

**Attleboro Public Schools  
Attleboro Community Academy**

**Student Handbook  
2019-2020**

## ATTLEBORO PUBLIC SCHOOL DISTRICT

Attleboro Community Academy  
Donna Maria Cameron, Principal  
Christine Baker, Guidance

508-222-5150  
Extension 1370  
Extension 1307

### **GENERAL POLICIES AND TERMS**

#### **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
Scott Domenici	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 or expression, age, disability, sexual orientation, homeless status, religion, pregnancy or pregnancy related conditions.**

## Table of Contents

### Introduction

Letter from the Principal	
Mission Statement	4
Welcome	4
General Principles	4
Enrollment Process	5
Contact Information	5

### Academics

Academic Expectations	5
Graduation Requirements	5
Grades and Report Cards	6
Class Speaker	6
Student Achievement Award	6
Field Trips	7
Homework Policy	7
Attendance Policy	7
Attleboro High School Classes	8
Dual Enrollment	8

### Student Services

Guidance	8
Post Graduate Planning	8
Clubs and Activities	8

Discipline	8
------------	---

### Student Records

#### Appendix A

School Committee Policies	43
---------------------------	----

Appendix B	62
------------	----

Parent/Guardian Acknowledgment Acknowledgment Form	72
--	----

## INTRODUCTION

### **Mission Statement**

Attleboro Community Academy blends rigorous academics and wrap - around services in a flexible learning environment within a structured school community. Students are encouraged to be active participants in their education through the development of critical and creative thinking, independent learning, and active citizenship.

### **Welcome**

Congratulations on taking this bold step towards completing your high school education. We are an innovative high school program, designed to meet the academic needs of students, who experience difficulties achieving in the mainstream classroom. Students are encouraged to reinvent themselves in a smaller community of learners intent on earning a high school diploma. Together, we will transform your high school experience into one that is positive, self-sustaining, and enriching.

Attleboro Community Academy is founded on the core belief that all students learn in their own unique way. We are a student-centered learning environment where students are expected to take ownership of their education. Our small, individualized, experiential curriculum addresses the needs of our diverse student body. Within the academy, separate programs exist to further individualize the student's education. Students, in collaboration with staff, may choose to stay within a distinct program or to move among the various programs as needed.

You will have many positive and life changing experiences as you pursue your dreams at Attleboro Community Academy. Our staff will honor your commitment to your own learning, and we will do all that we can to support and encourage your success. Your voice is important to us. As an active participant in your education, we want you to speak out regarding your concerns, suggestions, and ideas.

The Attleboro Public Schools ("District") does not discriminate against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age. The Attleboro Public Schools is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability. In addition to the protected classes identified above, as to employment practices, the District also may not discriminate based on genetic information, ancestry or status as a veteran. The District also provides equal access to the Boy Scouts and other designated youth groups. The District also does not discriminate against students on the basis of homelessness in a manner consistent with the requirements of the McKinney-Vento Act.

### **General Principles**

Our school is designed around 5 essential components for student success:

- ***Standards Based, Academically Rigorous Curriculum***
- ***Close Relationships with School Staff***
- ***Family Involvement***
- ***Community Involvement***
- ***Beyond High School*** – Career awareness and transitional planning are essential to continued success and are addressed on a regular basis. Students are encouraged to participate in vocational experiences, such as, internships, job shadowing, and work opportunities that are considered part of the total educational program and are available to students with the assistance of the School to Career Partnership Program.

## Enrollment Process

Students must meet all district policies regarding admissions. For students currently enrolled in the Attleboro Public Schools, the transfer into ACA takes place three times a year, at the beginning of every trimester. A student enrolling in the Attleboro Public Schools may enroll at any time. All students must have an admissions interview with the Associate Principal to ensure ACA is the appropriate placement. Students must attend a daylong orientation before beginning classes.

**Contact Information:** (508) 222-5150, Extension 1370

## ACADEMICS

### Academic Expectations

#### Habits of Mind

The Habits of Mind are comprised of six elements which define specific aspects of understanding, and which are interwoven throughout ACA's curriculum structure and assessment process. These habits inform our teaching practice, our school culture, and our behaviors. They include:

- Reflection: Understanding what one believes, the reason for those beliefs, and recognizing that there are different ways to express oneself, along with the ability to effectively communicate one's vision to others in different ways;
- Connections: Understanding why things are the way they are and developing the ability to see how seemingly separate parts of society, the world and life affect each other;
- Evidence: The ability to determine the difference between fact and opinion, and knowing where to find information and how to understand it;
- Possibilities: Recognizing that few things are inevitable. The ability to understand and evaluate complex ideas and issues and to understand that for any given situation, there could be multiple outcomes;
- Perspectives: Understanding the presence of bias in various forms of communication, recognizing the effect of these biases, and knowing how to discern the truth; and
- Relevance: Understanding the importance of different events, issues, ideas, and systems in one's own life and committing to using this awareness to make informed choices.

### Graduation and Degree Requirements

All students must pass the English Language Arts and Mathematics exam with a 240, and Science exam with a 220 (either Physics or Biology). This is a state mandated requirement. According to the Department of Elementary and Secondary Education:

*Beginning with the Class of 2010, students must earn a scaled score of at least 240 on the Grade 10 MCAS ELA and Mathematics tests or earn a scaled score between a 220 – 239 and fulfill the requirements of an Educational Proficiency Plan (EPP).*

**Graduation Requirements\*:** In order to earn an ACA diploma, a student must:

- a. Pass the English Language Arts, Math, and Science MCAS exams (see above)
- b. Earn a total of 110 credits. Courses range in credit from 2.5 – 5 credits.
- c. Complete Senior Research Methods and Financial Literacy and the Workplace courses
- d. Breakdown of Requirements:

i. Math	4 years
ii. English	4 years
iii. Social Science	4 years
iv. Science	4 years
v. World Language	2 years
vi. PE/Health	2 years
vii. Art	1 year

*\*The administration reserves the right to waive requirements on a case-by case basis*

### **Grades and Report Cards**

All grading is numerical:

A+ 97-100

A 94-96

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D+ 67-69

D 64-66

D- 60-63

F 00-59

P (pass) and F (fail) have no grade equivalent. "60" is the minimum passing grade.  
"59" is a failing grade.

**Final Assessments:** The final assessments are administered at the end of each trimester and are valued at 20% of the final grade.

**Report Cards:** Distribution of the school's computerized grading reports occurs three times during the year. Report cards will be distributed at the end of each Trimester.

