Abington Middle School

Student Handbook

Grades 5 – 8



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A MESSAGE FROM ADMINISTRATION

Dear Students:

Welcome to Abington Middle School!

Whether you are beginning your middle school journey or preparing to close this important chapter, the year ahead holds meaningful opportunities for growth, discovery, and achievement. Your Student Handbook reflects the dedicated work of our School Council, shaped by the thoughtful input of parents, students, and faculty, and is designed to serve as a trusted guide throughout the year.

At the heart of our school community are three enduring values: honesty, integrity, and respect. These principles are not simply rules to follow — they are the foundation of who we are and how we treat one another every day. We ask that each of you embrace these values as your own, allowing them to guide your decisions both inside and outside the classroom.

Middle school is also a time to explore. Whether your passion leads you to the athletic fields, the stage, a club, or a classroom, we encourage you to pursue your interests with enthusiasm and take genuine pride in your efforts and accomplishments. Every step forward — no matter how small — is a step toward the person you are becoming.

As you grow, so does our school community. We are proud to have you as part of Abington Middle School and look forward to a year filled with learning, collaboration, and excellence.

Sincerely,

Matthew MacCurtain, Principal

Jessica Sullivan, Assistant Principal

1. AC – NONDISCRIMINATION

The Abington Public Schools ("District") have a responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The Abington School Committee ("Committee") is committed to breaking down barriers for all by:

1. Promoting the rights and responsibilities of all individuals as set forth in the Constitution of the Commonwealth of Massachusetts and the Constitution of the United States, pertinent legislation, and applicable judicial interpretations.

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

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

4. Using all appropriate communication and action techniques to express and reduce the grievances of individuals and groups.

5. Carefully considering, in all the decisions made within the District, the potential benefits and/or adverse consequences that those decisions might have on the human relations aspects of all segments of society.

6. Initiating a process of reviewing policies and practices of the District in order to maximize the objectives of this statement.

The Committee's policy of nondiscrimination will extend to all students, all staff, and the general public, and individuals with whom it does business. No individual shall be excluded from or discriminated against in admission to the District or in obtaining the advantages, privileges, and courses of study on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If an individual has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 2011

M.G.L.76:16

BESE regulations 603CMR 26.00 Amended 2012

BESE regulations 603CMR 28.00

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination

GBA, Equal Employment Opportunity

JB, Equal Educational Opportunities

The Abington School Committee ("Committee"), in accordance with Title IX of the Education Amendments of 1972, declares that the Abington Public Schools and will not discriminate on the basis of sex in its educational programs and activities. This policy will extend not only to all students with regard to educational opportunities, but also to all employees with regard to employment opportunities.

The Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Superintendent will appoint an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

LEGAL REFS.: Title IX of the Education Amendments of 1972

45 CFR, Part 86, (Federal Register, 6/4/75)

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

BESE 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination

2. File: ACE - NONDISCRIMINATION ON THE BASIS OF HANDICAP

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall

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

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

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

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

Auxiliary Aids and Services: "Auxiliary aids and services" includes:

(1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments;

(2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments;

(3) acquisition or modification of equipment or devices; and

(4) other similar services and actions.

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

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

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

Title II, Americans with Disabilities Act of 1992, as amended

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: IGB, Support Services Programs

2025-2026 Middle School Bell Schedule – Mon-Wed-Fri	
Staff Start	7:35 am
7:35am	School Opening
7:50-7:57am	Homeroom
8:00-8:48am	Period 1
8:51-9:39am	Period 2
9:43-10:31am	Period 3
10:35-11:23am	Period 4
11:26-12:39pm	Period 5 & lunch
12:43-1:31pm	Period 6
1:34-2:22pm	Period 7

Lunch 1- 11:26-11:47 Lunch2 – 11:52-12:13 Lunch 3- 12:18-12:39pm

2025-2026 Middle School Bell Schedule – Tues-Thur	
Staff Start	7:35 am
7:35am	School Opening
7:50-8:25am	Homeroom, SEL/Advisory
8:27-9:11am	Period 1
9:13-9:57am	Period 2
10:01-10:45am	Period 3
10:49-11:33am	Period 4
11:35-12:48pm	Period 5 & lunch
12:52-1:36pm	Period 6
1:38-2:22pm	Period 7

Lunch 1- 11:35-11:56 Lunch 2 – 12:01-12:22 Lunch 3- 12:27-12:48pm

2025-2026 Middle School Bell Schedule ½ Day	
Staff Start	7:35am
7:35am	School Opening
7:50-7:53am	Homeroom
7:55-8:14am	Period 1
8:16-8:35am	Period 2
8:37-8:56am	Period 3
8:58-9:17am	Period 4
9:19-10:28am	Period 5 & Lunch
10:30-10:49am	Period 6
10:51-11:10am	Period 7

Lunch 1 – 9:19-9:40 Lunch 2 – 9:43-10:04 Lunch 3 – 10:07-10:28

2025-2026 Middle School Bell Schedule 2 Hour Delay	
Staff Start	7:35am
9:35am	School Opening
9:50-9:54am	Homeroom
9:57-10:27am	Period 1
10:29-10:59am	Period 2
11:01-11:31am	Period 3
11:33-12:03pm	Period 4
12:05-1:18pm	Period 5 & lunch
1:20-1:50pm	Period 6
1:52-2:22pm	Period 7

Lunch 1- 12:05-12:26 Lunch 2 – 12:31-12:52 Lunch 3- 12:57-1:18

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DIRECTORY INFORMATION

Abington Public Schools has designated certain information contained in the education records of its students as directory information for purpose of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CME 23.00 et seq. The following information regarding students is considered directory information:

1. Name
2. Address
3. Telephone Number
4. Date and place of birth
5. Major field of study
6. Participation in officially recognized activities and sports
7. Weight and height of members of athletic teams
8. Dates of attendance
9. Degrees, honors and awards received
10. Post high school plans for the student

Directory information may be disclosed for any purpose in its discretion, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CME 23.00 et seq.

Any parent or student refusing to have any or all the designated directory information disclosed must file written notification to this effect with the office of the principal, on or before September 15 of the school year. In the event a refusal is not filed, it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

SCHOOL COMMITTEE POLICIES

Massachusetts General Law

State law requires that the Student Handbook includes the rules pertaining to the conduct of students, as well as the policies and procedures to be followed in administering these rules. These rules and policies, derived from our federal and state laws, are more particularly delineated in *Massachusetts General Laws,* Chapter 71, Section 37H, 37 H ½ and 37 H ¾. They attempt to define both the rights and responsibilities of students in our schools.

These rules refer to matters that can occur both inside and outside the school. They refer to everything from the most serious offenses to the least serious issues that are nevertheless important for good order and discipline of the school. These rules explain the process due to students when disciplinary problems occur. "Due process" is required under the circumstances of each case.

Abington Public Schools Policies

The Abington School Committee has approved policies on a variety of topics. Many of these policies are referenced or summarized in the student handbook. To read the full text of these policies, please visit www.abingtonps.org. Unless otherwise indicated, all policies cited in this handbook were approved by the Abington School Committee on December 10, 2015.

Animals in School

No animal shall be brought to school without prior permission of the building Principal. School principals, in consultation with the Health Services Providers in each building, shall utilize the Massachusetts Department of Public Health publication, "Animals in the Classroom: Recommendations for Schools," and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Audio-Video Recording

The Abington Public Schools have a responsibility to maintain discipline and protect the safety, security, and welfare of our students and staff, while at the same time safeguarding District facilities, vehicles, and equipment.

As part of fulfilling this responsibility, the Abington School Committee authorizes the use of audio-video/digital surveillance cameras in school building common areas, on and around school grounds and on vehicles under the control of the District which are transporting students. Digital or video recorder placements shall be based on the presumption and belief that students and staff have no reasonable expectation of privacy in public areas that occur in plain view of other students, staff, or bystanders.

Signs shall be posted, to notify students, staff, and visitors that video or digital cameras may be in use. Parents and students shall also be notified through the student handbook and/or by other means that cameras may be in use. Students and others will be held responsible for any violations of school rules, District Policies and Procedures, or law recorded by the cameras.

Bullying Prevention and Intervention

The Abington School Committee and the Abington Public School District is committed to providing a safe and civil educational environment for all students, employees, volunteers and patrons which is free from harassment, intimidation, bullying, cyberbullying and retaliation

The Bullying Prevention and Intervention Policy shall apply to students and members of a school staff, including, but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, paraprofessionals and appointed volunteers.

The Abington Public School District, in accordance with the General Laws of Massachusetts, Chapter 71, §37O, prohibits bullying in any form.

Acts of bullying, which include cyberbullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by the Abington Public School District, and
(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school. Nothing in this Policy requires the district or school to staff any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of

bullying, or witnesses or has reliable information about bullying is also prohibited. Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §§ 37H or 37H1/2, M.G.L. Chapter 76 § 5 or other applicable laws or school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct or behavior.

I. Definitions

Bullying is defined as the repeated and intentional use by one or more students or by a member of a school staff including, but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities or paraprofessionals of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target. Bullying is characterized by an imbalance of physical, psychological or emotional power, that:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to himself/herself or of damage to his/her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

For purposes of this section, bullying shall include cyberbullying. Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated. Perpetrator is defined as a student or a member of a school staff, including, but not limited to, an educator, administrator, counselor, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation. For purposes of this Policy, the term "aggressor" will have the same meaning as "perpetrator".

Cyberbullying is defined as bullying through the use of technology or any electronic communication. See M.G.L. c. 71, § 370 for a complete legal definition of cyberbullying.

Where the term "bullying" is used in this document, it is intended to encompass both "bullying" and "cyberbullying" as defined above. Retaliation is defined as any form of intimidation, reprisal, or harassment, directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Leadership

The Abington Public School Department's administration, faculty and staff will, in conjunction and cooperation with each school building's Student Support Team (SST), review, develop and oversee bullying prevention and intervention efforts.

As required by M.G.L. c. 71, § 37O, planning is reviewed and developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

At least once every four years, the district will administer a Department of Elementary and

Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

It is recognized that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, pregnant or parenting status, sexual orientation, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. Specific steps will be taken to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. These steps include:

Identifying vulnerable students through Student Support Teams (SST)

Direct teaching of vocabulary and concepts to promote recognition, and review of building supports on an annual basis (curriculum: Second Step, PATHS, Learning Together—at counselor discretion).

Facilitation of social and peer groupings to facilitate the development of supportive social networks.

Facilitation of faculty-student mentorship through Bridge Block pairings to ensure all students have point persons.

Student Surveys to assess the occurrence of bullying and perceived support available.

Procedures for Reporting Bullying and Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school staff members, may be made anonymously. The school district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Reporting by Staff

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

Reporting by Students, Parents or Guardians, and Others

The Abington Public School District expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or

guardians, and others may request assistance from a staff member to complete a written report. Students will be provided with practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee. The principal or designee will consider the following when addressing a student involved in an act of bullying or retaliation:

Acknowledge students' feelings

Determine if there are safety issues that must be addressed immediately

Staff member completes incident report and gives to designated administrative staff member

If a report is anonymous:

Determine if there are safety issues that must be addressed immediately

Staff member completes incident report and gives to designated administrative staff member

Academic and Non-Academic Activities

The Abington Public Schools makes use of direct teaching strategies in prevention of bullying. From PreK- grade 8, all students participate in the Second Step curriculum which includes Bullying Prevention lesson. Second Step lessons are combined with resources that have been vetted by teaching staff. At the secondary level, Bullying Prevention instruction occurs through Wellness classes and the instruction incorporates eclectic evidence-based curriculum vetted by teaching staff.

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

using scripts and role plays to develop skills;

empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;

helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;

emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;

enhancing students' skills for engaging in healthy relationships and respectful communications; and

engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Abington's Bullying Prevention and Intervention Plan will be reviewed, through developmentally appropriate activities and instruction, at the start of the school year and on an annual basis.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

setting clear expectations for students and establishing school and classroom routines;

creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;

using appropriate and positive responses and reinforcement, even when students require discipline;

using positive behavioral supports;

encouraging adults to develop positive relationships with students;

modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;

using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;

using the Internet safely; and

supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Procedures for Investigating Reported Bullying or Retaliation

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on

the bus; identifying a staff member who will act as a "safe person" for the target; and

altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

The safety of all students involved in the alleged incident will be monitored at all times.

Interview Procedure:

Interview the target and the alleged aggressor separately

Identify the problem

Determine if incident is repetitive in nature

Protect the target's confidentiality when possible

In case of denial or if further information is needed, interview witnesses.

Make the alleged aggressor aware of the consequences of retaliation against target and reporter

Encourage reporting of future incidents

Document all interviews

Procedures for Follow-Up of Investigating Reported Bullying or Retaliation The principal or designee will promptly notify the parents or guardians of the target and

the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations.

Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Prohibition of Retaliation

It will be explained to the target, aggressor, and where appropriate, the witnesses that any retaliation taken by any party against any other party as a result of the reporting of the incident is strictly forbidden and could be subject to school and/or legal action.

Insufficient Evidence

If there is insufficient evidence that the situation meets the definition of bullying, inform the parties involved and continue to monitor the situation. Refer to the Student Handbook for further disciplinary action if applicable.

Target Safety

The target's need for protection will be assessed and addressed. A post incident conference with the target will be held during which the target will be reassured of his or her safety and steps taken to prevent further occurrences.

Disciplinary Action Procedure

In cases where it is determined that disciplinary action is needed the Principal or designee shall assign such consequences as are outlined in the Student Code of Conduct within the Student Handbook.

Notification of Parents

Parents of the alleged aggressor and target should be contacted as soon as possible following the conclusion of the investigation or the end of the student day, whichever comes first.

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

Student Support Team (SST) Follow-Up

Following the conclusion of the investigation, the case will be brought to the building level Student Support Team. SST will discuss further needs of the target, aggressor, appropriate family members of the involved students and any witnesses and determine if further services and/or referrals to outside services are necessary. When appropriate, additional staff members will be notified such as special education, general education, and support staff.

Special Education Process: Students on an Individual Education Plan (IEP)

An Act Relative to Bullying in Schools, Section 7

"For students identified with developmental or mental disabilities, the IEP team must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. (see M.G.L.C. 71B, 3, as amended by Chapter 92 of the Acts of 2010)

Whenever the IEP Team evaluation indicates that a student's disability affects social skills development or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.

Reporting of Criminal Acts Relative to Bullying

Should it be determined that a crime has been committed in the act of bullying and/or cyberbullying, the Principal or designee will contact the Superintendent

of Schools then the Abington Police Department in accordance with the Memorandum of Understanding.

False Accusations

If it is determined that a student has knowingly provided a false accusation of bullying or retaliation, such action will be considered in itself an act of harassment or bullying/retaliation. An appropriate consequence will be assigned as outlined in the Student Code of Conduct within the Student Handbook.

