Chapter 119, Section 51A, any public or private school teacher, educational administrator, guidance or family counselor, nurse or social worker, as well as certain other professionals, who in his/her professional capacity believes that a child under eighteen is suffering serious physical or emotional injury resulting from abuse or neglect, must immediately report such cases to the Department of Children and Families.

#### **CHAPTER 266, Section 102A-1/2**

##### **Hoax Devices**

The new statute establishes that it is a felony for any person to possess, transport, use, or place, or cause another to possess, transport, use, or place, a fake bomb or "hoax device" with the intent to cause anxiety, unrest, fear, or personal discomfort to any person or group of persons. The statute defines a "hoax device" as any device that would cause a person reasonably to believe that it places in danger life or property by fire or explosion. A person convicted under this statute may be fined up to \$5,000 and/or sentenced up to two and one-half years in a house of correction or five years in a state prison.

Existing laws criminalize false fire alarms (G. L. c. 266 sec. 13) and false reports of the location of any explosive or other dangerous substance (G. L. c. 266 sec. 14).

#### **CHAPTER 269, Section 17**

This law was amended in 1985 to include the following sections on prohibiting the practice of hazing:

##### **Hazing**

Whoever is principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen (not presented here), 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 weather, forced consumption of any food, liquor, beverage, drug or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

#### Section 18

Whoever knows that another 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 five hundred dollars.

#### Section 19

Statement of Compliance and Discipline Policy required from the Hazing Section of State Law.

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledges or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen. Each secondary school and each public or private school or college 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 the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents in the case of secondary schools, then the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such a report. Added at St. 1985, c.536.

#### **CHAPTER 622 AND TITLE IX**

Two important pieces of legislation affecting the public schools have been implemented at the federal and state levels respectively. Title IX of the Educational Amendments of 1972, the federal law, prohibits discrimination in school on the basis of sex. Chapter 622 of the General Laws, Acts of 1971, the state law, prohibits discrimination in schools on the basis of race, color, sex, religion or national origin. These are somewhat different in scope and coverage and are explained separately below:

#### **Title IX – Prohibits Sex Discrimination**

Congress passed Title IX of the Educational Amendments of 1972, which prohibits sex discrimination in federally assisted educational programs. On May 27, 1972, President Ford signed the final version of the regulations, which govern legislation. The governing regulations effective July 21, 1972, cover all aspects of sex discrimination in schools with regard to admissions, treatment of students and employment. Specifically, Title IX states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or subjected to discrimination under an education program or activity receiving Federal Financial Assistance.

Copies of Title IX may be obtained from the U. S. Department of Education Office of Civil Rights, 33 Arch Street, Ninth Floor, Boston, Massachusetts 02110. Telephone: 617-289-0111.

#### **Chapter 622 – “An Act to Prohibit Discrimination in the Public Schools”**

Passed in August 1971, Chapter 622 of the General Laws, Acts of 1971, is referred to as "An Act to Prohibit Discrimination in the Public Schools."

The Law reads as follows:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the

advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin.

This law makes it clear that all aspects of public school education must be fully open and available to members of both sexes and of minority groups. No school may exclude a child from that public school on account of race, color, sex, religion or national origin of such child.

On June 24, 1975, the State Board of Education approved regulations for Chapter 622. These regulations address five areas of school policy: school admissions, admission to courses of study, guidance, course content and extra-curricular and athletic activities.

Copies of the law and the regulations pertaining to Chapter 622 can be obtained from the Office of the Civil Rights, U.S. Department of Education, Five Post Office Square – 8<sup>th</sup> Floor, Boston, MA 02109-3921 - (617) 289-0111.

The Attleboro School Committee supports Title IX and Chapter 622 and discriminates neither in employment nor educational programs and activities on the basis of race, color, sex, religion or national origin. Any questions or grievances regarding Chapter 622 may be directed to the local coordinator, the Assistant Superintendent.

### Harassment

#### Massachusetts General Laws: MGL 151C, Chapter 622

Attleboro Elementary Schools will provide to all an environment free from harassment. The schools are committed to courteous and considerate treatment of students and employees at all times as an accepted standard of behavior. Attleboro Elementary Schools will have an atmosphere free of tension caused by demeaning or inappropriate gender identity, religious, racial, sexual or ethnic comments. It is the policy of Attleboro Elementary Schools to prohibit harassment by any of its agents, officers, employees or students and has set forth a process by which allegations of harassment may be filed, investigated and resolved.

#### Responsibility:

It is the obligation of each person to report any conduct which violates the harassment policy at all Attleboro Elementary Schools regardless of whether or not the person is a victim; whether the violator is a student, agent or staff member; and regardless of the sex of the offender. This policy also applies equally to all individuals at all Attleboro Elementary Schools, and covers all relationships including, but not limited to, peer relationships, student/staff and student/teacher. Everyone in all Attleboro Elementary Schools is responsible for ensuring that his or her behavior is free from sexual harassment or any form of harassment and no individual should engage in, condone, or encourage harassing behavior.

### Definitions

#### **Harassment:**

In General: Harassment includes communications such as gestures, jokes, comments, innuendoes, notes, display of pictures or symbols, communicated in any form, including orally, in writing, or electronically via the Internet, cell phones, text messaging or in any other way, that shows disrespect to others based upon race, color, sex, religion, national origin, sexual orientation, age, or disability. The act of bullying/cyber-bullying may accompany harassment.

Bullying/cyber-bullying is the severe and/or 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 another student that has the effect of:

#### **(Harassment continued)**

- causing physical or emotional harm to the other student or damage to the other student's property;
- placing the other student in reasonable fear of harm, or of damage to their property;
- creating a hostile environment at school for the other student;
- infringing on the rights of the other student at school; or
- materially and substantially disrupting the education process or the orderly operation of a school.