### **Class Speaker**

The graduating class will select from among their peers one student whom they believe best represents them to give their graduation address. A student can self-nominate or can be nominated by another senior. The criteria for selection is based on the student's influence on his/her peers and community, the belief that the student has a valuable message to share with them, and the student's ability to accurately reflect the class as a whole.

### **Student Award for Excellence**

The faculty will select among the graduates, one student to receive the Student Award for Excellence. The criteria for selection is based on academic performance, attendance, ability to take responsibility, community commitment, and overall academic, social and emotional growth.

### **Homework Policy**

#### **Purposes of Homework**

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. These assignments complement class work and are relevant to the curriculum. Homework is a

natural extension of the school day and an important part of a student's educational experience. Homework encourages self-discipline, pride in one's work, positive self-esteem, and an interest in learning. Homework also reinforces the connection between home and school. If a student is unable to complete homework in a timely fashion s/he will be assigned a before-school or after-school study hall for academic support.

### **Types of Homework**

Homework may be assigned as preparation for upcoming lessons or as an extension of class work.

- Preparation homework is given to prepare a student for upcoming lessons.
- Practice homework is designed to reinforce lessons already taught in class.
- Extension/creative homework is intended to provide challenging learning opportunities for enrichment and extension of the lesson. These assignments promote inquiry, problem solving, discovery, analysis and application of essential concepts.

### **Field Trips**

Attleboro Community Academy embraces the core belief that learning extends beyond the classroom. Therefore, all students are required to attend structured field trips related to their courses.

### **Attendance Policy**

In order for students to be an active and responsible participant in their education, it is expected students will come to school every day. The shortened nature of the trimester puts additional constraints on our classroom time. Therefore, we maintain a strictly enforced attendance policy. Students are allowed four absences from class. Missed classes must be made up within two weeks of the absence. It is the responsibility of the student to schedule a makeup session with the teacher and the school office. Students must call into the office when they are absent. Any tardiness in excess of fifteen (15) minutes will be considered an absence. Four (4) combined tardies of less than fifteen (15) minutes each will be considered an absence. Failure to abide by this policy will result in withdrawal from the course where the absence occurred. Absences are excused for the following reasons only:

- Death in the immediate family
- Observance of a major religious holiday
- Appearance in out-of-state court
- Documented medical excuse provided the day the student returns
- Temporary housing relocation

The school will notify a parent or guardian of the student's absence if the school has not received notification of the absence from the parent or guardian within 3 days of the absence. In accordance with M.G.L. c.76, § 1, all children between the ages of six (6) and sixteen (16) must attend school. The Attleboro Public Schools, pursuant to M.G.L. c. 76, § 1B, has a policy of notifying the parent or guardian of a student who has at least five (5) days in which the student has missed two (2) or more periods unexcused in a school year or who has missed five (5) or more school days unexcused in a school year. This policy requires that the school principal, or a designee, make a reasonable effort to meet with the parent or guardian of a student who has five (5) or more unexcused absences to develop action steps for student attendance.

The Attleboro Public Schools will notify the parent or guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year. The school principal will make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal or headmaster, or a designee, the student and the student's parent or guardian and with input from other

relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

### **Attleboro High School Classes**

A student enrolled in ACA may take a class at Attleboro High School if that class is not offered at ACA. Enrollment must be approved by the student's guidance counselor and the Attleboro High School guidance department.

### **Dual Enrollment**

Juniors and seniors who have a GPA of 3.0 or higher may be eligible for participation in a dual enrollment program with Bristol Community College where they can earn both high school and college credit. Information may be obtained from the student's Guidance Counselor.

## **STUDENT SERVICES**

### **Guidance**

The guidance department is at the center of the students' academic life. Upon admission, the guidance counselor, in conjunction with the student and family members, develop an individualized learning plan. The ILP is based on the student's incoming transcript, core academic requirements, and the student's unique learning interests and abilities. The academy is not structured around a predetermined grade level progression; rather the individualized learning plan sets a targeted graduation date that can be modified at the yearly review of the ILP

### **Mentor Program**

Students will be matched with a community mentor. The mentor will be an additional source of support, encouragement, and a positive role model for the student. participation in the program is highly encouraged.

### **Post Graduate Planning**

Post graduate planning begins with the development of the ILP and continues throughout the students' years with us. Field trips are an opportunity to visit job sites, interact with professionals, and post-secondary schools. Students are required to take a life skills class in their final year that guides them through an in-depth career exploration process.

### **Clubs and Activities**

Students in good academic standing are eligible to participate in any of the clubs and activities offered at Attleboro High School as long as it does not conflict with the student's scheduled classes.

### **Social and Civic Expectations**

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.

All persons in the school must have the opportunity to grow personally, socially, and intellectually, as well as the opportunity to exercise their 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 and special events of the school both on and off campus (e.g. graduation, graduation-related activities, or any school related activity) including school-sponsored trips and those times when school buses or other methods of school-provided transportation are used. Behavior which is disruptive to individual student learning or to the environment of



the ACA will not be tolerated. A student's participation in extra-curricular or athletic activities is a privilege, not a right or an entitlement. Whether a student is in school or in the community, failure to meet the ACA social and civic expectations may result in revocation of such privileges including but not limited to, elected or appointed leadership positions such as team captain, officer in student government, etc.

## **DISCIPLINE POLICIES AND PROCEDURES**

While in school, each of us has a responsibility to our education as well as the safety and well-being of ourselves and others. Students are required at all times to respect the good working order of the school and the considerable efforts of its staff. It is always our priority to avoid punitive responses to situations that are better served with a healthy dialogue, and minimal classroom absence. Wherever possible, ACA endorses a restorative justice approach to disciplinary infractions.

The Code of Conduct applies to the behavior of a student while he/she is in school, at a school-sponsored activity, and on his/her way to and from school. It is expected of each student that he/she can and will adhere to school policies.