Notification of Other Districts

If the reported incident involves students from more than one school district, the principal or designee will promptly notify the principal or designee of the other school or district. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

TRAINING AND PROFESSIONAL DEVELOPMENT

The Abington Public Schools is dedicated to providing ongoing professional development for all staff, including, but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to AN extracurricular activity and paraprofessionals. Our plan for providing professional development reflects the requirements under M.G.L.c.71,§ 370.

Annual Staff Training

Abington Public Schools will train all school staff on an annual basis and will include specific staff duties under the Plan, such as reporting and responding, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. All staff members hired after the start of the school year will be trained regardless of prior training received in a prior school district.

Ongoing Professional Development

The bullying prevention and intervention policy includes ongoing, research-based professional development to build the skills of all members of school staff, including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development includes:

Developmentally appropriate strategies to prevent bullying incidents;

Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;

Information regarding the complex interaction and power differential that can take place between and among the aggressor, the target, and any witnesses to the bullying;

Research findings on bullying;

Information on the incidence and nature of cyberbullying; and

Internet safety issues as they relate to cyberbullying.

Written Notice to Staff

All Abington Public Schools' employees will be provided with a copy of the Bullying Prevention and Intervention Policy. It will also be available as an electronic document on the Abington Public Schools' Website at www.abingtonps.org.

Parents and Guardians

Parents and Guardians will be informed about the bullying prevention and intervention curricula used by the school district or school including:

How parents and guardians can reinforce the curricula at home and support the school or district policy;

Dynamics of bullying; and

Online safety and cyberbullying.

Parents and guardians will also be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Policy, in the language(s) most prevalent among the parents or guardians. School- or district-specific approaches to collaboration should take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the

parents.

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

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

Problem Resolution System:

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

Approved by the Abington School Committee

on March 29, 2011

Revised on October 22, 2013

Revised on September 23, 2014

Revised on March 29, 2023

Computer, Network, Internet, Email and Other Forms of Electronic Communication Acceptable Use Policy for Students of the Abington Public Schools

The Internet is a vast, global network linking computers at universities, schools, science labs, and other sites. Through the Internet, one can communicate with people all over the world through a number of discussion forums, as well as through electronic mail. In addition, many files of educational value are available for downloading. Because of its enormous size, the Internet's potential is without boundaries. It is possible to speak with prominent scientists, world leaders, and close friends. With such great potential for education also comes the potential for abuse. It is the purpose of the guidelines to make sure that all who use the Abington Public Schools' Computer Network, which includes Internet access and electronic mail capability, use this resource in an appropriate manner.

The Abington Public Schools' Technology Network, which includes Internet access, electronic mail capability, voice mail, telephones, fax machines, etc., exists solely for educational purposes, which are defined as classroom activities, career and professional development and high-quality self-discovery activities of an educational nature. Although limited personal use of these systems is

authorized, provided it does not interfere with any students' work or the business of the Abington Public Schools, the user acknowledges that they have no expectation of privacy in connection with the use of these systems or with the transmission, receipt, or storage of information on these systems. The Abington Public Schools' computer network is not to be considered a resource intended for use as a public forum or for any purpose that is not directly related to the delivery of educational services.

Members of the Abington Public Schools' community are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network may reach larger audiences than face-to-face conversations or telephone discussions. General school rules for behavior, as stated in student handbooks, and communications apply. Access to network services will be provided to those who act in a considerate and responsible manner. Discipline will be imposed pursuant to the student disciplinary code as set forth in the school's student handbook.

The Abington Public Schools believes that the benefits to students from access to information resources and opportunity for collaboration available through the Internet exceed the potential disadvantages. However, the parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Parents or guardians should be aware that their child's level of access to the Internet will depend on that child's grade level. The following is a description of the manner in which the Abington Public Schools intends to incorporate network use and Internet access in the schools:

a. Grades kindergarten through two. During school time, teachers of students in grades through two will guide them toward appropriate materials. Internet access at these grade levels will be limited to teacher- directed and teacher-demonstrated use.

b. Grades three through eight. Students at these grade levels may have the opportunity to conduct research via the Internet in the classroom, only during directly supervised instruction.

c. Grades nine through twelve. Students in grades nine through twelve may be given individual access passwords and may have the opportunity to access the Internet and conduct independent research on the Internet, both during classroom instruction and outside of classroom instruction. The Abington Public Schools will make every reasonable effort to minimize the risk that users will encounter objectionable material on the Internet. However, there is no absolute guarantee that this will not happen. Through the use of suitable technological safeguards, education, supervision, and responsible use, the Abington Public Schools believes that the Internet can be used safely and effectively.

In order for a member of the Abington Public Schools' community to use the computer network, s/he must read the following rules and sign the version of the User Contract appropriate to the user's grade level. Students in grades kindergarten through two are not required to sign the User Contract because they will not be accessing the Internet or using e-mail individually. For users under the age of 18, the User Contract must be signed by a parent or guardian.

The Abington Public Schools use a filter to restrict minors' access to materials that might be harmful to them. The employment of this filter and this Acceptable Use Policy ensure that the Abington Public Schools meet the requirements of the Children's Internet Protection Act.

Rules:

1. NETWORK ACCESS IS A PRIVILEGE, NOT A RIGHT. The use of the network must be consistent with, and directly related to, the educational objectives of the Abington Public Schools.

A violation of the terms of this Acceptable Use Policy may result in suspension or termination of network access privileges (other than directly supervised access during classroom instruction) and may also result in other disciplinary action consistent with the disciplinary policies of the Abington Public Schools and could also result in criminal prosecution where applicable. The Abington Public Schools will cooperate fully with law enforcement officials in any investigation relating to misuse of the Abington Public Schools' computer network.

2. Violation of this Acceptable Use Policy include, but are not limited to, the following conduct:

a. Communicating or generating material that causes a person to fear for their own safety, the safety of others or is designed to insult a person or will likely injure a person's reputation by exposing them to hatred, contempt or ridicule commonly referred to as cyber bullying.

b. Intentionally placing unlawful or inappropriate information on a system

c. Using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.

d. Sending messages or posting information that would likely result in the loss of a recipient's work or system.

e. Sending "chain letters" or "broadcast" messages to lists or individuals, subscribing to "list serves" or "newsgroups" without prior permission, or using the Internet access for any other personal use, without prior permission.

f. Participating in other types of use which could cause congestion of the network or interfere with the work of others.

g. Using the network in a manner that would violate any U.S. or state law. This includes, but is not limited to, copyrighted material, threatening material and spreading of computer viruses.

h. Accessing or transmitting materials that are obscene, sexually explicit, or without redeeming educational value.

i. Accessing any prohibited sites on the Internet.

j. Revealing one's own personal address or telephone number without authorization.

k. Revealing one's password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer network.

l. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override, or to encourage others to override, any firewalls established on the network.

m. Attempting to harm, modify or destroy data of another user.

n. Exhibiting any other action whatsoever which would in any way subject the user or the Abington Public Schools to any civil or criminal action.

o. Discussing highly sensitive or confidential school department information in e-mail communications.

p. Using the Abington Public Schools' technology network to buy, sell or

advertise anything.

q. Accessing unauthorized discussion groups or "chat rooms."

r. Using the Abington Public Schools' technology for gambling.

s. Using the Abington Public Schools' technology network for political campaigning purposes, including attempt to influence ballot questions or to promote or oppose a candidate for public office.

t. Failing to log off the computer network at the conclusion of a work session or at the request of system administrator.

u. Using the computer network for recreational purposes or activities relating to personal hobbies.

v. Behavior or use that is in violation with any other Abington Public Schools policies or handbooks.

3. The Abington Public Schools assumes no responsibility for:

a. any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges and/or equipment or line costs.

b. any financial obligations arising out of unauthorized use of the system for the purchase of products or services.

c. any cost, liability or damages caused by a user's violation of these guidelines.

d. any information or materials that are transferred through the network

4. The Abington Public Schools makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The Abington Public Schools shall not be liable for any loss or corruption of data resulting while using the network.

5. All messages and information created, sent or retrieved on the network are the property of the Abington Public Schools. Electronic mail messages and other use of electronic resources by students and staff are also the property of the Abington Public Schools and should not be considered confidential. While the Abington Public Schools does not plan to review cache files or back-up files on a regular basis, it reserves the right to access and monitor all messages and files on the computer system as it deems necessary and appropriate in the ordinary course of its business for purposes including, but not limited to, ensuring proper use of resources and conducting routine network maintenance. Where appropriate, communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver. The user, also, understands that use of the Abington Public Schools technology will not use code, access a file, or retrieve any stored communications on any of the systems unless authorized by Abington Public Schools.

6. The Abington Public Schools strongly condemns the illegal distribution (otherwise known as pirating) of software. Any users caught transferring such files through the network, and any whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In such event, the user's network access will be limited to directly supervised use during classroom instruction. In addition, all users should be aware that software piracy is a federal offense and is punishable by a fine or imprisonment.

7. Because of size, many kinds of materials eventually find their way to the network. If a user finds materials that are inappropriate while using the Abington Public Schools' Technology Network, s/he shall refrain from downloading this material and shall not identify or share the material. It

should be understood that the transfer of certain kinds of materials is illegal and punishable by fine or imprisonment.

8. Should a user, while using the Abington Public Schools' Technology Network, encounter any material that s/he feels may constitute a threat against the safety of fellow students, staff members or the property of the Abington Public Schools, that user is obligated to report his/her discovery of such material to a teacher or to his/her principal.

9. The Abington Public Schools' administration reserves the right to amend this policy at any time without prior notice. Users will be notified in writing of any amendments to this policy.

Adopted Revised Computer, Network, Internet and E-mail Acceptable Use Policy for Students of the Abington Public School
By the Abington School Committee on April 24, 2001
Amended by the Abington School Committee on June 22, 2010

Instructional Materials:

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Abington Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content

Laptop Care and Use Policy Guide: A Resource for Students and Parents/Guardians

Abington Public Schools Vision
"The Abington Public Schools (APS), in partnership with families and the community, is a model school system that provides opportunities for all students to think critically and creatively, communicate effectively, and act responsibly to achieve their highest potential in academics, arts, and athletics. We are dedicated to providing state-of-the-art resources for teaching and learning, technology, and facilities in an environment that is safe and supportive, enabling students to become life-long learners. Our students are prepared to face the challenges of the future in an ever-changing world."
The effective and meaningful use of technology integrated across all curricula will enhance the quality and scope of teaching and learning and create the environment for students to be digitally literate, gain the critical thinking skills and the knowledge and experiences essential for their success today and in the future.

Receiving Your Laptop/ Distribution of Laptops
Laptops will be issued to students in Grades 5 at the start of each incoming school year per the schedule determined by AMS. All students who have received a laptop will retain possession of the device through the school year and summer and are responsible for caring for the device at all times. **Students and Parents/Guardians are required to sign-off on the Laptop Care and Use Policy Guide, included in the student handbook, before students are allowed to take their laptop home.**

Transfer/New Student Distribution
All transfers, new students or students that miss the summer/fall distribution will receive a laptop from their school's guidance department or office. Both students and their parents/guardians must sign the Laptop Care and Use Policy Guide prior to picking up a laptop.

Taking Care of Your Laptop
Students are responsible for the general care of the laptop they have been issued by the school. Laptops that are broken or fail to work properly must be taken to the Library Media center as soon as possible so that the problem can be taken care of properly. District-owned Laptops should never be taken to an outside computer service for any type of repairs or maintenance. Students should never leave their laptops unattended except when locked in their locker.

General Precautions
- Laptops should be used for educational purposes only.
- No food or drink should be near the laptops.
- Cords, cables, and removable storage devices must be inserted carefully into Laptops.
- Laptops should not be used or stored near pets.
- Laptops should not be exposed to extreme temperatures, such as leaving it in a car overnight during the winter.
- Laptops should not be used with the power cord plugged in where the cord may be a tripping hazard.
- Laptops must remain free of any inappropriate content both on the laptop hardware (cover) and software.
- Heavy objects should never be placed on top of laptops.
- Always Transport laptops with care and in the protective case. Never lift laptops by the screen. Never carry laptops with the screen open.

Screen Care

- The laptop screen can be damaged if subjected to heavy objects, rough treatment, certain cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.
- Do not put pressure on the top of a laptop when it is closed.
- Do not store a laptop with the screen open.
- Do not place anything inside the protective case that will press against the cover.
- Make sure there is nothing on the keyboard before closing the lid (e.g., pens, pencils, etc.).
- Only clean the screen with a soft, dry microfiber or anti-static cloth.

Using Your Laptop at School

- Students are expected to bring a fully charged Laptop to school every day and bring their laptops to all classes unless specifically advised not to do so by their teacher. Loaner devices are not available for students who forget their laptop.

Laptop Service

- Loaner laptops will be issued to students that require repair to their laptops. Laptops in need of repair should be brought to the Library Media Center to swap with a loaner laptop.
- Repaired laptops will be returned to the Library Media Center when the laptop repair is completed, and an email will be sent to students regarding pickup of their repaired device.

Daily Laptop Use Expectations

- Laptops should be brought to school each day with a full charge.
- Inappropriate media may not be used as laptop backgrounds or themes. The presence of such media will result in disciplinary action.
- Sound should be muted at all times unless permission is obtained from a teacher.
- Headphones may be used at the discretion of the teacher.
- Students should have their own set of headphones for sanitary reasons. APS will provide one pair of earbuds for student use when the laptop is initially provided. Replacement earbuds can be purchased for $10 from the appropriate school office.
- Students will log into their laptops using their school-issued account. Students should never share their account passwords with others, including faculty and staff.
- All student work will be stored in Internet/cloud-based applications (OneDrive) and can be accessed from any computer with an Internet connection and most mobile Internet devices.
- The district will not be responsible for the loss of any student work.

Using Your Laptop Outside of School

Students are encouraged to use their laptops at home and other locations outside of school. A Wi-Fi Internet connection will be required for the majority of laptop use; however, some applications can be used while not connected to the Internet. Students are bound by the Abington Public Schools Acceptable Use Policy, Administrative Procedures, and all guidelines wherever they use their laptops.

Content Filter

The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All laptops, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the district. If an educationally

valuable site is blocked, students should contact their teachers or a member of the Technology staff to request that the site be unblocked.

Location Information
The APS provided laptops will be equipped with location tracking software to help APS track the location of any laptop reported missing or stolen. If a laptop is suspected to be stolen or missing, the theft/loss should be reported to the Library Media Center immediately.

No software should be installed by students at any time on their laptop. Attempts to circumvent install protections may result in loss of laptop privileges. Students may not use or install any operating system on their laptop other than the current version of Windows that is supported and managed by the district.

All laptops will be labeled with an Abington asset tag. The asset tag indicates that the laptop is property of the Abington Public Schools and links it to the student to whom the specific laptop has been assigned. Asset tags may not be modified or tampered with in any way. Families may be responsible for the full replacement cost of a laptop with a damaged or missing asset tag.

Each student will be assigned a designated laptop during their time in the Abington Public Schools. This device will be used across multiple school years. Take good care of it!