### **Sexual Harassment:**

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee as a basis for education, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education, or participation in extracurricular activities.
4. The conduct creates an intimidating, hostile, or offensive work or school environment.

### **HARASSMENT AND RETALIATION PROHIBITED**

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors, and other individuals in school or at school-related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Attleboro Public Schools.

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

### **NONDISCRIMINATION/ANTI-HARASSMENT PROCEDURES**

#### **Investigation Process**

Any individual who believes he or she has been harassed, or who has witnessed or learned about the harassment of another person in the school environment, should inform the School Principal or appropriate discrimination/harassment complaint official as soon as possible. If the individual does not address the problem in an effective manner, the individual should inform the appropriate discrimination/harassment complaint official. The discrimination/harassment complaint officials for the Attleboro Public Schools are:

#### **Titles VI, VII, IX, Chapter 622, and Age Discrimination Coordinator**

Laurie Regan, Assistant Superintendent  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799  
(508) 222-0012, ext. 1166

#### **Section 504/Americans with Disabilities Act (ADA)**

Ivone Medeiros, Director of Special Education and Student Support Services  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro, Massachusetts 02703-2799  
(508) 222-0012, ext. 1403

#### **Titles VI, VII, IX, Chapter 622, Section 504/ADA and Age Discrimination Appeals Officer**

Laurie Regan, Assistant Superintendent  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro Massachusetts 02703-2799  
(508) 222-0012, ext. 1166

#### **U.S. Department of Education Office of Civil Rights**

Five Post Office Square, 8th Floor

Boston, MA 02109-3921  
Phone: (617) 289-0111  
Fax: (617) 289-0150

The Attleboro Public Schools will promptly investigate every complaint of harassment. If it determines that harassment has occurred, it will take appropriate action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements.

Complaints between the alleged victim and the alleged harasser may be handled two ways: through an Informal or Formal Procedure.

- A. A student who has a complaint against another student may choose to use the Informal Procedure.
- B. An employee who has a complaint against another employee may choose to use the Informal Procedure.
- C. A student who has a complaint against an employee shall be handled only through the Formal Procedure.

In certain cases, the harassment of a student may constitute child abuse under state law. The Attleboro Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

Please note that if the student or employee who is the alleged victim or the alleged harasser chooses not to utilize the Informal Procedure, or feels that the Informal Procedure is inadequate or has been unsuccessful, s/he may proceed to the Formal Procedure.

#### **APPEALS**

A party may appeal the decision of the school principal or the discrimination/harassment complaint official in writing to the Superintendent within fifteen (15) workdays of receipt of the findings of the formal procedure. The Superintendent will review the adequacy of the investigations and the conclusions. Parties will be given an opportunity to present their case to the Superintendent.

#### **REPORTING OF POTENTIAL PHYSICAL AND/OR SEXUAL ABUSE**

Several behaviors listed as sexual harassment may also constitute physical or sexual abuse. Sexual abuse is defined as any act or acts by any person involving sexual molestation or exploitation of a child, including but not limited to incest, prostitution, rape, sodomy, or any lewd or lascivious conduct involving a child. Thus, under certain circumstances, alleged harassment may also be possible physical and/or sexual abuse under Massachusetts law. Such harassment or abuse is subject to the duties of mandatory reporting and must be reported to the Department of Social Services within 24 hours of the time the educator becomes aware of the suspected abuse.

#### **CONFIDENTIALITY**

The Attleboro Public Schools recognizes that both the alleged victim and the alleged harasser have strong interests in maintaining the confidentiality of the allegations and related information. The privacy of the alleged victim, the individual(s) against whom the complaint is filed, and the witnesses will be respected as much as possible, consistent with legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

#### **CHAPTER 71, Section 34H**

##### **Non-custodial Parents' Rights**

General Laws Chapter 71, Section 34H, commonly referred to as the Non-Custodial Parents' Rights. It is the policy of the Attleboro School Committee that, as required by General Laws Chapter 71, section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Elementary and Secondary Education Regulations. The school District will follow the law and the attachments recommended by the Massachusetts Department of Elementary and Secondary Education to standardize the process by which public schools provide student record to parents who do not have physical custody of their children ("non-custodial parents"). The implementation of this policy will hopefully encourage parents to be involved in and informed

about the education of their children, while protecting the rights and safety of all parties. (File KBBA)

**CHAPTER 71, Section 37H**

**EXPULSION FOR POSSESSION OF A DANGEROUS WEAPON OR A CONTROLLED SUBSTANCE OR ASSAULT OF EDUCATIONAL PERSONNEL**

The Superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall

not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine-readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

#### **CHAPTER 71, Section 37H1/2**

#### **SUSPENSION/EXPULSION FOR A FELONY CHARGE OR CONVICTION**

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

**CHAPTER 71, Section 37H3/4**  
**SUSPENSION/EXPULSION FOR ALL OTHER STUDENTS**

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more

than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.



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tear here and return to your child's school

## Attleboro Public Schools Parent Acknowledgement

I have reviewed and I understand the regulations and policies contained in the Attleboro Public Schools Middle School Handbook as they pertain to my son/daughter.

I understand that my son/daughter is responsible for following the regulations and policies of the Middle Schools.

I am aware of the parental role regarding attendance, tardiness, dismissal, emergency information, publication releases, family vacations, general information, medical information, transportation policy, Student Code of Conduct, disciplinary policy, district policy, and legal issues.

I understand that Attleboro Public School Policy Book is available on the district website and individual school websites as well as in the Superintendent's Office. I may call and make an appointment to review it.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
(Please Print Student's Name)

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The Attleboro Public School System does not discriminate on the basis of age, color, disability, national origin, race, gender identity, religion, sex, or sexual orientation.*