### **Dress and Appearance**

The primary responsibility for a student's attire resides with the student and families/caregivers. The school district and individual schools are responsible for seeing that student attire does not cause disruption or disorder within the school, interfere with the health or safety of any student, or contribute to a hostile or intimidating atmosphere for any student. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes. Shirts and dresses must have fabric in the front, back, and on the sides (under the arms). Clothing must cover undergarments (waistbands and straps excluded). Clothing fabric must be opaque. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other classroom or activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Students may not wear:

- Clothing that contains violent language or images
- Clothing that contains images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that contains hate speech, profanity, pornography, or gang affiliation
- Clothing that contains images or language that create a hostile or intimidating environment based on any protected class.
- Hats, hoods, helmets or anything else that obscures the face or prevents identification of students in person or on security cameras (except as a religious observance)
- Bathing suits
- Shoes with wheels in the heel.
- Flip flops, slides, and open toed, backless sandals are all unsafe footwear at our elementary schools

Students who fail to meet these standards will be required to make appropriate changes. This list is not meant to be all-inclusive. Fads and styles change quickly and require the judgment of the school administration and staff in the areas of health, safety, and disruptions to the educational process.

### **Video Surveillance**

Attleboro High School has 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 and are generally not maintained as a student record.

### **Search and Seizure Policy**

The Attleboro School Committee recognizes that School Administrators are under an obligation to ensure that reasonable safety, discipline and good order be maintained by and for all students at all times. It also recognizes, however, that students have certain constitutional rights. It is to balance the sometimes-conflicting need of school officials to ensure order and safety on the one hand, and the need to insure applicable constitutional rights of students on the other hand that this policy is written.

### **Search of Student Lockers and Desks**

1. Lockers and desks are the property of the Attleboro Public Schools. The Attleboro Public Schools maintain control of all locks affixed to lockers. No other locks are permitted; and such locks will be removed by the school administration.
2. Students shall not have any expectation of privacy in school lockers and desks and should be aware that school lockers and desks may be searched at any time by school officials.
3. It is prohibited to store any illegal items/substances or items/substances in violation of any school rule or Federal, State or Local law in a locker or desk.
4. Items/substances prohibited from being in lockers include but are not limited to: guns/knives/weapons (real or fake), drugs or alcohol, fireworks/explosives, fire/smoke/odor producing products, and any other evidence of a school rule or legal violation.
5. Students should be aware that, at the discretion of a school administrator, a student's locker or desk may be searched at any time and prohibited items/substances will be seized.

### **Search of Students and Their Belongings**

1. Search of a student will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. Search of a student may extend to articles of clothing such as pockets; and to the removal and search of outer garments such as hats/caps/headgear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, or backpacks.
2. Search of a student's belongings or of a student's automobile parked on school property will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. When reasonably possible, search of a student's belongings not in the immediate possession of the student or of a student's automobile parked on school property will be in the presence of the

student(s) whose conduct is under scrutiny and in the presence of a second school official. Use of canines on the exterior of vehicles or other items to detect odors do not constitute a search.

3. Should a student refuse to voluntarily comply with a request for a search, the student must be detained until parents, and, if necessary, police, can arrive at school to assist, as appropriate, in the investigation.
4. Search of a student or his/her belongings in accordance with the above policy may take place at school or at any school sponsored event on or off school property or during the transportation to such event.

### **The Discipline Process**

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. 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.

Under the Fourteenth Amendment to the Constitution, students are guaranteed due process and fair treatment at school. (Students may have additional rights pursuant to laws governing the provision of educational services to students with disabilities.) Therefore, prior to a school administrator taking disciplinary action against a student, the school administrator shall provide the student with appropriate due process. When the disciplinary action consists of suspension or a lesser penalty, this process shall consist of informing the student of the charges against him/her and giving the student an opportunity to respond.

In situations where an investigation must be conducted due to a disparity between the charges against a student and the student's response to those charges, a student may be sent home during that investigation if the charges concern a violation of the law and/or a threat to the safety of the student or others in the school community. If, at the conclusion of the investigation, the student is suspended, the time out of school due to the investigation will be counted as out-of-school suspension days. If the student is not suspended, the time out of school due to the investigation will be counted as an excused absence.

### **STUDENT DUE PROCESS PROCEDURES**

#### **Due Process Under M.G.L. 71, Section 37H 3/4**

#### **Definitions Under M.G.L. c. 37H 3/4**

Superintendent – the Superintendent and/or designee for disciplinary purposes.

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. \* *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.*

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for

multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Suspensions or exclusions pursuant to M.G.L. c. 71, §§37H and 37H ½ to not count towards the calculation of the number of days of suspension under M.G.L. c. 71, § 37H ¾. Similarly, days of emergency removal do not count as days of suspension under M.G.L. c. 71, § 37H ¾.

Principal: the primary administrator of the school or the Principal's designee for disciplinary purposes.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

*(Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ only. For offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below)*

In every case of student misconduct under M.G.L. c. 71, § 37H ¾ for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Emergency Removals; M.G.L. c. 71, § 37H ¾:

A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall: (1) make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate

Before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent, the Principal must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below,, as applicable, and the parent an opportunity to attend the hearing.

Additionally, the Principal is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension at set forth below, whichever is applicable.

A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

In-School Suspension M.G.L c. 71, § 37H ¾:

In-School Suspension; M.G.L c. 71, § 37H ¾/4: means removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

Due Process for In-School Suspension; M.G.L c. 71, § 37H ¾/4: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Principal's Decision – In-School Suspension; M.G.L c. 71, § 37H ¾: – On or before the day of suspension, the principal shall send written notice to the student and parent about the In-School Suspension, including the reason and the length of the In-School Suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension; M.G.L c. 71, § 37H ¾

Short-term suspension; M.G.L c. 71, § 37H ¾/4: means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Due Process for Short-Term Suspension; M.G.L c. 71, § 37H ¾/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice – Short-Term Suspension; M.G.L c. 71, § 37H ¾/4: Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where

appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Principal's Hearing - Short-Term Suspension; M.G.L c. 71, § 37H 3/4:

At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Principal's Decision – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in M.G.L. c. 76, 21. The determination shall be in writing and may be in the form of an update to the original written notice. The Principal's decision shall be final with no opportunity for appeal.

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Long-Term Suspension; M.G.L c. 71, § 37H 3/4

Long-term suspension; M.G.L c. 71, § 37H 3/4: means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Due Process for Long-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is

charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the following rights: (1) in advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; (2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; (3) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (4) the right to cross-examine witnesses presented by the school; and (5) the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made; and a copy will be provided to the student and parent upon request.

Principal's Hearing - Long-Term Suspension; M.G.L c. 71, § 37H 3/4:

The student will have the rights identified in the written notice and the principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Principal's Decision – Long-Term Suspension: M.G.L c. 71, § 37H 3/44:

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a Long-Term Suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the principal's decision to the Superintendent or designee, but only if the principal has imposed a long-term suspension.

Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that (b) the Long-Term Suspension will remain in effect unless and until the Superintendent decides to reverse the principal's determination on appeal.

Superintendent Appeals – Long-Term Suspension; M.G.L c. 71, § 37H 3/4:

A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ following a hearing with the principal shall have the right to appeal the principal's decision to the Superintendent. The student or parent shall file a notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

Superintendent Appeal Hearing; M.G.L c. 71, § 37H 3/4:

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension. The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension as identified above.

Superintendent's Decision; M.G.L c. 71, § 37H 3/4: The Superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate.

If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the principal but, shall not impose a suspension greater than that imposed by the principal's decision.

The decision of the Superintendent shall be the final decision of the Attleboro Public Schools with regard to the long-term suspension.

Opportunity to Make Academic Progress:

Less Than 10 Consecutive Days - Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.



More than 10 Consecutive Days - Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, in accordance with the school's education service plan.

**M.G.L. c. 71, Section 37H and 37H ½ Offenses (Dangerous Weapons, Drugs, Assaults on Staff, and Criminal Felony Matters)**

Short-Term Suspension; M.G.L. c. 71, §§ 37H and 37H 1/2 - For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Exclusion/Expulsion; M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student for means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

**Dangerous Weapons, Drugs and Assaults on Staff - M.G.L. c, 71, §37H**

1. 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 Attleboro Public Schools by the Principal.
2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to expulsion from the Attleboro Public Schools by the Principal.

Principal's Hearing, Long-Term Exclusion – 37H - Any student who is charged with a violation of either paragraphs 1 or 2 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, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – 37H - Any student who has been expelled from the Attleboro Public Schools 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.

Opportunity to Make Academic Progress - 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 in a manner consistent with M.G.L. c. 76, § 21. If the student moves to another school district during the period of suspension or expulsion, the new school district shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21.

Suspensions or expulsions are decisions that must consider a student's due process rights. Building Principals or designees are required to report to the police department the presence of any weapon on school premises.

#### Felony Complaints - M.G.L. c. 71, § 37H ½

##### Issuance of a Felony Criminal Complaint

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.

Notice of Principal's Hearing – Long-Term Exclusion – 37H 1/2 - 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.

Appeal to the Superintendent- Long-Term Exclusion - 37H 1/2 - The student shall have the right to appeal the suspension to 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 be represented by counsel at student's own expense. 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 Attleboro Public Schools with regard to the suspension.

##### Adjudication of Delinquency, Admission of Guilt or Conviction

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.

Notice of Principal's Hearing – Long-Term Exclusion - 37H 1/2 - 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.

Superintendent's Appeal – Long-Term Exclusion - 37H 1/2 - 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. The hearing, the student shall have the right to present oral and written testimony on his behalf; and shall have the right to be represented by counsel at student's own expense. 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 Attleboro Public Schools with regard to the expulsion.

#### Opportunity to Make Academic Progress

The Attleboro Public Schools shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student moves to another school district during the period of suspension or expulsion, the new school district shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21.

### **RESTRAINT POLICIES AND PROCEDURES**

The Attleboro Public Schools recognizes that on occasion physical restraint is required to protect the safety of school community members from serious, imminent physical harm. Physical restraint may be used only as an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed in appropriate under the circumstances. Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. Physical restraint shall not be used: (a) as a means of discipline or punishment; (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Nothing in Attleboro Public Schools policy, or the applicable regulations, prohibits: (a) the right of any individual to report to appropriate authorities a crime committed by a student or other individual; (b) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or (c) the exercise of an individual's responsibilities as a mandated reporter pursuant to MGL c. 119, § 51A. The Attleboro Public Schools complies with the requirements of Massachusetts regulations governing the use and reporting of physical restraint in schools, 603 CMR 46.00.

## STUDENT RECORDS

The Attleboro Public Schools complies with applicable federal and state laws and regulations pertaining to Student Records. Those laws and regulations are designed to ensure a parent's and eligible student's rights to access, inspect, and to request amendment of the child's student record.

The Massachusetts Student Record regulations and the Family Educational Rights and Privacy Act (FERPA) apply to educational records maintained by a school on a student in a manner such that he or she may be individually identified. The regulations divide the record into the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The 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 system about the student. This may include such things as standardized test results, class rank, school sponsored extra-curricular activities, and evaluations and comments by teachers, counselors, and other persons. The temporary record is destroyed no later than seven (7) years after the student leaves the school system.

The following is a summary of major parent and student rights regarding their student records:

***Inspection of Record*** - A parent, or a student who has entered the ninth grade or is at least fourteen (14) years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within ten (10) days of the request, unless the parent or student consents to a delay. In the event the parent/student requests copies of a student record, the District may charge the parents/student for said copies at the District rate.

***Confidentiality of Record*** - With a few exceptions, no individuals or organizations but the parent, student, and authorized school personnel are allowed to have access to information in the student record without specific, informed, written consent of the parent or the student.

***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, with limited exception under state and federal law, the parent and student have the right to request that information of the record be amended or deleted. The parent and student have a 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 to higher authorities in the school system.

***Directory Information*** - Federal law requires that the District release the names, addresses and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the District may release the following directory information about a student without prior consent: a student's name, address, telephone listing, date and place of birth, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, degrees, honors and awards, post-high school plans and directory information such as homeroom assignments. However, in all instances, parents may request that such directory information not be released without prior consent by notifying their school building office in writing by the end of September of each school year.

***Destruction of Records*** - The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves 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 603 CMR 23.07(4)(g), it is the practice of the Attleboro Public Schools to forward the student record of any student who seeks or intends to enroll, or already has enrolled in another public-school district, if the disclosure is for purposes of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

**Non-Custodial Parents** - Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public-school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first-class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c.71, §34H, 603 CMR 23.07.

**Third Party Access** - Authorized school personnel, to include: (a) school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity; (b) administrative office staff and clerical personnel, employed by the school committee or under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record; and (c) the Evaluation Team which evaluates a student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary.

**Complaints** - A parent or eligible student has a right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5901, (202) 260-3887 or with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148, (781) 338-3300. If you have any questions regarding this notice or would like more information and/or a copy of the Massachusetts Department of Education Student Record Regulations, please contact the building principal.

#### **Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the

student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.