All laptops in need of repair must be brought to the Library Media Center as soon as possible. The Library Media Center will provide a loaner laptop, and the Technology Services Department will engage in repair of the student laptop. APS reserves the right to pursue financial compensation for any laptop loss or damage deemed malicious in nature to a district owned laptop.

The following are approximate costs of laptop parts and replacements:
Replacement device - $450.00
Replacement case/Bag - $25.00
Replacement charger - $45.00

In the event that a student damages their device in a manner that is deemed accidental, appropriate repairs will be made to the device for the first instance of accidental damage. In the case that a student damages their device more than once, the following costs will apply for repair of the device:
Replacement device - $450.00
Replacement screen - $85.00
Replacement keyboard -$40.00

Appropriate Uses and Digital Citizenship
School-issued Laptops should be used for educational purposes only and students must adhere to the Abington Public Schools Acceptable Use Policy, all its corresponding administrative procedures and the Laptop Care and Use Policy. While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following responsible use guidelines.

Privacy Expectations
All use of school issued laptops will be monitored and logged by APS.
On Campus Laptop Use
All computing devices on the school network are protected via a content filter that prevents students from accessing harmful content. This filter also logs user activity, including those websites searched and accessed by the end user. The filtering policies are a requirement of the Children's Internet Protection Act (CIPA).

Off Campus Laptop Use
When laptops are being used off school grounds devices will continue to be monitored and filtered with our security tools.
a. Laptops will be filtered for the purpose of preventing students from accessing harmful content in a similar way they are filtered on school grounds.
b. Each laptop has a tracking device and theft prevention service in use.
At no time will any member of the Abington Public School staff have the ability to manipulate the laptop webcam in any way.

Returning Your Laptop
Abington Public Schools will collect laptops at the end of student enrollment, either upon graduation or withdrawal from the school district. Laptop return for seniors will be completed during the high school graduation process per schedule determined by AHS.

Transferring/Withdrawing Students
Students that transfer out of or withdraw from the Abington Public Schools must turn in their laptops, cases, power supplies, and any other equipment issued with the laptop to their appropriate office on their last day of attendance. Failure to turn in the laptop will result in the student being charged the full replacement cost. There will also be a charge for any missing peripheral equipment such as the case or power supply. The District may also file a report of stolen property with the local law enforcement agency for equipment not returned.

Approved by the
Abington School Committee
on June 21, 2022

Field Trip Policy

During the school year, teams of teachers or individual teachers may choose to take classes of students on field trips that will take place during the school day. While it is intended that all students take part in these activities, please refer to the restriction policy for exclusion guidelines.

Students who choose not to attend the event, and those excluded from the activity, are responsible for completing assignments left behind by their teachers. Students should attend school on the day of the event in order to receive these assignments and to attend classes not affected by the trip. Students must be aware that school rules apply during events. Events will vary from grade to grade and class to class. Cost will vary depending upon the activity and location.
Parents/guardians should feel free to call if they have any questions or concerns.

Background

The Abington School Committee (School Committee) recognizes that first-hand experiences provided by field trips and school-sponsored trips (field trips) are an extension of the classroom experience that expand and reinforce concepts learned in the classroom and can provide new and unique experiences not available in the classroom setting. As it is widely acknowledged that not all children learn in the same way, field trips allow students the opportunity to expand their learning in ways different from those typically available in the classroom.

Purpose and Scope

A field trip is student travel away from school premises that is approved by the school district through established procedures for the purpose of curriculum-related study, co-curricular activities, or interscholastic programs.

A. Types of Field Trips

a. Curriculum-related: a classroom-associated learning experience to afford students the opportunity to gain insight, information or knowledge, such as, but not limited to, a walk on conservation land, a visit to a historic site or museum, or attendance at a cultural performance

b. Co-Curricular: school-sponsored experiences associated with school groups that normally meet outside regularly scheduled classes, such as, but not limited to, clubs, student organizations, or academic-related teams

c. Interscholastic: in-district or out-of-district events in which students participate as representatives of the Abington Public Schools, such as, but not limited to, athletics, cheerleading, band, or the performing arts.

B. Duration of Field Trips

a. Day Trip: is a trip within the school day

b. Extended Day Trip: is a trip which is beyond the school day with no overnight stay or travel

c. Overnight Trip: is a multiple day trip or when travel is between midnight, 12:00AM and 6:00AM for travel within the continental United States.

d. International Trip: is a trip or program beyond the borders of the continental United States.

C. Funding

a. The Abington Public Schools will strive to offer field trips with a minimum of expense to the individual student. Reasonable charges may be assessed to cover the actual field trip costs

b. The Abington Public Schools will not provide funding for Overnight, Long-distance and International Trips.

Application

Components of the Procedures for Field Trips

In the planning of field trips, the health and safety of the students and the compliance with the requirements of state laws and regulations is paramount. Matters to be considered include, but are not limited to, the following:

1. Accommodations
2. Approval Process
3. Cancellation/Trip Insurance
4. Consent/Waiver
5. Costs
6. Criminal Offender Record Information (CORI) check for all chaperones

7. Emergency Contacts
8. Forms
9. Fundraising
10. Liability Insurance
11. Medical Insurance and Medical Care
12. Provision during School Hours for Those Students Not Participating
13. Scholarships
14. Student Behavior
15. Supervision/Chaperones
16. Transportation
17. Travel Planning

Planning

The school principal or designee is responsible for ensuring that a teacher(s), advisor(s), or other school staff member(s) proposing a field trip plans, implements, and assesses the trip within the following criteria:

1. Time and Learning - The learning activities associated with the field trip map to the required curriculum and satisfy time and learning requirements.
2. Equal Opportunity/Accessibility - The right of a student to participate in any school-sponsored program is not to be infringed or impaired because of age, gender, gender identity, race, ethnicity, color, national origin, ancestry, religion, sexual orientation, or disability group.
3. Students with Disabilities – When applicable, any concern about a student's ability to participate in a field trip will be referred to the student's liaison or to the Section 504 Coordinator. A determination will be made as to what accommodations are necessary for the student's participation in the field trip.
4. Affordability - Field trips should be affordable and accessible to all qualified and interested students. The cost of a field trip will incorporate the cost of scholarships for students who meet financial hardship criteria. Students also may be encouraged to participate in reasonable group fundraising efforts to defray the cost of field trips.
5. Educational Alternatives - Students who cannot participate in field trips shall receive educational alternatives that have related academic and intellectual value. Instruction of students unable to attend the field trip should not be lessened due to an inability to attend.
6. Health and Safety - The health and safety of students and staff are given utmost consideration in the approval, planning, and conduct of all field trips. Staff involved in planning a field trip will include the District nursing staff in the planning process to determine specific health/medical needs of students, the inclusion of nursing staff on the field trip, or other medical care required.

7. Student Behavior - Students participating in any type of field trip are required to adhere to school rules and regulations. Attendance on field trips is not a student's right, but a privilege. No student may attend such a trip if, in the determination of the principal or his/her designee as part of disciplinary action, the student's behavior has been so inappropriate as to be deemed disruptive or unsafe for the student and to the other trip participants and the planned trip.

8. Supervision - Staff from the requesting school direct the trip, and a staff member is identified as the Staff-in-Charge and is in attendance to ensure compliance with this policy. An adult-student ratio appropriate for the trip supervision and the particular student group will be required.

9. Transportation - Use of leased vans and privately owned vehicles for field trips is prohibited, with the exception of the Abington Public Schools' owned van, except in the case of a bona fide emergency. (Abington Public Schools' van drivers must be pre-approved by the Superintendent of Schools) Selected carriers for late night, overnight, or out-of-state travel must be licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). Carriers with an FMCSA safety rating of "conditional" or "unsatisfactory" will not be used. Selected carriers will be prohibited from using subcontractors unless sufficient notice is provided to the district to allow for verification of the subcontractor's qualifications and safety rating. Travel itineraries must allow enough time for drivers to rest in conformance with federal hour-of-service requirements and common sense. Nothing in this field trip policy should be construed to prohibit field trips where students travel by means of walking.

Approval Criteria and Cancellation Authority

The table below lists the terms used for trips of various lengths and the approval required:

Trip Length & Type	**Principal/Designee**	**Superintendent**	**School Committee**
Day Trip – within the school Day			
Curriculum-related	X		
Co-Curricular	X		
Interscholastic	X		
Extended Day Trip – travel beyond the school day with no overnight stay or travel			
Curriculum-related	X	X	
Co-Curricular	X	X	
Interscholastic	X		

Overnight Trip – multiple day trip or when travel is planned between midnight, 12:00AM and 6:00AM for travel within the continental United States.			
Curriculum-related	X	X	X
Co-Curricular	X	X	X
Interscholastic	X	X	X
International Trip – travel beyond the borders of the continental United States			
Curriculum-related	X	X	X
Co-Curricular	X	X	X
Interscholastic	X	X	X

Approval

Approval for all trips requiring School Committee approval must be sought no less than four (4) weeks prior to the scheduled trip departure date. The approval process for a trip must be completed prior to promoting, advertising, or making any preparations for the trip, including, but not limited to, taking deposits from students, engaging students in fundraising activities or making contractual arrangements. All field trips must be approved in writing by the appropriate authority as specified in this policy.

Cancellation

The Superintendent of Schools has the authority to cancel any field trip until the time of departure for any reason. In such event, school officials will make a reasonable effort to obtain a refund of monies paid by students and parents. However, such refunds are not guaranteed.

The School Committee and the Abington Public Schools will not be responsible for any expenses incurred as a result of a Supervisor/Chaperone's decision to send a student home earlier than scheduled due to the student's unacceptable behavior. Students and/or Parents/Guardians must agree to pay for any damages that may be done by their child and/or aid school officials in collecting money necessary to do so.

International Trips

The School Administration must weigh carefully the benefits and consequences of international travel. The School Administration should consider, among other matters, the financial burden on families and the potential disparate educational opportunities for students and the potential disruption and interference with instruction for the remaining students when large numbers of students are absent from class. International trips should be limited to students in grade nine (9) and above.

Restrictions

Non-school Sponsored Trips

Teachers, advisors and other school staff sometimes privately conduct trips and events involving the participation of Abington Public School students. The School Committee neither sanctions nor prohibits such activities, nor assumes any responsibility for them. Teachers, advisors and

other school staff are prohibited from soliciting students for privately run trips through the school system. Teachers, advisors and other school staff are expected to clearly state that such trips are not school-sponsored and that the Abington School Committee and the Abington Public Schools do not sanction the trip or assume any responsibility.

Implementation

The Superintendent of Schools or his/her designee will develop appropriate procedures pursuant to this policy.

Revised and Approved
By the Abington School Committee
September 24, 2015

Hazing

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY TO REPORT HAZING

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

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

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, pledge 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 and, in the case of secondary schools, 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.

Homeless Education Assistance Act – Policy for McKinney-Vento

To the extent practical and as required by law, Abington Public Schools 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, bilingual

education, vocational and technical education programs, gifted and talented programs and school nutrition programs. Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;

2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;

3. Living in emergency or transitional shelters;

4. Being abandoned in hospitals;

5. Awaiting foster care placement;

6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;

7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;

8. Migratory children living in conditions described in the previous examples.

9. Unaccompanied youth.

The superintendent has designated the Assistant Superintendent for Pupil Services to be Abington Public Schools' liaison for homeless students and their families. To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as family's resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. Abington Public Schools' liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison will assist in this process. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

Abington Public Schools' liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families;

other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies.

This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

MEDICAL/WELLNESS POLICIES

Concussion Policy

Pursuant to Mass. Gen. L. c. 111, Section 222 ("Section 222") and accompanying regulations (105 CMR 201 et seq.) the Abington Public Schools have developed this policy to address the identification and proper handling of suspected head injury in students participating in school-based athletics and marching band.

Medical management of sports-related concussion is evolving. In recent years, there has been a significant amount of research into sports-related concussion in high school athletes. Abington High School has established this protocol to provide education about concussion for athletic department staff and other school personnel. This protocol outlines procedures for staff to follow in managing head injuries, and outlines school policy as it pertains to return to play issues after concussion.

Abington High School seeks to provide a safe return to activity for all athletes after injury, particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in insuring that concussed athletes are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day, including academic assistance, and are fully recovered prior to returning to activity.

This protocol will be reviewed on a two-year basis, by the AHS administration, guidance, athletic director and medical staff. Any changes or modifications will be reviewed and given to athletic department staff and appropriate school personnel in writing.

The Athletic Director of Abington High School shall be the person responsible for the implementation of these policies and procedures in coordination with school administration, school nurse and the guidance department. The Athletic Director is required to review this policy every two years.

All athletic department staff will attend a yearly in-service meeting in which procedures for managing sports-related concussion are discussed. Coaches are required to instruct students in form, technique and skills that minimize sports-related head injury and are directed to discourage and prohibit students from engaging in any unreasonably dangerous athletic technique that endangers the health and safety of students, including using a helmet or any other sports equipment as a weapon.

Students who engage and unreasonably dangerous behavior while participating in extracurricular athletic activities will be subject to the code of conduct and possible disciplinary consequences.

Training: The following personnel shall be required to participate in training in the prevention and recognition of a sports-related head injury: coaches, certified athletic trainers if applicable, volunteers, school physician, school nurses, athletic director, marching band director (including

those volunteers), parents of students who participate in an extracurricular athletic activity, and students who participate in an extracurricular athletic activity.

In accordance with Section 222 and accompanying 105 CMR 201.008, online training programs will be offered through the athletic department at no charge to the individual. This training shall include recognizing sports-related head injury including second impact syndrome. Individuals who participate in the training shall submit documentation verifying the completion of the training to the Athletic Director. Such documents shall be maintained by the Athletic Director for three years.

Documentation of a student history of head injuries, including concussions, is kept on file each athletic season with the completion of the parental consent form for each athlete. (See Department of Public Health Pre-Participation Head Injury/Concussion Reporting Form for Extracurricular Activities)

This Pre-participation information required on the Department of Public Health form concerning head injuries and concussions is included in the Abington High School's parental consent form required of each athlete and kept on file in the athletic office.

Documentation of an annual physical examination of students participating in extracurricular athletic activities consistent with 105 CMR 200.00 is kept in the student's health record, which is on file in the Abington High School nurse's office.

Prerequisites to Participation in Student Athletic or Marching Band

At or before the start of each sport season or band season, students/parents shall provide the following information:

1. Documentation of the students' annual physical examination;

2. A completed Pre-participation Head Injury/Concussion Reporting for Extra-Curricular

Activities ("Pre-Participation Form") which shall include:

a. A comprehensive history with up-to-date information relative to concussion history, any history regarding head, face or cervical spine injury and/or any history of co-existent concussion injuries; and

b. Signatures of both the parent and the student

A certification of completion for any Athletic Department approved online course or a signed acknowledgement as to their receipt of Department approved written materials. Certification for completion of the online course is valid for one school year. If the student/parent fails to provide any of the above information, the student will not be permitted to participate in the activity/sport, including but not limited to try-outs or practices.