2. *Receive notice* and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. *Inspect*, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

The Attleboro Public Schools will/has develop(ed) and adopt(ed) policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE; and any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

#### **Special Education and Section 504**

Under the Individuals with Disabilities Education Act ("IDEA") and M.G.L. c. 71B, some students with disabilities may be eligible for services if they require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Students may be referred to the Department of Student Services for an evaluation of eligibility

for special education services. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Within forty-five (45) school days of receipt of the parent(s)' consent, an evaluation will be conducted; and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ." Title II of the Americans with Disabilities Act of 1990 (Title II) is a federal law that applies to public entities, including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. Compliance with the IDEA is one means of complying with Section 504.

Additionally, the Attleboro Public Schools provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. The Attleboro Public Schools is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity.

## **HEALTH EDUCATION AND SERVICES POLICIES**

### **FIRST AID EMERGENCIES**

All accidents resulting in injury must be reported to the School Principal. Proper referral will be made as necessary. Parents are asked to supply current phone numbers in case of emergency. It is essential that the 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.

### **IMMUNIZATIONS**

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

### **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 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, 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 and homeopathic products 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.
- 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 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 9th Grade student or upon entry to the District as set by the regulations of the Commonwealth of Massachusetts. Completed physical examination forms should be given to the Principal. Sports physicals are required every year according to MIAA regulations. In the event your child has a special medical concern, it is important to your child's safety and wellbeing that you contact the Principal to share 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 school year and be specific as to which screenings you do not wish your child to participate.

Scoliosis Screening: Postural screening is conducted for grade nine students. Parents are notified of any concerns and referred to a physician if necessary

Vision and Hearing Screening: Vision and hearing screening is conducted for students in grade ten. Parents are notified of any concerns and referred to a physician if necessary.



Body Mass Index BMI Screening: Growth Screenings are conducted on students in grade 10. Height and weight are measured and calculated into BMI or Body Mass Index. Parents may request results from the Health Office.

SBIRT Survey: (Screening, Brief Intervention, and Referral to Treatment) All 9<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 out your child by sending in a letter to the Health Office.

Confidentiality: 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.

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

Due to the increase of 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 nurse of the child’s known allergies or medical issues.
- Notify the school nurse in writing as soon as possible after a new diagnosis of an allergy or other medical concern.
- Provide medical documentation from the child’s health care provider including a written order for any emergency medication.
- Complete and annually update the Medical Information form, which must be on file in the nurse’s office.
- Educate your child in an age appropriate self-management awareness of his or 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.

### **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 medication will not be accessible. Please be aware and plan accordingly to have an extra supply available to be assured that your child will have access to their emergency medications on these off hours. Emergency medication such as EpiPens and inhalers will automatically be sent with the student on field trips.

### **PEANUT/NUT SAFE PRACTICES**

Attleboro Public schools observe peanut/nut safe practices which requests peanut/nut products not be brought into academic areas. Strict avoidance of peanut/nut product 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 snacks containing peanuts or nuts to school. A peanut/nut safe table will be available in the cafeteria upon request.

### **FRAGRANCE FREE STATEMENT**

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

## **GENERAL POLICIES AND TERMS**

### **BICYCLES AND SKATEBOARDS**

Students may secure bicycles in the racks outside of the Principal's Entrance. Students riding bicycles and skateboards to school must follow traffic rules. Students should drop skateboards off at their House Office. Riding of motorcycles, bicycles and skateboards on school sidewalks is strictly forbidden in keeping with Attleboro City Ordinances, 11-6.4, 11-6.6

### **CELL PHONES AND ELECTRONIC DEVICES**

Students may not use cell phones, portable media players, video equipment, or any other electronic devices in the classroom, unless such a device is considered assistive technology, or is part of an approved activity assigned by the classroom teacher. Cell phones may be used in the cafeteria during a student's assigned lunch period, and in hallways during passing times only. Cell phones may not be used on stairs or in stairwells for safety reasons.

Massachusetts General Law 272 Section 99 prohibits the audio or video recording of any persons without their express consent; students who record others without consent may be subject to the Cyber Harassment Policy and to court action. The inappropriate use of a video or picture cell phone is prohibited at all times and may also be subject to the Cyber Harassment Policy. Students who violate the cell phone policy will be subject to the consequences outlined in the Code of Conduct.

### **CYBER HARASSMENT/CYBER BULLYING**

Cyber harassment and cyber bullying are 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 harassers use this technology to spread their offensive messages via cell phones, personal computers, and the Internet, which tend to give them a sense of anonymity and embolden them to make their offensive behavior more vicious. Cyber Harassment will be treated similarly to Harassment.

### **HOMELESS STUDENTS**

To the extent practical and as required by law, the District will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided District services for which they are eligible, including pre-school programs, Title I, similar state programs, special education, ELL programs, vocational and technical education programs, RTI programs and school nutrition programs.

McKinney-Vento Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youths who are:
  - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubled-up");
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  - living in emergency or transitional shelters; or
  - abandoned in hospitals.
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- Migratory children who qualify as homeless because they are living in circumstances described above.

The McKinney-Vento Homeless Education Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency, as long as the student has been properly immunized. Information on lead screenings as well as immunization records may be transferred over the phone. Parents or Guardians intending to register students who are homeless should be aware of the following guidelines:

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
2. Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. If the child or youth continues his or her education in the school of origin but begins living in an area served by another school district, the school district of origin and the school district in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the school districts cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.
3. Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;
4. If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records;
5. A child who is homeless and attending any school served by the local educational agency is eligible for Title I services; and
6. A child who is homeless and attending any school served by the local educational agency is eligible for the Free and Reduced Lunch Program.

The Superintendent shall designate at least one staff member in the district to serve as the Children and Youth in Transition Liaison, whose role will be to fulfill the duties set forth in state and federal law. The Assistant Superintendent will act as the Liaison for the Attleboro Public Schools.

The Attleboro Public Schools will utilize the procedures for Dispute Resolution as defined in the McKinney-Vento Homeless Education Act Section 722(g): 42 U.S.C. 11432(g). If there is an enrollment dispute, the student shall immediately enroll in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing, and the district's liaison will carry out dispute resolution as provided by state rule.

### **IDLING OF MOTOR VEHICLES**

For the safety of staff and students said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from prolonged idling of such vehicles on school grounds and violators may be subject to a fine.

### **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). Each year parents may purchase an insurance policy for their child which covers accidental injury. The cost is reasonable, and it is recommended that parents review the policy upon its offering.