Removal from Athletic Activities due to Head Injury

Any student who during a practice or competition sustains a head injury or suspected concussion, shall be removed from the practice or competition immediately and may not return to practice or competition that day. Parents will be notified so the parent may take the student to a medical provider for appropriate medical evaluation and treatment.

The student must provide a complete Department Post Sports-Related Head Injury Medical Clearance and Authorization Form to the Nurse and Athletic Director prior to resuming the extracurricular athletic activity.

Procedures for Returning to the Activity

If a student is diagnosed with a concussion, school personnel, including but not limited to the teachers, school nurse, guidance counselor, along with parents shall develop a written graduated entry plan for return to full academics and extracurricular activities. The guidance counselor in coordination with the school nurse will coordinate the writing and approval process of the written graduated entry plan.

Accommodations may include, as appropriate: provision for physical or cognitive rest; graduated return to classroom studies; estimated time intervals for resuming activities; assessments by the school nurse; periodic medical assessment by a physician until the student is authorized to full classroom and extracurricular activities. The school physician and/or student's physician may be consulted as appropriate in devising the graduated entry plan.

Reporting Requirements

All coaches are required to report any student's head injury or suspected concussion sustained in practice or competition to the students' parents so follow up by a medical provider for evaluation and treatment can provided. The parent shall be informed of the injury immediately after the practice or competition in which it occurred and notification must be provided in writing no later than the end of the next business day.

The coach must also notify the Athletic Director of the injury and removal from play by the end of the next business day. The coach must also complete a Department Report of Head Injury During Sports Season Form and provide it to the Athletic Director, parent and school nurse.

If a student sustains a head injury outside of the extracurricular activity, the parent must complete the Department Report of Head Injury During Sports Season Form and return to the Athletic Director.

The Athletic Director shall disseminate to coaches and band director's copies of the Pre-Participation Form for all of the teams and band. All forms that indicate a history of head injury shall be provided to the school nurse. The Athletic Director shall copy any forms that indicate a history of head injury, batch them by team or band grouping, and provide them to the team's physician and the team's certified athletic trainer, if any.

Conclusion

All coaches, volunteers, trainers etc. who are involved with Abington High School athletes and band members are responsible to follow the procedures and protocols associated with this policy. Failure to do so will result in, but not limited dismissal.

Latex Policy

To minimize exposure to latex allergens in the Abington Public Schools we are implementing the following protocol for latex products.

Purpose: To minimize exposure to latex allergens in the school environment by decreasing the volume and usage of latex products and by increasing awareness of latex allergies.

Definition of latex allergy*:* Latex allergy is defined as an allergy to the proteins retained in finished natural rubber latex products. It is an acquired allergy whose symptoms may become more severe with repeated exposure. Controlling exposure is the key.

General Information*:* Recognizing the Allergic Reaction

A. Typical mild allergic reactions

- Itching, skin rash, hives, welts anywhere on body
- Eye irritation
- Sneezing, nasal drip or congestion

B. Typical severe allergic reactions

- Swelling of any body part, including lips, tongue, throat and gums
- Throat or chest tightness
- Labored breathing or violent cough
- Fainting/unconsciousness or convulsions
- Crying, may report "funny feeling" or "tingling"

Methods of Exposure:

- Direct contact with latex
- Indirect contact (particles left on surfaces, clothing, etc.)
- Inhalation of airborne latex proteins (glove powder, balloons, etc.)

Interventions:

1. All staff, including food handlers in the cafeteria, custodians on building premises, school nurse, faculty and students will use non-latex gloves.

2. Latex-free first aid supplies will be used if available and financially reasonable.

3. When ordering new products, a latex-free product will be obtained and if a substitute is not available, the individual will practice strict avoidance.

4. Latex balloons will be prohibited from inside the school and outside on school grounds. Mylar balloons may be substituted.

5. Tennis balls will not be cut open for use as chair leg coverings as they emit latex into the air.

6. Written documentation of latex/latex-free product will be obtained and/or clear labeling of the product packaging should be available to verify product content before use with an allergic individual.

7. Appropriate staff will be informed of any student allergic to latex and advised of any necessary accommodations.

8. Students will take responsibility for avoidance of allergens as age appropriateness.

Faculty and staff aware of the latex allergy and potential latex product exposure will collaborate with the allergic individual and family to assist him/her to minimize exposure.

Medication Policy

Policy: A written medication order from the licensed prescriber is required prior to the administration of any prescription medication within the school.

Purpose: To ensure compliance with MDPH 105 CMR 210.00

Procedure:

1. The school nurse obtains a written medication order from the licensed prescriber prior to administering any prescription medications.

2. The school nurse provides the prescribing provider with a Medication

Order Form for them to complete and return to the school nurse.

3. The order includes, but is not limited to:

Student name

Name, phone number and signature of licensed prescriber

Name, route and dose of medication

Frequency and time of administration

Date of order

A diagnosis and any other medical condition(s) requiring medication, if not a violation of confidentiality or if not contrary to the request of a parent, guardian or the student to keep confidential

Specific directions for administration

Consent for student self-administration

4. Every effort is made to obtain the following information from the licensed prescriber as appropriate:

Any special side effects, contraindications and adverse reactions to be observed

Any other medication being taken by the student

Date of return visit, if applicable

5. For short-term prescription medications, i.e. those requiring administration for ten (10) school days or fewer, the pharmacy-labeled container is used in lieu of a licensed prescriber's order. If a nurse has a question relating to the order, a request is made for a written order from the licensed prescriber.

6. For over-the-counter medications an i.e. non-prescription medication, the school nurse complies with the Board of Registration in nursing protocols regarding administration of over-the-counter medications in schools.

7. Investigational new drugs are administered in the school with written order by the licensed prescriber, written consent of the parent/guardian and a pharmacy labeled container for dispensing. If there is a question, the Head School Nurse seeks consultation and/or approval from the school physician(s) to administer the medication in a school setting.

8. All medication orders are renewed as necessary, including the beginning of each academic year.

9. A telephone order or an order for any change in prescription medication from a physician is received only by the school nurse.

10. All verbal orders must be followed by a written order within three school days or the verbal order becomes void.

11. Faxed orders are acceptable with the hard copy remaining on file in the license

prescriber's office.

12. The written medication order is kept on file as a permanent part of the student's

Health Records.

13. The school nurse obtains written authorization by the parent/guardian prior to medication administration.

14. The school nurse provides the parent/guardian with the Parental Consent for

Prescription Medication Form.

15. The consent form includes, but is not limited to:

Parent/guardian/emergency contact name and phone number

List of all current medications, if not in violation of confidentiality

Approval for school nurse or personnel designated by the school nurse to administer the prescription medication

Name and phone number of prescribing providers

16. The written Parental Consent Form is kept on file as a permanent part of the

student's Health Record.

17. In accordance with the Standards of Nursing Practice, the school nurse may refuse to administer or allow to be administered any medication, which, based on an individual assessment and professional judgment, has the potential to be harmful, dangerous or inappropriate. In these cases, the parent/guardian and licensed prescriber are notified immediately by the school nurse and the rational for refusal is explained. All unresolved issues are reported to the Head School Nurse and to the School Physician.

Medication

All medication should be given at home whenever possible. In the event that medication needs to be given during school time, the student may do so after consent forms, available in the health office, are completed by the students' physician and parent and/or guardian. Any medication to be given for more than ten (10) school days must have a signed physician order form. Medication must be in a labeled prescription bottle from a pharmacy and brought in by the parent and/or guardian. In the event that a parent wants their child to receive Tylenol, Ibuprofen, Pepto Bismol, Tums, etc. for pain, headaches, etc. a consent form must be signed for the nurse to administer these medications.

No student is allowed to carry any medication with them during school hours or functions, with the exception of those students who have completed consent forms to 'self-administer'. Abington Public Schools shall not prohibit students with asthma or other respiratory disease from possessing and administering prescription inhalers or students with life-threatening allergies from possessing and administering epinephrine in accordance with Department of Public Health regulations concerning students' self-administration of prescription medications.

Approved by the Abington School Committee September 24, 2013

Medication Rules

Medication should be given at home. However, if a student needs to take medication during the school day, he/she may do so after consent forms, available in the health office, are completed by physician and/or parent/guardian. Medication must be in a labeled prescription bottle from a pharmacy and brought in by the parent/guardian. No student is allowed to transport any type of medication to school.

Parents/guardians should notify the school nurse of all extended illnesses so that the nurse can be the medical liaison between home and the school and make any necessary accommodations.

Students should present a certificate from their doctor after recovery from a communicable disease before re-entering school. This is a regulation of the state and local Board of Health. Students may also be required to present a doctor's certificate after an absence of five or more consecutive days caused by illness.

All students attending school are required to be immunized according to Massachusetts School Law. Any student who does not have the required immunizations will be notified of the situation and will be excluded from school if not obtained.

Accident reports are filed by the teacher or coach and are submitted to the nurse when an accident occurs that requires medical attention. If a student is injured after school-on-school grounds, the accident should be reported to the nurse as soon as possible after the accident. Emergency information is extremely important to us if an accident or illness should occur. We need to keep updated files with current information.

Student Health Services & Requirements

The health office is available to students during the school day. A registered nurse is available from 7:10am – 2:10pm for health counseling, emergency health services when a student is ill, and for intervention regarding any student's health concerns. When a student becomes ill, he/she should obtain a pass from the teacher and go to the health office. If the nurse is not available, students should report to the office. If a student is sufficiently ill, the parent/guardian will be notified and the student dismissed to a designated adult. Students must be signed out before being allowed to leave the school building with the designated adult responsible for them.

Please be advised that any student found smoking or in possession of nicotine related substances will be referred to the school nurse for intervention and cessation information.

BODY MASS INDEX:

New regulations established by Massachusetts State Law (M.G.L. Chapter 71 Section 57

and 105 CMR 200.500) require the measurement of height and weight among Massachusetts public school students and the further calculation and screening for underweight, overweight and obesity. These regulations seek to improve data quality and increase the prevention of underweight, overweight and obesity among the youth of Massachusetts by calculating the height, weight, and BMI index and percentile for students in grades 1, 4, 7, and 10. The Abington Public Schools will comply with these regulations as set forth by the MA Department of Public Health and:

Provide educators, parents, and health care providers with this information before and, if requested, after the screenings

Improve the health and well-being of our school age children

Identify children who may be at risk for health problems

This program complements the APS wellness initiative. Screenings will take place throughout the school year. Further information will be posted on the Abington Public Schools website @ www.abingtonps.org

Approved by the Abington School Committee on June 22, 2010
Amended on April 29, 2014

Abington Public Schools Wellness Policy on Nutrition and Physical Activity

This policy is based on Massachusetts standards that apply to competitive foods and beverages sold or provided to students 30 minutes before the beginning of the school day until 30 minutes after the school day ends (foods and beverages sold in vending machines must comply with the standards at all times). It also conforms to Section 204 of the Healthy, Hunger-Free Kids Act of 2010, Public Law 111-29. These Massachusetts standards and Federal regulations went into effect on August 1, 2012 unless otherwise noted subsequent to this publication. Purpose and Goals The Abington Public Schools are committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Therefore, it is the policy of the Abington Public Schools that:
• Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans (http://health.gov/dietaryguidelines/).
• Qualified child nutrition professionals (School Food Service Director) will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
• To the maximum extent practicable, all schools in our district will participate in available federal school meal programs including the School Breakfast Program and the National School Lunch Program.
• The Abington Public Schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
• Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs, and with related community services.
• All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

TO ACHIEVE THESE POLICY GOALS: I. Wellness Advisory Committees The school district and/or individual schools within the district will work with the Wellness Advisory Committee to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The committee also will serve as a resource to school 2 sites for implementing those policies. The Wellness Advisory Committee consists of a group of individuals representing the school and community, and will include the Food

Services Director, Wellness Director, School Committee members, school administrators, teachers, health professionals, parents, students, and members of the public.

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus Meals served through the School Lunch and Breakfast Programs will:
• be appealing and attractive to children;
• be served in clean and pleasant settings;
• meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
• offer a variety of fruits and vegetables;
• serve only low-fat (1%) and fat-free milk, and nutritionally-equivalent non-dairy alternatives (to be defined by USDA);
• ensure that half of the served grains are whole grain;
• schools will share information about the nutritional content of meals with parents and students. Such information is made available on menus, websites, cafeteria menu boards, placards, or other point-of-purchase materials;
• carb count menus will be made available to everyone on the district's website and posted in cafeterias. Free and Reduced-priced Meals Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as "grab-and-go" breakfast.

Meal Times and Scheduling
• will provide students with ideally 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch (http://nasbe.org/healthy_schools/hs/natsandbytopics.php);
• should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 10 a.m. and 1 p.m.;
• should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
• will ideally schedule lunch periods to follow recess periods (in elementary schools);
• will provide students access to hand washing or hand sanitizing before they eat meals or snacks;
• should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs.

Qualifications of School Food Service Staff Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.
Sharing of Foods and Beverages Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets. Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

Elementary Schools: The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. Foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle and High Schools: In middle and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

Beverages • Allowed: water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain 100% fruit juice (4 oz) and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
• Not allowed: By law, soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 100% real fruit juice (4 oz) or that contain 4 additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat free chocolate milk (which contain trivial amounts of caffeine).
Foods Refer to https://www.mass.gov/service-details/mass-in-motion-improving-school-nutrition John Stalker A-List, https://johnstalkerinstitute.org/resources/school-snacks/alist/
• A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Portion Sizes Refer to https://www.mass.gov/service-details/mass-in-motion-improving-school-nutrition or the John Stalker A-List, https://johnstalkerinstitute.org/resources/school-snacks/alist/ Fundraising Activities. To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. All foods used for fundraising purchases must be packaged by a manufacturer with nutrition information available. Schools will encourage fundraising activities that promote physical activity.
Snacks:
Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages, and any allergy-related issues in the building or classroom. Parents will be encouraged to provide appropriate healthy snacks.

Healthy snack lists will be made available to families at the beginning of the school year to assist them in their food choices. https://www.mass.gov/servicedetails/mass-in-motion-improving-school-nutrition or https://johnstalkerinstitute.org/resources/school-snacks/alist/
Rewards Schools will limit foods or beverages, especially those that do not meet the

nutrition standards, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations Schools will limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually. III. Nutrition and Physical Activity Promotion and Food Marketing Nutrition Education and Promotion Abington Public Schools aim to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:
• is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
• is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
• includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
• promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
• emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
• links with school meal programs, other school foods, and nutrition-related community services;
• teaches media literacy with an emphasis on food marketing; and
• includes training for teachers and other staff. Food Marketing in Schools School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (food or beverages provided to students outside of the reimbursable school meals program 30 minutes before the beginning of the school day until 30 minutes after the school day ends with foods and beverages sold in vending machines must comply with the standards at all times). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged. All snacks or ala carte items will come from, or meet the guidelines put forth in the Stalker-A-List.

https://johnstalkerinstitute.org/resources/school-snacks/alist/. Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships. IV. Physical Activity Opportunities and Physical Education Physical Education (P.E.) K-12. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive physical education in accordance with Massachusetts Frameworks.

https://www.doe.mass.edu/frameworks/health/1999/1099.pdf All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity. Daily Recess. PreK-6 students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School.
All elementary, middle, and high schools will attempt to offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will also offer interscholastic sports programs where possible. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs. After-school childcare and enrichment programs will provide and encourage, verbally and through the provision of space, equipment, and activities, daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment: Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment. 7 Integrating Physical Activity into the Classroom Setting For students to receive the nationally recommended amount of daily physical activity (ideally 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:
• classroom health education should complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and • to reduce time spent on sedentary activities, such as watching television.
• opportunities for physical activity will be incorporated into other subject lessons; and
• classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Use of School Facilities Outside of School Hours.
School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. Regulations regarding the use of school facilities are outlined in the Abington Public Schools Joint Use Policy. Communications with Parents Abington Public Schools will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will provide nutrition information and nutrient analyses of school menus on school websites.
Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The district/school will provide parents with a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities http://www.mass.gov/eohhs/docs/dph/mass-in-motion/school-nutrition-guide.pdf or http://www.johnstalkerinstitute.org/alist/alist.pdf The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Monitoring and Policy Review Monitoring:
The superintendent or designee will ensure compliance with established districtwide nutrition and physical activity wellness policies. In each school, the principal will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee. The Food Service Director will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible. Assessments will be repeated every three years by the Wellness Advisory Committee to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review its' nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation. The Wellness Director will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school committee and also distributed to the Wellness Advisory Committee, school councils, parent/teacher organizations, school principals, and school health services personnel in the district.
Approved by the Abington School Committee May 24, 2022

Photographing or Video Taping of Students

The Abington Public School District has on occasion the need to use photographs or videotapes of various school activities and classes. The District at times has photographs in local newspapers and provides programming designed for instructional and informational purposes which appear on cable or broadcast stations.

The District hereby notifies parents/guardians that unless a written objection is received in the office of the principal by September 15 of the school year the District will assume the right to use photographs or video tape in which students may appear or be heard. The District will continue to notify parents or guardians when special needs classes are involved.

PPRA Notice and Consent/Opt-out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. & 1232h, requires

Abington Middle School to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent's;
2. Mental or psychological problems of the student or student's family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing survey"), and certain physical exams and screenings.

If you wish to review any of the survey instruments or instructional materials used in connection with any protected information or marketing survey throughout the school year or have your child opt out of participation, please submit a written request to the building principal by September 15.

The school hereby notifies parents/guardians that unless a written request is received in the office of the principal, the school will assume the right to administer any survey and/or instructional material used in connection with any protected information or marketing survey it deems appropriate.

Press and Media Guidelines

Members of the press and media are encouraged to visit the schools.

All guests must register in the school office. Identification badges may be required.

The principal will cooperate with and assist members of the press and media who wish to interview or photograph students or staff. In order not to interfere with the education of students:

The principal may make a room or space available where students/staff who wish to talk to reporters may do so.

The principal may require reasonable lead-time to make arrangements.

We require that members of the press or media identify themselves as such to students and/or staff. Students and/or staff are free to respond, or not respond, as they choose. Parental permission must be given if student pictures are to be used for publication or if quotations are to be attributed to students who are minors.

Sex Education

In accordance with General Laws Chapter 71, Section 32A, the Abington 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. At the beginning of 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 education or human sexuality issues.

Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation. Each such notice to parents/guardians will include a topical outline of the curriculum covered by this policy, and will inform parents that they may:

1) exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting 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.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instruction materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue.

The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute. The Superintendent of Schools will distribute a copy of this policy to each principal by September 1 of each school year.

46.02: Definitions Restraint

As used in 603 CMR 46.00, the following terms shall have the following meanings: Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting in not medication restraint.

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

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.

Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

46.03: Use of Restraint

(1) Prohibition.

(a) Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.

(b) Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;

2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;

3. There are no medical contraindications as documented by a licensed physician;

4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;

5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,

6. The program has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.

(c) Physical restraint, including prone restraint where permitted, shall be considered 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 to be inappropriate under the circumstances.

(d) All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

(2) 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.

(3) Limitations on use of restraint. 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.

(4) Referral to law enforcement or other state agencies. Nothing in these 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 G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

Sexual Harassment Policy for Employees and Students

The School Committee takes the position that all of its employees and students have the right to work and learn in an environment free from sexual harassment.

The federal and state law prohibiting sexual harassment in schools is Title IX of the Education Amendments of 1972, which prohibits any person, on the basis of sex, to be subjected to discrimination in an educational program or activity receiving federal financial assistance.

The School Committee will take seriously all complaints of sexual harassment and will investigate, through its designated sexual harassment investigator, each and every complaint thoroughly and as quickly as possible. Dr. Chris Basta, Assistant Superintendent for Pupil Personnel Services has been designated as the Sexual Harassment Investigator for the Abington Public Schools.

The School Committee recognizes that employees/students have legal rights under Massachusetts and federal anti-discrimination laws that are not superseded by this policy.

The School Committee, through its Sexual Harassment Investigator, shall comply with all statutory obligations in the reporting of suspected child abuse cases and sexual assault on minors.

The School Committee recognizes that teachers, administrators, etc., have statutory obligations to Preport cases of suspected child abuse to the proper authorities. Although the School Committee, through its Superintendent, would like to be notified as soon as possible by the faculty of suspected abuse by another faculty or staff member before the authorities, the School Committee recognizes that there is no statutory obligation to do so.

The student and the employee retain all state and federal protection throughout the investigation; and, both can seek the remedies afforded them by state and federal law at any time. Inquiries should be directed to the Massachusetts Commission Against Discrimination, 1 Ashburton Place, Boston, MA (617) 727-3990 or the U.S. Equal Employment Opportunity Commission, 1 Congress Street, Boston, MA (617) 565-3200. The School Committee shall take the necessary steps to ensure that the parties involved shall have the utmost protection of privacy; that is, only those persons with a need to know will be informed of the complaint.

The term "sexual harassment" means sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term of condition of employment/educational environment or as a basis for employment/ academic decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work/academic performance by creating an intimidating, hostile, humiliating or sexually offensive educational or work environment for either student or staff. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

Examples of Sexual Harassment:

Sexual harassment may include but is not limited to:

Verbal harassment or abuse; verbal comments (about parts of the body, what types of sex the victim would be “good at”, clothing, looks, name calling, spreading sexual rumors, gossip intended to harm one’s reputation, leers and stares, sexual or dirty jokes, deliberate excluding or shunning, taunting;

Subtle unwelcome pressure for sexual activity;

Inappropriate touching, patting, pinching or gesturing with hands and body;

Intentional unwelcome brushing against an employee/co-worker/student's body;

Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;

Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment/educational status;

Using the computer, email, MySpace, Facebook, blog, twitter, text message, IMs, etc. to leave sexual messages, graffiti, cartoons, pictures, pornography or to play sexually offensive computer games, or "slam books" (lists of individuals' names with derogatory sexual comments written about them by others)

Any cornering, blocking, standing too close, following, howling, catcalls, whistles, spiking (pulling down someone's pants).

Sexual Harassment Investigator:

The Sexual Harassment Investigator is the person appointed by the School Committee to investigate charges of sexual harassment. The Sexual Harassment Investigator shall be a person both employees and students feel comfortable approaching with such a charge. The School Committee shall decide before implementing this policy who that person is and notify all employees and students, who the Sexual Harassment Investigator is for the Abington Public Schools.

Complainant and Respondent:

Complainant is the person bringing forth the charge of sexual harassment.

Respondent is the person charged with sexual harassment. Reasonable Man/Reasonable Woman Standard:

The Sexual Harassment Investigator shall employ either a reasonable man or a reasonable woman standard, depending upon the sex of the complainant, when investigating a charge of sexual harassment. That is, would a reasonable man or a reasonable woman perceive the conduct of the respondent as sexual harassment. The School Committee retains the right to adjust the standard applied to the standard set by the United States Supreme Court in the sexual harassment case now pending before it.

Reprisal:

A reprisal is an action that is retaliatory in nature. Any other form of harassment shall be considered a reprisal: for example, respondent is a supervisor/teacher and gives complainant an undeserved negative evaluation/grade because complainant brought the claim of sexual harassment against the respondent. In addition, any member of the community who retaliates against any person who reports alleged harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment.

Consequences/Disciplinary Action:

Any school employee or student that is found to have violated this policy may be subject to action including, but not limited to, warning, remedial training, informal or formal reprimands, reduction in pay, reduction in duties, education or counseling, suspension, exclusion, expulsion, transfer, termination or discharge. If the situation warrants such obligation, notification to the proper authorities will be conducted. In addition, a person who knowingly makes a false report may be subject to the same action that the school system may take against any other individual who violates this policy. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated, or which did not rise to the level of unlawful harassment.

Privacy Counseling Option:

If a person believes he/she is the victim of harassment, in addition to the right to file a complaint, he/she may also seek advice from a designated school member of the counseling staff. These persons are available to discuss any concerns the complainant may have and provide information to him/her about the policy on harassment and the complaint process. If the complainant desires, this

individual will work with him/her to find a way of resolving his/her concerns in an informal manner acceptable to him/her and in a manner which would offer him/her as much privacy and confidentiality as is possible.

Employee(s):

Employee(s) shall be read to mean: administrators, teachers, clerical staff, cafeteria workers, aides, custodial staff, and anyone else employed by, or a volunteer of, the School Committee. Sexual Harassment may encompass an accumulation of incidents, and not just one incident, i.e., a remark/joke/etc. that may seem insidious when said the first time but continues after complainant states that he/she is offended by that type of remark/joke/etc. The following Procedure section refers to an "incident" of sexual harassment but also means the accumulation of "incidents" to the point of sexual harassment.

Persons who need to know:

Persons who need to know shall include, at the appropriate time(s), the respondent, any witnesses, the Sexual Harassment Investigator, the representatives present in the investigation interviews, the complainant's parent(s)/guardian(s) if complainant is a student, the Superintendent, and the School Committee.

Procedure:

When complainant is a student:

If a student confides in an employee that student, or another student is being harassed by a student, the employee shall bring the matter to the attention of the building administrator. The employee should inform the student of the “Suggested Procedures” listed in the Student Handbook. The employee should offer assistance to the student to follow procedures correctly and/or secure adult assistance for support. The building administrator will investigate the allegation and decide upon the appropriate action. All unresolved complaints of harassment will be reported to the Sexual Harassment Investigator.

If a student confides in an employee that student, or another student, has been sexually harassed by an employee of the School Committee, the employee shall bring the matter to the attention of the Sexual Harassment Investigator.

The Sexual Harassment Investigator shall:

Notify the student and his/her parent(s)/guardian(s)that the student's claim of sexual harassment has been referred to the Sexual Harassment Investigator for an investigation; Notify the proper authorities, if the situation warrants such obligation; Notify the respondent of the charge against him/her and inform him/her that he/she may have a representative present when interviewed by the Sexual Harassment Investigator; Interview the complainant with parent(s)/guardian(s) and/or legal representation present; Interview the respondent with union representation or legal representation present, if requested; Interview the employee who notified the Investigator of the claim of sexual harassment; Interview any witnesses to the sexual harassment; and, Submit a written determination to the Superintendent.

The Sexual Harassment Investigator shall document the statements of the complainant, the respondent, and the witnesses, as to (a) the date(s) of the alleged incident(s); (b) the dates of the meetings with the interested parties; and, (c) the persons present at the meetings.

Complainants, respondents, and witnesses shall have the opportunity to review their statements and confirm that the Sexual Harassment Investigator has reported their statements and the meetings

accurately. The parties shall then sign their statements. In the case of the minor student, the student's parent(s)/guardian(s) shall co-sign the statement.

The Superintendent shall: notify the complainant and the respondent that a determination has been made; and determine whether action need be taken.

If action is taken, the Superintendent shall notify the School Committee in the same manner as he/she would in other serious matters.

Action shall consist of but not be limited to one of the following: warning, suspension, dismissal, following all due process procedures.

SHOULD THE SEXUAL HARASSMENT BE OF THE LEVEL OF SEXUAL ASSAULT OF A MINOR, THE INCIDENT WILL, IN ACCORDANCE WITH MASSACHUSETTS GENERAL LAWS CHAPTER 119, SECTION 51A, BE REPORTED TO THE DEPARTMENT OF SOCIAL SERVICES AND THE PROPER AUTHORITIES WILL BE NOTIFIED AT ANY POINT IN TIME DURING THE INVESTIGATION. THE SCHOOL COMMITTEE'S INVESTIGATION, THROUGH ITS SEXUAL HARASSMENT INVESTIGATOR, SHALL BE SEPARATE BUT THE SCHOOL COMMITTEE WILL COOPERATE WITH THE AUTHORITIES.

When the complainant is an employee:

If an employee believes that he/she has been sexually harassed, he/she shall report the incident immediately to the Sexual Harassment Investigator, or a person with whom the complainant feels the most comfortable reporting such a matter (e.g., union representative, supervisor, etc.). If the sexual harassment is not reported to the Sexual Harassment Investigator initially, the person to whom it was reported shall notify the Sexual Harassment Investigator immediately upon learning about the harassment.

After the report of sexual harassment, the Sexual Harassment Investigator shall immediately begin the investigation. The investigation shall consist of:

1. Interviewing both the complainant and the respondent, individually and privately, unless the presence of a union representative, or other legal representative is requested.

2. Documenting the statements of both the complainant and the respondent by noting (a) the dates of the alleged incident(s), (b) the dates of the meetings with the complainant and the respondent, (c) the persons present at the meetings, and, (d) the names of persons given as witnesses.

3. Interviewing any witnesses named by either the complainant or the respondent, individually and privately, unless the presence of a union representative or other legal representative is requested.

4. Documenting the statements of the witnesses, who will sign off as to the validity of the statements; and,

5. Re-interviewing the complainant and the respondents, under the same circumstances as the first interview, if the Sexual Harassment Investigator believes more information or clarification is necessary. Or, the Sexual Harassment Investigator may permit the complainant and the respondent the equal opportunity to submit written reports with any additional information.

The complainant and the respondent shall both verify the Sexual Harassment Investigator's documentation of their individual statements as to the incident(s) of sexual harassment, by signing the Sexual Harassment Investigator's notes of the meeting(s), making any corrections to their own statements, if necessary.

The respondent shall be informed of the complainant's identity and shall also be informed that reprisals against the complainants shall/will not be tolerated.

Within a reasonable time of the submission of the complaint of sexual harassment and completion of the investigation:

1. The Sexual Harassment Investigator shall file a written report which shall include his/her findings of fact with the Superintendent.

2. The Superintendent shall determine what action shall be taken, if any.

3. The action, if the charge is substantiated, to be taken shall be one of the following: warning, suspension, dismissal

4. The action of the Superintendent shall be taken as soon as possible following the submission of the Sexual Harassment Investigator's report.