## **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.

## **PARKING**

Parking on campus is a student privilege. Reckless driving or parking in unauthorized areas are grounds for revocation of this opportunity. It is crucial that drivers and pedestrians exercise extreme caution, especially during construction. Students may only park their vehicles in the parking areas that are designated for students. The Blue Pride Way and Bray Auditorium lots are restricted to staff parking and may not be used by students at any time during the school day unless there is Administrative approval due to special circumstances. Parking in the fire lanes is strictly forbidden.

## **USE OF SCHOOL COMPUTERS**

### 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 is not."

Students who destroy equipment or software or make unauthorized entry into other accounts or files or are found working on programs that affect other accounts without permission may be subject to the following consequences:

1. If enrolled in a course, they may:
  - a. be dropped immediately from course with no credit;
  - b. lose the privilege of taking a computer course during the next academic year; and
  - c. assume financial responsibility for restoring deleted computer programs if applicable.
2. If not enrolled in a course, they may:
  - a. lose the privilege of taking a computer course during the next academic year;
  - b. lose the privilege of using Attleboro High School's computer facility; and
  - c. assume financial responsibility for restoring deleted computer programs if applicable.

**USE OF SCHOOL TELEPHONES**

Parents are asked not to contact their students via cell phone during the school day, but rather to call the appropriate House Office. A message can be forwarded to any student via the House Office during school hours. Students needing to use a telephone to contact home during the school day may report to the nearest House Office with a pass from a classroom teacher. Students who violate phone policies will incur the appropriate penalty.

**VOTER REGISTRATION**

Throughout the year, students reaching their eighteenth (18th) birthday are encouraged to register to vote.

## APPENDIX A

### SCHOOL COMMITTEE POLICIES

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

*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.*

AC	Nondiscrimination
ACAB	Sexual and Gender-Based Harassment
ACE	Nondiscrimination on the Basis of Disability
AD	Educational Philosophy
ADA	School District Goals and Objectives
ADC	Tobacco Products on School Premises Prohibited
EEA	School Committee Transportation Policy
EEAEC	Student Conduct on School Buses
IJND	Access to Digital Resources
IJNDB	Empowered Digital Use Policy
IJNDC	Internet Publications
IKB	Homework Policy
JF	Residency Policy
JH	Student Absences and Excuses
JICFB	Anti-bullying
JICH	Alcohol, Tobacco, and Drug Use by Students
JKAA	Physical Restraint Policy and Procedures
JRA	Student Records
KBBA	Non-custodial Parents' Rights
KE	Public Complaints
KI	School Visitors

Policy File: AC: Nondiscrimination

The Attleboro School Committee's policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business. 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 of race, color, sex, religion, national origin, sexual orientation, age, disability, gender identity or expression, homeless status, pregnancy and/or pregnancy related conditions.

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. 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 actual or perceived of race, color, sex, religion, national origin, sexual orientation, age, disability, gender identity or expression, homeless status, pregnancy and/or pregnancy related conditions.

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 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.
7. The Boy Scouts of America Equal Access Act prohibits school districts from denying equal access or a fair opportunity to meet to, or discriminating against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.  
<https://www2.ed.gov/policy/rights/guid/ocr/boyscouts.html>

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 compliant 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:



Julienne Singer, Human Resources Director  
Attleboro Public Schools  
100 Rathbun Willard Drive, Attleboro,  
Massachusetts 02703-2799 (508) 222-0012,  
ext. 1367  
Email: [jsinger@attleboroschools.com](mailto:jsinger@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 References:

- 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 26.00
- 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
- U.S. Code Title 36

#### **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>

SC: 04-22-19

Policy File: ACAB: Sexual and Gender-Based 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. 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. 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.

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 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 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 a statement 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 when:

1. Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment, as a basis for employment decisions or educational development.
2. Such advances, requests or conduct have 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.
3. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

*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 expression, 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: Julienne Singer, Director of Human Resources, 100 Rathbun Willard Drive, Attleboro, MA 02703 email: [jsinger@attleboroschools.com](mailto:jsinger@attleboroschools.com) 508-222-0012 extension 1367.

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

SC: 04-22-19

Policy File ACE: Nondiscrimination on the Basis of Disability

Title II of the Americans With Disabilities Act of 1992 and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of a person's disability. The Attleboro Public Schools is committed to maintaining an educational environment and workplace where individuals are not discriminated against on the basis of their disability. The Attleboro Public Schools strives to create an environment where all students and staff feel welcome. To meet this end, the Attleboro Public Schools will not tolerate the denial of access to activities, programs, or services to individuals with disabilities (as defined in Section 504 of the Rehabilitation Act 29 U.S.C. §705(20)).

The Attleboro Public Schools does not discriminate against an individual with a disability with regards to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training, or other conditions of employment.

The Attleboro Public Schools is committed to supporting students who qualify under Section 504 of the Rehabilitation Act and to ensuring that such students are not denied admission or access to the activities, programs and services offered by the Attleboro Public Schools because of their disability.

As well, the Attleboro Public Schools is committed to ensuring that students with disabilities are not treated differently because of their disability. The Superintendent of Schools for the Attleboro Public Schools shall take the necessary steps to inform parents/guardians and students of their rights under Section 504 of the Rehabilitation Act, including the right to receive reasonable accommodations if the student is found to be qualified under Section 504 of the Rehabilitation Act. Additionally, the Superintendent of Schools for the Attleboro Public Schools shall take the necessary steps to ensure parents/guardians and students are informed of their procedural rights under Section 504 of the Rehabilitation Act.

Reasonable Accommodations

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

A request for an accommodation should be made in writing to the Assistant Superintendent. Alternative means of filing a request will be made available if needed, such as large print or audiotape. Requests should include the name, address and telephone number of the individual request the accommodation, the location where the accommodation is required and why the accommodation is needed. For public meetings and hearings, the Assistant Superintendent should be notified at least seventy-two (72) hours in advance.

For students, the Assistant Superintendent will respond to such a request in accordance with the Attleboro Public Schools' Section 504 Policies and Procedures or Special Education Policies and Procedures. For all other individuals, the Assistant Superintendent will respond within two (2) school days of receipt of the request.

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. In determining what type of auxiliary aide or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

### Auxiliary Aids and Services

"Auxiliary aids and services" includes:

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

### Limits of Accommodations

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. A decision that a request would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the Superintendent 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.

### Website Accessibility

The Attleboro Public School District is committed to providing all users of their websites, including users with disabilities, with meaningful accessibility in this online environment. The Attleboro Public Schools follow standards that are generally based on the standards used by the federal government for technology accessibility for individuals with disabilities and web content accessibility guidelines developed by the World Wide Web Consortium (W3C). The Attleboro Public Schools' websites are regularly tested and reviewed by users to verify that the websites are compliant with applicable standards.