5. If action is taken, then said action shall be placed in the respondent's personnel file.

If the Sexual Harassment Investigator's findings do not substantiate the charge of sexual harassment, then the charge is not placed in the respondent's personnel file.

REPRISAL AGAINST THE COMPLAINANT OR ANY WITNESSES AFTER A NON-FINDING SHALL NOT BE TOLERATED. BOTH THE COMPLAINANT AND THE RESPONDENT SHALL BE PROVIDED WITH

A COPY OF THE INVESTIGATOR'S REPORT. CONFIDENTIALITY WILL BE MAINTAINED TO THE BEST ABILITY OF THE SEXUAL HARASSMENT INVESTIGATOR. THE PERSONS WHO NEED TO KNOW WILL BE THE ONLY ONES TO BE TOLD THE NAMES OF THE PARTIES.

If either the complainant or the respondent is dissatisfied with the results of the investigation of the harassment charge, he/she may discuss his/her dissatisfaction directly with the Superintendent. If still dissatisfied, he/she may turn to the grievance procedure set forth in the applicable collective bargaining agreement.

At all times, the parties retain all rights under state and federal laws, and are free to avail themselves of those rights.

The School Committee issues this policy to provide measures to fight sexual harassment at a level below litigation; but, the School Committee does not intend to usurp any rights guaranteed under state or federal laws.

Copies of this policy, and the students' policy, shall be given to each employee of the School Committee--either as a part of a handbook or by the normal route for disseminating important notices--and posted in conspicuous places: i.e., places where employees gather and are most likely to see the postings.

The School Committee shall arrange workshops for the employees to explain the policy and sensitize employees to sexual harassment. Such workshops shall be held at reasonable times after implementation of this policy.

Sources utilized in forming this policy include:
U.S Department of Health & Human Services: Office of Civil Rights
Gregory, Gwendolyn H., Naomi E. Giltens, et al., eds., Sexual Harassment in the Schools: Preventing and Defending Against Claims, Revised Edition, NSBA Council of School Attorneys (2003).
Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts

Schools, Massachusetts Board of Education (1986).
Adopted by the Abington School Committee on October 26, 1993
Amended by the Abington School Committee on November 18, 1998
Amended by the Abington School Committee on May 25, 2010

Student Drug-Alcohol Involvement

To ensure the health and safety of students in school and at all school functions, Abington Middle School has a zero tolerance policy regarding the use of alcohol or other drugs. The school will continue to be aggressive with consequences as well as education, intervention and support. A detailed explanation of the Drug/Alcohol Policy, voted by the School Committee, is available at www.abingtonps.org.

Student Records

SUMMARY OF REGULATIONS PERTAINING TO STUDENT RECORDS

The Student Record Regulations adopted by the Board of Education apply to all public elementary and secondary schools in Massachusetts. (They also apply to private day and residential schools that have state approval to provide publicly-funded special education services.) The regulations are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

The regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The regulations divide the record into two parts: 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 district for at least sixty years after the student leaves the system. The temporary record contains the majority of the information maintained by the school about the student.

This may include such things as standardized test results; class rank; school sponsored extracurricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records; and other information. The temporary record is destroyed within seven years after the student leaves the school system.

The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents and eligible students. Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade; they may exercise these rights just as their parents may:

<u>Amendment of Record</u>

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have a right to request that information in the record be amended or deleted. They are entitled to meet with the principal (or principal's designee) to discuss their objection to information that is in the record, and to receive a written decision. A parent or eligible student who is not satisfied with the principal's decision may appeal to higher authorities in the school district.

Confidentiality of Record

Except where regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

Destruction of Records

The regulations require school authorities to destroy a student's temporary record within seven years after the student transfers, graduates or withdraws from 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. In each case, the school must notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

The above is only a summary of some of the more important provisions of the Student Record Regulations that relate to the rights of parents and eligible students. The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00. For more detailed information, please review the regulations (copies of which should be available in every public school) last revised in May 2002, and the Questions and Answers guide published by the Massachusetts Department of Education in 1995.

Inspection of Record

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available no later than 10 calendar days after the request.

The parent and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials. The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Record Request from Non-Custodial Parents

As set forth in the amended regulation, 603 CMR 23.07(5), non-custodial parents are eligible to obtain access to their children's student records *unless* the school or district has been given documentation that:

1. the non-custodial parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
2. the non-custodial parent has been denied visitation or has been ordered to supervised visitation, or
3. the non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the order or any subsequent court order specifically allows access to student record information.

Transportation

SCHOOL BUS RULES AND REGULATIONS

MANDATED TOWN-PAID TRANSPORTATION

Under Massachusetts General Laws, transportation at town expense shall be furnished to all Abington students in grades K-6 who live two miles or more from the school they attend. Transportation at town expense is based solely on the student's home address and is only for transportation between the student's home bus stop and the school he/she attends. Additionally, transportation shall be provided at town expense for students whose Individualized Education Plan (IEP) requires such transportation or whose physical condition makes such transportation necessary as stated in an (IEP).

NON-MANDATED FEE-BASED TRANSPORTATION

The Fee-Based Transportation System provides an option for arranging bus service for students Grades K-6 who live less than 2 miles from their school and for all students Grades 7-12. There is a provision for a fee waiver. The "Fee Waiver Application Form" must be completed and submitted by July 1 to the Superintendent's Office. This form is available in both the Principal's Office and the Superintendent's Office. Eligibility is subject to the income guidelines and verification. Ridership is not guaranteed, as it is dependent on sufficient funding and available seating.

TWO MILE LIMIT

The two-mile measurement is the shortest vehicular route between the nearest walkway or driveway to the student's residence to the nearest walkway or gateway leading to the front door of the school. If the mileage is in dispute, a "Distance Appeal Form" must be completed and submitted by July 1 to the School Department.

This form is available in both the Principal's Office and Superintendent's Office. The distance will be rechecked and a decision made. This decision shall be final. Appeals not properly submitted by July 1 will not be honored.

Please note that the shortest vehicular route may change from year to year as new streets open to traffic; therefore, the shortest vehicular route will be based on streets existing as of July 1 of each year. Mileage will NOT be calculated to or from a daycare provider.

STREET LIST

A list of eligible and ineligible streets will be posted at each elementary school and on the

Abington Public Schools web site, www.abingtonps.org.

APPLICATION, FEES, & DUE DATES

1. During the month of April students will receive a Transportation Packet containing rules and regulations, frequently asked questions, and all

   pertinent forms.

2. **The fee is $255 per student with a $510 family cap.** The fee is refundable **only** if the child is not assigned a seat. Aside from this exception, and because buses must be contracted in advance, the fee is nonrefundable and will not be prorated in any manner or for any reason. The seat purchased is not transferable to another route.

3. **The application and payment in full must be submitted by July 1.** This payment insures that your child is included on the bus list as routes are developed during the summer. Applications and payments received after July 1

will be considered late and will be honored only if space is available and if there is an existing stop on the route.

NEW RESIDENTS

Subject to the availability of seats and an existing bus stop, applications and fees for children of new residents will be processed at the time of registration.

IDENTIFICATION

In mid-August bus passes will be mailed directly to the households of all mandated and enrolled riders. Beginning the first day of school, each bus student is required to carry the bus pass. Not doing so could result in exclusion from the bus. We suggest attaching the pass to the backpack. This will keep the pass handy and allow the student to display it without delay. Lost passes will be replaced for a $5.00 fee.

BUS STOPS AND ROUTING

Students K-12 are not entitled to street-by-street or door-to-door pick-up and/or delivery. The School Department will establish common neighborhood bus stops.

Timing and routing does not allow for additional bus stops even if the bus passes your residence. Bus stops will be published in the local newspaper approximately two weeks prior to the opening of school. As it is unknown how many buses will be funded, the length of bus routes may be adversely affected. All efforts will be made to schedule bus routes so that no child is riding for more than one hour per trip.

SAFETY

Safety is a responsibility that is shared between the home and the school district. While the law requires the School Department to furnish a defined level of transportation, it does not relieve parents/guardians of students from the responsibility of supervision until such time as the child boards the bus in the morning.

Once the child boards the bus – and only at that time – does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day. Therefore, it is the responsibility of the parent/guardian to escort the child to and from the bus stop where there are no sidewalks, where sidewalks are only on one side, where the bus stop is on the opposite side of the street, and where there are either traffic or commuter rail concerns.

BUS WAIVERS

A parent/guardian may request a stop other than the assigned home bus stop by completing a "Bus Waiver Form." Approval of the request is subject to the following criteria:

The alternate stop must be on a route scheduled for the child's assigned school.

Seating is available.

The requested stop is to be the permanent daily pick-up and drop-off point.

For Beaver Brook students, the request must conform to PreK-4 Transportation Guidelines.

BUS CONDUCT

In view of the fact that a bus is an extension of the classroom, the School Committee shall require the child to conduct himself/herself in a manner consistent with established standards for classroom behavior as stated in the student handbook. Bus drivers have the authority and the responsibility to maintain good order while operating the bus. Additionally, bus drivers are instructed to inform the building principal about any student misconduct that creates an annoyance or distraction while driving.

The building principal will inform the parents/guardians of the misconduct and request their cooperation in monitoring the child's behavior. Any student who becomes a disciplinary problem on the school bus may have riding privileges suspended on a temporary or permanent basis. In such cases, the parents/guardians of the child involved become responsible for seeing that the child gets to and from school safely. There will be no refunds resulting from disciplinary action.

It should be noted here that the courts have held that the right of a student to transportation is a qualified right, one that is dependent upon good behavior. In a case where a student seriously or continuously breaks the rules, the parents/guardians will be notified of the misbehavior. Depending on the seriousness of the infraction(s), the student's right to school bus transportation may be suspended or terminated at any time. Any infraction of the School Bus Rules and Regulations that is reported to the school authorities will be investigated before any disciplinary action is taken, and if there is a basis for the report, the student will be given notice of the charges against him/her. If the student denies the charges, an explanation of the evidence the School Department has and an opportunity to present his/her side of the story will be afforded the student in accordance with the due process procedures stated in the student handbook.

OTHER REQUESTS, INQUIRIES OR CONCERNS

All other requests, inquiries, or concerns must be made in writing and submitted to either the Principal's Office or to the Superintendent's Office for processing. Note: Submit all discipline issues to the Principal.

Consistent with the policies and past practices of the Abington School System, the following rules and regulations are offered for the attention of all persons affected by school transportation. The school bus is an extension of the school itself and rules regarding behavior are the same as in school. It should be understood that the right of a student to be transported to and from school or school related activity is a qualified right dependent on good behavior.

1. Please be on time at your pick-up point. Bus drivers are instructed NOT to wait for students who are not there. We recommend you be at your bus stop five minutes before your regular pick-up time.
2. While waiting for the bus, do not run, push or play games. Bus riders should not move towards the bus until the bus has come to a complete stop.
3. Each group will line up and permit the younger students to board the bus first. Be courteous! Do not push or shove on entering or leaving the bus. Leave the bus promptly upon arrival at your destination.
4. In crossing a highway, do so only after the driver signals that it is safe to cross.

Pass ten feet in front of the bus and look for traffic in both directions before proceeding.

5. Take your seat promptly on entering the bus and remain in it until you arrive at your destination. Do not throw anything on the bus or out the bus window. There will be no standing or saving seats on the bus.

6. Do not use profane, loud or boisterous talk or make other noises that might distract the driver. Students shall be courteous at all times to the driver, to fellow students and to passers-by.
7. Treat bus equipment well. Damage to equipment will be paid for by the offender.
8. Smoking or lighting of matches is never allowed on the bus.
9. Students must have written permission to leave the bus other than at home or at school.
10. In case of an emergency, students are to remain on the bus unless requested to leave by the bus driver and only under his/her direction.

The school principal or assistant principal may deprive students of riding the bus if there are violations of these rules or if students engage in any other action which jeopardizes the health and safety of those riding the bus. In all cases, a report must be made by the principal to the parents/guardians of the student involved and to the Office of the Superintendent of Schools where an appeal can be made.

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE ABINGTON SCHOOL DEPARTMENT
AND
THE ABINGTON POLICE DEPARTMENT

Memorandum of Understanding Between Abington Public Schools and Abington Police Department This agreement (the "Agreement") is made by and between Abington Public Schools (the "District") and Abington Police Department (the "Police Department") (collectively, the "Parties"). The Chief of Police of the Police Department (the "Chief") and the Superintendent of the District ("the Superintendent") are each a signatory to this Agreement. The provisions of this Agreement in bold typeface are specifically required by law under G.L. c. 71, § 37P.

I. The purpose of this Agreement is to formalize and clarify the partnership between the District and the Police Department to implement a School Resource Officer ("SRO") program (the "Program") in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information sharing; and inform the Parties' collaborative relationship to best serve the school community. This memorandum is not intended to, does not, and may not be relied upon to create any

rights, substantive or procedural, enforceable by any person in any civil or criminal matter.

II. II. Mission Statement, Goals, and Objectives The mission of the Program is to support and foster the safe and healthy development of all students in the District through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion is indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the "Goals and Objectives"):
• To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, and socioeconomic status;
• To promote a strong partnership and lines of communication between school and police personnel and clearly delineate their roles and responsibilities;
• To establish a framework for principled conversation and decision-making by school and police personnel regarding student misbehavior and students in need of services;
• To ensure that school personnel and SROs have clearly defined roles in responding to student misbehavior and that school administrators are responsible for code of conduct and routine disciplinary violations;
• To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
• To encourage relationship-building by the SRO such that students and community members see the SRO as a facilitator of needed support as well as a source of protection;
• To provide requirements and guidance for training including SRO training required by law and consistent with best practices, and training for school personnel as to when it is appropriate to request SRO intervention.
• To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning; and
• To offer presentations and programming to the school focusing on criminal justice issues, community and relationship building, and prevention, health, and safety topics.

III. Structure and Governance
The Parties acknowledge the importance of clear structures and governance for the Program. The Parties agree that communicating these structures to the school community, including teachers and other school staff, students, and families, is important to the success of the Program. A. Process for Selecting SRO The Parties acknowledge that the selection of the SRO is a critical aspect of the Program and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO. In accordance with state law, the Chief shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training in child and adolescent cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies.

The Chief shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO. The Chief shall consider the following additional factors in the selection of the SRO:
• Proven experience working effectively with youth;

• Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons who have physical and mental disabilities;
• Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
• Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
• Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
• Knowledge of school safety planning and technology;
• Demonstrated commitment and ability to engage in outreach to the community;
• Knowledge of school and community resources;
• A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits; and
• Public speaking and teaching skills.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider the input gathered by the Superintendent from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. In accordance with state law, the Chief shall not assign an SRO based solely on seniority. The Chief shall take into account actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationship with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a family or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify his or her appointing authority at the earliest opportunity.

The Police Department shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools. B. Supervision of SRO and Chain of Command the SRO shall be a member of the Police Department and report directly to the Lieutenant on Duty or Shift Supervisor in their absence.
The SRO shall be designated as a special employee of the District and shall report directly to the Assistant Superintendent. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal and any other school officials identified in Section V.