If an individual needs assistance in accessing materials, such a request should be made to the Assistant Superintendent.

### 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 person with a disability solely on the basis of disability is unfair and unacceptable; and
2. To the extent possible, qualified individuals with a disability 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 disability.

MASC Revised: July 2016

#### 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

SC: 01-28-19

Policy File; AD: Educational Philosophy  
School District Mission, 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.

SC: 10-15-18

Policy File ADA: School District Goals and Objectives

APS 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.

Policy File: ADC: Tobacco Products on School Grounds 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.

SOURCE: MASC July 2016

LEGAL REF: M.G.L. [71:37H](#); [270:6](#)

SC: 03-13-17

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.

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.

#### 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 and/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 and/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 and/or guardian must have an individual they deem responsible to accept the Kindergarten student at the designated bus stop.
2. If a parent, guardian, or 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 and/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.

#### 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 includes delivery to and from the home or caregiver side curb to the school loading zone. In cases where appropriate, it is the responsibility of the parent and/or guardian to ensure that the student is securely buckled in the seat/car seat prior to the vehicle door being shut.

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.

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.

SC: 06-11-18

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.

IHAMB: Parent Notification Relative to Sex Education

In accordance with law, the Attleboro School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

During each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Assistant Superintendent or his/her Designee will determine the administrator(s) responsible for sending the notice(s). If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a

letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

Source: MASC October 2016

Legal References:

- M.G.L. [71:32A](#)

SC: 02-26-18

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 References:

- 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.**

SC: 03-13-17

IJNDB: Empowered Digital Use Policy:  
GUIDELINES FOR INTERNET USE

The Attleboro Public School District offers Internet access at each school. The sole purpose of this Internet access is to support education and research by providing students and district employees with access to unique resources and an opportunity for collaborative work. All uses of the District's Internet access (like all other uses of the APS' computer facilities) must be in support of and consistent with our educational objectives. All students, district employees, volunteers, or any other individual accessing the District's computer network (hereinafter collectively referred to as "users") are expected to read these Guidelines and/or to take part in a discussion of the Guidelines with the appropriate district administrator. Adherence to the Guidelines is a condition for a user's privilege of Internet access.

#### (1) The Internet

The Internet is a vast, global network, linking computers at universities, schools, laboratories, and other sites. Through the Internet, one can communicate with people all over the world through discussion forums and electronic mail. In addition, many educationally valuable files may be downloaded from the Internet. Because of its enormous size and resources, the Internet's educational potential is boundless. Because of its broad reach, however, the Internet also contains the potential for abuse. These Guidelines are intended to help ensure use of this valuable resource in a safe and appropriate manner.

#### (2) Students' Individual Responsibility

All student use of the Internet is to be conducted under faculty supervision. Nevertheless, faculty members are not expected to monitor student use at every moment. Every student is expected to take individual responsibility for his or her appropriate use of the Internet.

#### (3) Student Access

- a. Internet access is provided through the District:
- b. Internet. All students will have access to the Internet with teacher supervision, in classrooms, libraries, or laboratories. No individual account agreement is required. Before a student may access the Internet, however, he or she must be familiar with these Guidelines.
- c. Individual e-mail accounts: Individual e-mail accounts may be provided by the District to students to support classroom work. All email will be monitored by the district and classroom teachers for compliance with this policy (See Section 5). Students can only link their student profile picture to their Attleboro student account/network account. No other photograph will be authorized.

#### (4) Internet Access Is a Privilege

Internet access through the District is a privilege, not a right. A student's access may be canceled by school officials if this privilege is abused. Inappropriate conduct on the District network access will also be subject to disciplinary action, in conformity with the disciplinary policies of the individual schools in the district. A teacher's access may also be cancelled by their supervisor if this privilege is abused. Inappropriate conduct on the District Internet access will also be subject to disciplinary action.

#### 5) Administrators' Access to Files

Electronic mail transmission and other use of electronic resources by users shall not be considered confidential. Without limitation, all e-mail files and other Internet files and records may be monitored, accessed and examined at any time by designated staff to ensure appropriate use for instructional, educational and administrative purposes, including the need to ensure that these Internet Guidelines are being adhered to. Administrators will also cooperate in providing access to student e-mail and Internet files and records to law enforcement authorities. Users should not assume that uses of the District Internet access or email will be private.

(6) Personal Safety

The Internet is accessible to the public. Unfortunately, this includes people who want to contact students for inappropriate purposes or under false pretenses. The District cannot screen the Internet for such inappropriate uses. Therefore, students must be cautious and prudent about supplying personal information and arranging personal meetings. In particular, students should never arrange a personal meeting with a person who was met online without their parents' or guardians' knowledge and approval. Students should promptly inform their teacher or school administrator of any on-line communication that the student feels is threatening, harassing, or otherwise inappropriate. Students will not give their password to anyone; and will logoff of their APS account and/or network account when work is completed.

(7) System Security and Resource Limits

Users are expected to follow procedures and guidelines that are issued in order to ensure the security of the District computer network and to respect its resource limits. These include any downloading guidelines and virus protection procedures that may be issued.

(8) Network Etiquette

Users are expected to learn and to abide by generally accepted rules of Internet network etiquette, as well as rules of school decorum. These include common courtesy, politeness, and the avoidance of vulgar language.

(9) Unacceptable Uses

The following uses of the District Internet access and email accounts are unacceptable:

- a. Posting or emailing private or personal information about another person.
- b. Attempting to log in through another person's e-mail account, system account, or to access another person's files.
- c. Accessing or transmitting obscene or pornographic material.
- d. Posting chain letters or engaging in "spamming." ("Spamming" means sending annoying or unnecessary messages to large numbers of people).
- e. Engaging in harassment or bullying. The District harassment and bullying prevention policies which are in the individual school handbooks are applicable to Internet conduct.
- f. Participating in any communications that facilitate the illegal sale or use of drugs or alcohol; that facilitate criminal gang activity; that threaten, incite hatred, intimidate, or harass any other person; or that violate any other laws.



- g. Plagiarism. "Plagiarism" means the taking material of created by others and presenting it as if it were one's own. The policy on plagiarism/cheating, which is included in the individual schools' student handbooks, is applicable to users of the District Internet access.
- h. Infringing copyrights. Copyright infringement occurs when a person inappropriately reproduces or transmits material that is protected by copyright. For example, most software is protected by copyright and may not be copied without the permission of the copyright owner.
- i. Participating in commercial activities that are not directly related to the educational purposes of the District.