A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section V.D. The principals will be made aware as practicable of the approximate schedules for the SRO. C. Level and Type of Commitment from Police Department and School District The salary and benefits of the SRO shall be covered by Abington Police Department and Town of Abington.
The costs of the school related training required by this Agreement and school related professional development shall be paid by the Abington Public Schools upon preapproval

through the Assistant Superintendent's Office. D. Integrating the SRO The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel. The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work.

The introduction for parents shall include information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school. The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convening's. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues.

If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty. The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP") under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act ("504 Plan"). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents.

If a parent or guardian provides such permission, the SRO shall make reasonable efforts to review the documents. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents. The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any informati9n sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act ("FERP A") (20 U.S.C. § 1232g) (see further information in Section V). Page 4 of 12 E. Complaint Resolution Process Any person wishing to register a complaint may do so in person at the Abington Police Department or online through the Police Department website at htto://www.abingtonpolice.org/.This allows for parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections. The SRO and other Police Department officers will be able to register concerns, including concerns about misconduct by teachers or administrators, which may arise to the Assistant Superintendent. The district will annually review this process to verify the functionality of the process. F. Annual Review of the SRO and the SRO Program. In accordance with state law, the Chief and the Superintendent shall

annually review the performance of the SRO and the success and effectiveness of the Program in meeting the Goals and Objectives. The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall evaluate the SRO's performance based on the following overarching goals:

- fostering a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, and socioeconomic status;
- support provided in the minimization of the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- the relationship-built by the SRO such that students and community members see the SRO as a facilitator of needed supports as well as a sourc6 of protection;
- the implementation of positive and proactive prevention and safety programs and initiatives.
- assistance as needed with the safe transition to and from school and home;
- high visibility with students, parents, teachers and administration.

IV. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Misbehavior

The Parties agree that school officials and the SRO play important and distinct roles in responding to student misbehavior to ensure school safety and promote a positive and supportive learning environment for all students. Under state law, the SRO shall not serve as a school disciplinarian, as an enforcer of school regulations, or in place of school-based mental health providers, and the SRO shall not use police powers to address traditional school discipline issues, including non-violent disruptive behavior. The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to criminal misconduct. The Parties acknowledge that many acts of student misbehavior that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read and understand the student code of conduct for both the District and the school. The principal (or his or her designee) and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student misbehavior. In such instances, the guiding principle is whether misbehavior rises to the level of criminal conduct that poses (I) real and substantial harm or threat of harm to the physical or psychological well-being of other students, school personnel, or members of the community or (2) real and substantial harm or threat of harm to the property of the school. In instances of student misbehavior that do not require a law enforcement response, the principal or his or her designee shall determine the appropriate disciplinary response. The principal or his or her designee should prioritize school- or community-based accountability programs and services, such as peer mediation, restorative justice, and mental health resources, whenever possible. For student misbehavior that requires immediate intervention to maintain safety (whether or not the misbehavior involves criminal conduct), the SRO may act to deescalate the immediate situation and to protect the physical safety of members of the school community. To this

end, school personnel may request the presence of the SRO when they have a reasonable fear for their safety or the safety of students or other personnel. When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall only assist in a criminal investigation as witnesses or to otherwise share information consistent with Section V, except in cases of emergency. Nothing in this paragraph shall preclude the principal or his or her designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

A student shall only be arrested on school property or at a school-related event as a last resort or when a warrant requires such an arrest. The principal or his or her designee shall be consulted prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent or guardian in advance and offer them the opportunity to be present during the interview. In accordance with state law, the SRO shall not take enforcement action against students for Disturbing a School Assembly (G.L. c. 272, § 40) or for Disorderly Conduct or Disturbing the Peace (G.L. c. 272, § 53) within school buildings, on school grounds, or in the course of school related events.

It shall be the responsibility of the District to make teachers and other school staff aware of the distinct roles of school administration and SROs in addressing student misbehavior, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section VIII.

V. Information Sharing Between SROs, School Administrators and Staff, and Other Stakeholders The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students but also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge that there is a distinction between student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services. A. Points of Contact for Sharing Student Information In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or his or her designee) and the SRO are the primary points of contact for sharing student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information.

Such school officials and Police Department employees are identified below: Chief of Police Deputy Chief of Police Department Lt. and Sgt. Superintendent of Schools Assistant Superintendent Principals Assistant Principals Athletic Director. Such Police Department employees are considered a part of the District's "Law Enforcement Unit" as defined in the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g). B. Compliance with FERP A and Other Confidentiality Requirements At all times, school officials must comply with FERP A. This federal statute permits disclosures of personally identifiable information about students contained in educational records ("Student PH"), without consent, only under specific circumstances. When the District "has outsourced institutional services or functions" to the SRO consistent with 34 C.F.R. § 99.3 I (a)(1)(i)(B) of FERPA, the SRO qualifies as a "school official" who can access, without

consent, Student PH contained in education records about which the SRO has a "legitimate educational interest." Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PH contained in education records "in connection with an emergency if knowledge of the [Student PH] is necessary to protect the health or safety of the student or other individuals." These are the only circumstances in which an SRO may gain access, without consent, to education records containing student PH (such as IEPs, disciplinary documentation created by a school, or work samples). FERPA does not apply to communications or conversations about what school staff have observed or to information derived from sources other than education records.

In addition to FERP A, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including the Health Insurance Portability and Accountability Act of 1996 (HIP AA) and state student record regulations at 603 C.M.R. 23.00. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to share such information beyond the sharing contemplated in this Agreement unless required to be shared by state or federal law. The Parties shall not collect or share information on a student's immigration status except as required by law. C. Information Sharing by School Personnel 1. For Law Enforcement Purposes where the principal or his or her designee learns of misconduct by a student for which a law enforcement response may be appropriate (as described in Section IV), he or she should inform the SRO. If a teacher has information related to such misconduct, he or she may communicate this information directly to the SRO but should also communicate such information to the principal or his or her designee. The Parties agree that the sharing of such information shall not and should not necessarily require a law enforcement response on the part of the SRO but shall and should instead prompt careful consideration of whether misconduct is best addressed by law enforcement action, by a school disciplinary response, or by some combination of the two. Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of G.L. c. 71, § 97. The Parties acknowledge that there may be circumstances in which parents' consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel who have knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (and the SRO if appropriate to facilitate a response) and the principal or his or her designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual. Nothing in this section or this Agreement shall prevent the principal or his or her designee from reporting possible criminal conduct by a person who is not a student. 2. For Non-Law Enforcement Purposes

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO' slaw enforcement role outlined in Section IV. Student PH received by the SRO (or other Police Department employee identified in Section V.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports.
Prior to such a disclosure, whenever possible, the principal or his or her designee shall notify the parent, the student, or both, when such information will be shared with the SRO.
D. Information Sharing by the SRO Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or his or her designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, or a student's voluntary participation in any diversion or restorative justice program if:
• The activity involves criminal conduct that poses a (present or future) threat of harm to the physical or psychological well-being of the student, other students or school personnel, or to school property; • The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because of the Police Department's involvement with a student's family, the student may need or benefit from supportive services in school); or
• The activity involves actual or possible truancy. The SRO shall provide such information whether the activity takes place in or out of school, consistent with the requirements of G.L. c. 12, § 32 (Community Based Justice information sharing programs) and G.L. c. 71, § 37H (setting forth potential disciplinary consequences for violations of criminal law). When the SRO observes or learns of student misconduct in school for which a law enforcement response is appropriate (as described in Section IV), the SRO shall convey to the principal or his or her designee as soon as reasonably possible the fact of that misconduct and the nature of the intended law enforcement response, and when the SRO observes or learns of student misconduct that does not merit a law enforcement response, but that appears to violate school rules, the SRO shall report the misconduct whenever such reporting would be required for school personnel.

VI. Data Collection and Reporting In accordance with state law, the SRO and school administrators shall work together to ensure the proper collection and reporting of data on school-based arrests, citations, and court referrals of students, consistent with regulations promulgated by the Department of Elementary and Secondary Education.

VII. SRO Training In accordance with state law, the SRO shall receive ongoing professional development in: (1) child and adolescent development, (2) conflict resolution, and (3) diversion strategies. Additional areas for continuing professional development may include, but are not limited to:
• Restorative practices
• Implicit bias and disproportionality in school-based arrests based on race and disability • Cultural competency in religious practices, clothing preferences, identity, and other areas • Mental health protocols and trauma-informed care
• De-escalation skills and positive behavior interventions and supports
• Training in proper policies, procedures, and techniques for the use of restraint
• Teen dating violence and healthy teen relationships
• Understanding and protecting civil rights in schools
• Special education law
• Student privacy protections and laws governing the release of student information

• School-specific approaches to topics like bullying prevention, cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning The SRO shall also receive certified basic SRO training on how to mentor and counsel students, work collaboratively with administrators and staff, adhere to ethical standards around interactions with students and others, manage time in a school environment, and comply with juvenile justice and privacy laws, to the extent that such training is available. The SRO shall attend a minimum of 12 hours of training per year. Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

VIII. Accompanying Standard Operating Procedures This Agreement shall be accompanied by Standing Operating Procedures that shall be consistent with this Agreement and shall include, at a minimum, provisions detailing:
• The SRO uniform and any other ways of identifying as a police officer;
• Duty hours and scheduling for the SRO;
• Use of police force, arrest, citation, and court referral on school property;
• A statement and description of students' legal rights, including the process for searching and questioning students and when parents and administrators must be notified and present;
• The chain of command, including delineating to whom the SRO reports, how often the SRO meets with the principal or his or her designee, and how school administrators and the SRO work together, as well as what procedure will be followed when there is a disagreement between the administrator and the SRO;
• Protocols for SROs when school administrators, teachers, or other school personnel call upon them to intervene in situations beyond the role prescribed for them in Section IV;
• Performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;
• Protocols for diverting and referring at-risk students to school- and community-based supports and providers; and
• Clear guidelines on confidentiality and information sharing between the SRO, school staff, and parents or guardians.

IX. Effective Date, Duration, and Modification of Agreement This Agreement shall be effective as of the date of signing. This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party. Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The Parties shall also share copies of this Agreement with the SRO, any principals in schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

ACADEMIC EXPECTATIONS

Cheating/Academic Integrity

Abington Middle School promotes an environment where honesty is valued; students who cheat compromise that environment. Furthermore, to provide the best possible education for each individual student, it is important that a student's work reflects his/her best effort. Cheating in any form significantly impairs the teacher’s capacity to accurately assess or assist the student’s

academic progress. Therefore, cheating will not be tolerated and will be addressed in the following manner:

1. Teachers will clearly outline what constitutes cheating in all areas where the definition is not clear (e.g., plagiarism, homework, group work, etc.). Each department/team will be responsible for defining acceptable work habits and communicating that information to students.

2. Generally, cheating constitutes:

The inappropriate and deliberate distribution or use of information, text messaging, cell phone pictures, use of cameras, smart watches and other high tech devices including notes, materials, or work of another person in the completion of an academic exam, test or assignment. Knowingly providing information is cheating as well as receiving information.

Plagiarism in essays/research papers involves the decision to use or paraphrase another writer's work from a print or internet source without supplying complete and appropriate source information.

Tests are designed to evaluate a student's knowledge of a particular subject area. To be fair to all students, it is necessary that the integrity of a testing period be maintained. Therefore, in testing situations, the following will constitute cheating: looking at another student's paper; copying information from another student or from notes on one's person or in one's possession; text messaging or; any talking during a test or quiz; having a copy of a test or quiz prior to the test or quiz being administered; giving or receiving any information among students**.**

3. A student caught cheating may receive a failing grade for the academic exam, test or assignment. Knowingly providing information, as well as receiving information, is cheating.

4. In cases where cheating is suspected but not documented, the teacher will discuss the matter with the student(s).

5. All documented offenses will be reported to the parents/guardians, administration and guidance counselor.

6**.** Repeated offenses may result in the loss of eligibility for honors awards and/or membership in extracurricular activities.

Students and parents/guardians will have the opportunity to discuss all documented offenses with the teacher, guidance counselor and administration.

Grades/Honor Roll

Grades 5-8

97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B

80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Honor Roll

GRADES: 5 & 6 **GRADES: 7 & 8**

High Honors	**High Honors**
To achieve this category, a student must have all A's in all subject areas and a 3 or 4 in Conduct and Work/Study Habits.	To achieve this category, a student must have all A's in all subject areas and a 3 or 4 in Conduct and Work/Study Habits.
Honors	**Honors**
To achieve this category, a student must have all A's and B's in all subject areas and a 3 or 4 in Conduct and Work/Habits.	To achieve this category, a student must have all A's and B's in all subject areas and a 3 or 4 in Conduct and Work/Habits.

STUDENT PARTICIPATION:

1. Students should check the online learning management system for assignments posted by teachers.
2. Students pass in their work on time focusing on accuracy and completeness.
3. Difficulties experienced while completing an assignment should be brought to the teacher's attention.

TEACHER PARTICIPATION:

1. Assignments are based upon relevancy. Staff members will explain to students how the assignment is related to the topics they are studying; the purpose of the assignment; and the best way to complete the assignment.

2. Assignments will be recorded in the online learning management system.

3. Timely feedback regarding academic performance may be made in the online gradebook and/or learning management system for parental notification, review and response.

PARENT PARTICIPATION:

1. Review the assigned work to be done; acknowledge your child's positive attitude to work to their potential; ask to see the work at its completion; acknowledge their diligence and performance in addressing their responsibilities.
2. Regularly review the agenda planner for teachers' comments/notes.
3. Contact the school to resolve any difficulties or misunderstandings.

MAKE UP WORK POLICY:

1. All work missed when a student is absent from school must be made up as soon as possible upon the student's return but not to exceed five school days (or five class meetings). Work assigned before the absence is due on the day the student returns. For assignments of a long-term nature, teachers may require a student to submit work by a specific deadline. The teacher may grant an extension of time allowed to make up work. Long-term projects may receive an extension at the discretion of the teacher.
2. In the case of extended absences of greater than two days, on the second day, parents/guardians can request make-up work. When work is requested, it may be picked up after 24 hours notice. Some assignments may not be included in the make-up packet as some work may only be completed at school. As such, be aware that your child may have to remain after school to complete his/her make- up work.
3. If a student is absent from class due to tardiness, dismissal, a field trip or other school activity, the student is responsible for all work missed. Students on out-of-school suspension are expected to make up work subject to the guidelines for other absences.
4. Teachers are available for make-up work and extra help, Monday-Thursday until 2:35pm
5. The middle school discourages taking vacations during the scheduled school year. In the event a vacation cannot be avoided while school is in session, students going on vacation will receive their make-up work after they return.