(10) Disclaimer of Liability

The District disclaims all liability for the content of material that a user may access on the Internet, for any damages suffered in the course of or as a result of the user's Internet use, and for any other consequences of a user's Internet use. The District shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The District shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

(11) Changes in the Guidelines

The District reserves the right to change these Guidelines at any time.

(12) Inclusion Statement

May it be stated that the above guidelines apply to *all individuals* accessing the computer network. In addition to students, these users include, without limitation, all members of the faculty, staff, and volunteers. Because the privileges provided by the network encompass a wide circle of users, it is important that each individual realizes and respects the regulations.

(13) Mobile Devices

Any cellular telephone, tablet computer, personal computer, or internet enabled device that has access to the school network through a wired or wireless internet connection is subject to this acceptable use policy. Devices owned by the District are subject to additional rules and regulations at the discretion of the District administration.

All Internet access, whether on a school owned device or a personal device is monitored and recorded for compliance with this document and all applicable laws.

(14) Electronic Media

Users may participate in online activities such as web page design, email, blogging, podcasting, video production, and social media. These activities are to be used only for educational purposes and in accordance with District and individual school policies on online and print publishing.

Legal Reference:

- CIPA: Children's Internet Protection Act

Reference:

- Mendon-Upton Regional School District Policy Manual

SC: 06-10-19

Policy File: 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.

Source: MASC

SC: 03-13-17

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.

The purpose of homework is to:

- Build independence and responsibility
- Develop lifelong learning skills

Homework should complement, supplement and reinforce classroom instruction.

Areas for appropriate homework focus may include, but are not limited to:

- Skill and work habit development
- Remediation
- Skill reinforcement
- Enrichment
- Research
- Make-up work

Homework should be given in consideration of the needs of the individual students. This is separate from class assignments deemed appropriate for the enhancement of the learning process for all students in the class.

Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This is established through assignments which should encourage students to investigate, work independently, and/or work with others.

The Student's Role

- Take responsibility for his or her individual learning
- Compete and submit assignments on time
- 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 outcomes
- Choose or design assignments which closely align to student needs, course objectives, and the state standards
- 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.

*\*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*

SC: 09-10-18

Policy File: JEB: Elementary Entrance 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 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:
  - a. A determination by the APS Central Administration of academic, social, and

- emotional readiness for Kindergarten.
- b. Previous schooling in an accredited educational program.
- c. The capacity of the receiving school to enroll additional Kindergarten students.
- d. 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.

Legal References:

- M.G.L. 15:1G,
- Board of Education Regulation for Entrance to First Grade and Kindergarten, adopted September 1, 1972.
- 603 CMR 8.02

SC: 05-17-17

Policy File: JF: Residency Policy

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

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

Legal References:

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

Cross References:

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

SC: 07-17-17

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/victim that:

- causes physical or emotional harm to the target/victim or damage to the target’s/victim’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/victim;
- infringes on the rights of the target/victim 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/victim 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/victim 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/victim 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 report, shall promptly contact the parents or guardians of a student who has been the alleged target/victim or alleged aggressor/perpetrator 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) which may include interviewing the alleged target/victim, alleged aggressor/perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's/victim'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 the extent feasible to and consistent with Federal and State law 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/perpetrator, 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.

In accordance with 603 CMR 49.00, the parents or guardians shall be contacted and provided written notice 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.

### Target Assistance

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

### Training and Assessment

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

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

### Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms, 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/Perpetrator”** –bullying or retaliation student or staff member as defined below.

**“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/Victim”** - a student against whom bullying or retaliation has been perpetrated.

**“School staff”** - not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, 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. Nothing in this section shall alter the obligations of the Attleboro Public Schools to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law. If an individual has a complaint of discrimination or harassment based on a person's membership in a legally protected category, he or she may file a complaint under the District's Non-Discrimination and Harassment Policies/Procedures.

MASC: August 2013

Legal References:

- 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
- M.G.L. 71:37O; 265:43; 43A; 268:13B; 269:14A

References:

- Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

SC: 01-28-19

Policy File: JICH: Alcohol, Tobacco, and Drug Use by Students

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to further disciplinary action.

The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse

disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9. Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.

All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Source: MASC February 2018

Legal References:

- M.G.L.71:2A; 71:96; 71:97; 272:40A

SC: 03-26-18

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.

Source: MASC August 2015

#### Legal References:

- MGL 71:37G
- 603 CMR 46.00

SC: 07-17-17

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 - Revised: June 30, 2002 (information in italics)

Legal References:

- Family Educational Rights and Privacy Act of 1974, P.L. 93-380 Amended; P.L. 103-382, 199
- 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,
- Mass Department of Education publication Students Records; Questions, Answers and Guidelines, September 1995

SC: 05-22-17

Policy File KBBA: Non-Custodial Parents' Rights

As required by Massachusetts General Law, a non-custodial parent may have access to the student record in accordance with law and Dept. of Elementary and Secondary Education Regulations. The Attleboro Public School District will follow the law and the regulations developed by the Massachusetts Dept. 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").

As required by law, a non-custodial parent may have access to the student record in accordance with the following provisions.

- a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:

1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
  2. The parent has been denied visitation, or
  3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
  4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to regulation.
  - c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
  - d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first-class-mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in regulation.
  - e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
  - f) Upon receipt of a court order which prohibits the distribution of information pursuant to law, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Source: MASC October 2016

Legal References:

- M.G.L. [71:34D](#); 71:34H
- 603 CMR [23.07](#) Access Procedures for Non-Custodial Parents
- 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

SC: 02-26-18

Policy File: KE: Public Complaints

Although no member of the community will be denied the right to bring their complaints to the Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Staff Members
2. School Building Administration and/or Director of Special Education
3. Assistant Superintendent
4. Superintendent
5. School Committee

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his complaint in writing. Anonymous complaints will be disregarded.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

Source: MASC October 2016

Legal References:

- MG.L. [76:5](#); 603 CMR [26.00](#)

SC: 02-26-18

Policy File KI: Visitors to the Schools

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. Teachers are encouraged to ask visitors if they have registered in the Principal's Office.

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.

Cross References: IJOC: School Volunteers; IHBA: Observations of Special Education Programs  
SC: 01-28-19

**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:

- 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.



-----  
---  
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 ori*