Homework Policy

While teacher instruction takes place within the classroom, student learning occurs both within the classroom and outside of it. Homework assignments, which differ in type, length and expectations, serve as the link between the teachers' day-to-day instruction and help to foster learning outside of school. Students are expected to complete all of their assignments, pay careful attention to the directions for their assignments and turn all work in on time. Generally, between an hour and a half and two hours' worth of homework is assigned nightly. If your child is **on average** spending more or less time on assignments, please contact his or her teachers to discuss the situation. The agenda planner is the daily communication tool between school and

home. In addition to listing assigned work due the next day, it also includes long-range assignments and target dates for completion. Each day, teacher-parent/guardian communication can take place relative to the student's progress in the space provided.

Progress Reports

These are issued three times a year midway through each marking term. Conferences may be arranged by calling the guidance office to set up an appointment.

Report Cards
These are issued three times a year at the end of each marking term.

Student Groupings

Grade 7 students are placed in heterogeneous grouping, or classes including students with a range of instructional levels, for the following classes: Art, Computers, Critical Thinking and Design, English, Geography, Math Applications, Music, Science and Wellness. The majority of grade 7 students will place into the Math 7 Course. In alignment with the Massachusetts Common Core, a group of students will place into the Accelerated Math 7 Course based on a math placement test, the grade 5 mathematics MCAS score, grade 6 grades and teacher recommendation. Grade 8 students are placed in either level one or level two classes.

Guidance Services

Guidance services are available at Abington Middle School to help students maximize their potential for academic and personal growth. Students and parents/guardians are encouraged to utilize services on an as needed basis in order to accomplish this goal. Conferences and telephone calls with parents are encouraged. (781 982-2172)

Educational counseling is typically done on an individual basis and focuses on helping students adjust to middle school and meet the increased academic demands. Students, teachers, counselors or parents/guardians can initiate educational counseling. An individual cumulative folder for each student is kept which contains current and past records of achievement.

The guidance counselor will explain all courses offered at Abington High School to eighth grade students. Teachers in major subject areas will enter a course level recommendation on the student's course selection sheet. Course selections for high school will be reviewed by the counselor and by parents.

Applications to private high schools and to South Shore Vocational Technical High School will be processed, records sent and a tour of South Shore Vocational Technical High School conducted. The Project Contemporary Competitiveness Summer Enrichment Program will be explained to all grade 8 students and applications to the program processed. In addition, the Department of Education sets application deadlines so that Superintendents will know the amount of nonresident tuition the city or town must pay prior to the final preparation of the budget for the next school year. This includes nonresident tuition applications for secondary and postsecondary Chapter 74 vocational technical education programs such as Norfolk County Agricultural High School. The nonresident applications must be presented to the Superintendent of Schools in the city or town of residence by April 1 of the year preceding enrollment. Therefore, parents and students must notify the guidance department by March 15 of their Chapter 74 vocational nonresident application so that the submission will be ready for April 1.

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, national origin, or sexual orientation.

GENERAL PROCEDURES

Attendance/Tardies/Dismissal

Attendance

In compliance with Massachusetts General Law and to stress the importance of exemplary student attendance to academic success, the Abington School Committee requires regular attendance at school.
Learning needs to be valued as an on-going process that requires the daily interaction of students with their peers and teachers. Student absences negatively affect the learning process. While a student may make up the written paperwork missed, they can never duplicate the learning experiences lost by an absence. Abington Middle School strongly encourages families to plan vacations during the regular school vacation schedule. It is not our practice to give homework or classwork in advance to students who are on vacation while school is in session. When students are absent from class for any reason, it is detrimental to learning. Since education is a cooperative effort, and students gain from interactive discussion with one another, their absences also hurt the class.

Chronic Absence: The Massachusetts Department of Elementary and Secondary Education (DESE) reports chronic absenteeism as the percentage of students missing 10 percent or more of their days in membership regardless of whether such absences are excused or unexcused (e.g., absent 18 school days when enrolled for 180 school days).
With the knowledge that each student situation is unique and deserves individual attention, Abington Middle School's efforts and energies will be focused on improving student attendance, while also accounting for natural and reasonable consequences for student absences on a case-by-case basis. Additional information about the statewide effort to improve student attendance can be found at https://www.doe.mass.edu/sfs/attendance/
Communication from parents & caregivers: Regular and timely communication from parents and caregivers about student absences and attendance is crucial for an effective home and school partnership aimed at student achievement and support. *In the event of a student absence, parents and caregivers should send a note or email to the main office.* Up to nine (9) absences may be excused* by parents and caregivers for the following reasons:

- Personal illness
- Bereavement
- Religious holidays
- Meetings with administration, guidance, or the school nurse
- Participation in an AMS approved activity
- Private school visits
- Other emergency situations

**Note: Excused or unexcused absences may impact an 8th grade student's ability to participate in Abington High School athletic events at the discretion of AMS administration and the AHS Athletic Director*

Communication from the school: Abington Middle School will communicate via automated phone call to the first and second caregivers listed in Aspen if a student is absent without parent or caregiver notification.

At or prior to a student's 5th consecutive absence, our school nurse will contact families about the reason and nature of a student's absence. Some absences, such as communicable illness, may require notification from a medical provider stating that the student is well enough to return to school.

At a student's 5th absence, Abington Middle School will send a letter home to families and caregivers notifying them of the student's total absences, as well as an invitation to connect with the school for additional attendance support, if needed.

At a student's 10th absence, regardless of whether such absences are excused or unexcused, Abington Middle School will send a letter informing parents that their student is approaching the state's metric of chronic absenteeism as missing 10 percent or more of their days, or absent 18 school days when enrolled for 180 school days. The school will also provide parents with the "Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons" in their home language.

The physician's affirmation will assist the Abington Middle School staff to provide support aimed at improving student attendance and academic performance. At a student's 18th absence, regardless of whether such absences are excused or unexcused, Abington Middle School will send a letter to families and caregivers notifying them that their student has met the state's definition of chronic absenteeism for the school year. Once a student has reached 18+ excused or unexcused absences, the following considerations are made;

- Medical considerations - if the student and/or family have submitted the physician's affidavit stating that they will miss 14 or more days of school due to ongoing medical care, AMS will seek to support that student's continued education.
- Is the student Truant - defined by DESE as a student who "willfully" fails to attend school for more than 8 days in a marking period.
    - Referral to Family Resource Centers
    - Child Requiring Assistance (CRA) referrals

    https://www.mass.gov/child-requiringassistance-cases
- Is the student school avoidant - like truancy (more than 8 absences in a marking period), does the student have a social/emotional basis for school absences, states that they want to come to school and be successful and graduate, and demonstrates some albeit inconsistent attendance.

Consequences for Absences: It is the distinct preference and intention of the school to have students regularly attend and meet with academic success. In some instances, the school principal or designee may apply consequences for student's absences, including but not limited to;

- A student who is absent from school or has served either an in-school suspension or an out-of-school suspension may not participate in any extra-curricular activity or school event on the day of the absence/suspension unless written permission is given by the school principal or his/her designee.

In addition to these consequences, absent students may encounter additional natural consequences because of their absence, whether excused or unexcused. Teachers plan lessons, group work, and interactive learning that rely on regular student attendance. When a student is absent, it can diminish the learning of their classmates, in addition to them falling behind and needing to catch up on missed work. Individual teachers have procedures for deadlines and extensions due to absences, and it is the responsibility of the absent student to meet the teacher's expectations for missing work.

Tardy to School

The school day begins at 7:50 am. Any student who is not in homeroom by the 7:50 am bell must report to the office and will be considered tardy to school. A signed note from the parent/guardian that includes the date and reason for tardiness must be submitted to the office as follows:

7:50 – 8:00am Tardy to school (note from parents not required).

8:00 am – 8:30 am Tardy to school, note required from parents.

Failure to bring in a note for a tardy during this time will result in an office detention.

After 8:30 am Tardy students must be accompanied with a parent/guardian, a phone call, or a note accounting for their tardiness. Students may not be allowed to attend class until appropriate communication has been made. Failure to bring in a note for a tardy during this time will result in an office detention.

If a student arrives in homeroom after 7:50 am, he/she is tardy and must sign in at the main office. Students who accumulate four or more unexcused tardiest will be assigned an office detention. Excessive tardiness may result in more severe consequences up to and including suspension or court action. The principal or his/her designee may excuse tardiness, which results from extenuating circumstances such as dental and/or medical appointments. Parents/guardians should submit documentation in the form of appointment cards and/or doctor's notes on appropriate stationery to the school regarding such extenuating circumstances.

Tardy to Class

If a student is late to class and does not have a written excuse, teachers should assign a teacher detention. A student who is chronically late to class will be referred to the office and subject to discipline.

Dismissal from School

Students may not leave the school building/grounds during school hours without permission from the Principal or his/her designee. If a student wishes to be dismissed for a reason other than illness, he/she must bring a note in advance signed by a parent or caregiver. The note must contain the reason, time for dismissal, and phone number where the parent or caregiver can be reached if verification is necessary. The note should be given to the secretary in the main office at the beginning of the school day.

A parent or caregiver must sign the dismissed student out in the main office before he/she will be released. If a student is dismissed for the day before completing four full periods, he/she is considered absent due to dismissal. Participation in extracurricular activities or events that day will be at the discretion of the principal or his/her designee.

Students will only be dismissed to the designated parent or caregiver indicated on the student's contact sheet unless written documentation is received prior to the dismissal. Please be sure to keep the school updated with any changes to custodial rights or restrictions.

Riding Bicycle and Scooter to School

Students who ride bicycles or scooters to school are encouraged to wear safety helmets. Students who ride bicycles or scooters to school must abide by the following rules. Failure to do so may result in the loss of the privilege of riding a bicycle or scooter to school.

Upon arriving at school, students will park their equipment in the appropriate area designated by a bicycle rack.

At the closing of school, students who have ridden a bicycle or scooter to school will be dismissed when the walking students are called for dismissal.

Co-curricular Activities

Abington Middle School offers opportunities for all students to participate in co-curricular activities. Intramurals, Peer Leaders and Student Council are detailed below; however, a complete list of co-curricular activities will be made available to all parents/guardians at the beginning of each school year.

Intramurals

As an extension of the physical education program, Abington Middle School offers an after school intramural program which is held twice a week from 2:35 pm -3:35 pm. There is a $50.00 fee per year for student participation.

Peer Leaders

All eighth-grade students at Abington Middle School are eligible to become Peer Leaders. Peer Leaders participate in various community service-learning projects in both the school and community. Peer Leaders must be positive role models with good citizenship and scholarship. Good citizenship is defined as a 2 or better rating in conduct and effort in all subject areas. Good scholarship is defined as no more than two C's in any subject area. Peer Leaders not meeting the standards may be placed on academic probation with review at the end of a six-week time period to determine continued eligibility by advisors and/or the Principal. Meetings are held after school, and all Peer Leaders are expected to attend. In order to maintain membership a Peer Leader must actively participate in various projects both inside and outside of school. Failure to meet this commitment as agreed upon during the application process will result in the loss of membership.

Student Council

Grades 5 & 6:

Student Council consists of one representative from each classroom. Students will run for a position by giving a short speech to their class and then their class will vote.

Grades 7&8:

Student Council consists of one student representative from each homeroom, elected by the homeroom members. There is also an Executive Board with four student council officers consisting of President, Vice President, Secretary and Treasurer. Students are eligible to run for homeroom representative if they have demonstrated good school citizenship and scholarship. Good school citizenship is defined as a 2 or better effort and conduct rating in all subjects. Good scholarship is defined as no more than two C's in all subject areas.

Student Council members not meeting standards may be placed on academic probation with review at the end of a six-week time period to determine continued eligibility by advisors or the principal. Eligibility forms are available from the school office. Student Council members are required to attend monthly after school meetings. The Student Council discusses school wide issues and provides student leadership to the school, the PTO, and the community. They represent the student body in communications to the administration and faculty.

Dances

Student dances are a school activity and are subject to the same rules and regulations that are in effect during the school day.

Drop-off/Pick-up

The Middle School is a one-way traffic zone. Please drop students off at Door 10 between the hours of 7:20 a.m. and 7:50 a.m. Any students arriving after 7:50 a.m. may be dropped off at the front of the building and must sign-in at the main office.

English Language Learner Education Program

The goal of Abington's English Learner program is to provide all students with appropriate and challenging educational programs that are in alignment with Abington Public School's Mission and Guiding Principles. The procedures outlined in our English Language Education program take into account federal and Massachusetts' laws and guidelines about educating English Learners in the public schools. Any student who indicates any language other than English on their home language survey will be tested for English language proficiency.

Emergency Plan

If the need arises for an emergency evacuation, The Frolio has been designated as the alternate school site. Students will, in most cases, be transferred to the Frolio and released home at their regular time. Walkers will be transported directly from the host location.

Announcements will be made over WBET, WBZ, WPLM, WCVB, WRKO, WHDH, WATD, FOX. Parents/guardians are requested to prepare a plan for their children if released home at a time other than regular school time.

Food Service

Introduction

The Food Service Program uses the software program "Nutri kids" in all the schools in the district. A student is assigned a unique PIN number which is entered at the school cashier stations to complete any transaction.

The Food Service Program provides a nutritionally government approved lunch daily to all students wishing to take advantage of the program. There are three pricing levels:

Free	Students who have been approved for a free lunch through either an application process or directly certified through the Department of Transitional Assistance database.
Reduced	Students who qualify for a reduced-price lunch (0.40) through the application process.
Full Price	Students who purchase meals with no qualified reduction.

Charging

Purchasing a school lunch without either:

a. Funds in the student account to pay for it, or

b. Cash in the amount owed is not allowed. The School Lunch Program is mandated to providing free meals to only students who have qualified for that benefit. We are required by law to collect appropriate funds for all other meals provided.

Lost/Forgotten Funds

The Food Service Program recognizes that an occasional occurrence may prevent a student from having funds available to complete a lunch purchase. Since it is our intent to never let a student go without a meal, we allow the following:

Grade K through 8:

Students may purchase up to the equivalent of three (3) lunches. This is done with the expectation of prompt reimbursement. If, after the three-meal limit is reached, payment is not received the students account is suspended. Any student that seeks a lunch on a suspended account will be given the opportunity to purchase an "Emergency Meal" which will consist of a cheese sandwich, fruit and milk. A $1.50 charge will be added to the account.

Grade 9 through 12:

Students may purchase up to the equivalent of three (3) lunches. This is done with the expectation of prompt reimbursement. If, after the three-meal limit is reached, payment is not received the students account is suspended. This means that the student cannot make any further purchases until the account is paid.

Negative Accounts

Families of students with negative accounts will be notified on a regular basis of the delinquent account. We encourage use of the website myschoolbucks.com to monitor the activity in your student's accounts.

Homeroom/Daily Routine

When students enter the building at 7:35am each morning, they should first go to their lockers and then report directly to homerooms. Homeroom teachers will use EHall pass for restroom use. There should be no loitering in the corridors.

Liability

Students are personally liable or responsible for actions, which result in the loss or damage of property of others or the school, and for behaviors which interfere with the rights, civil rights and education of other students. Any student experiencing or witnessing such violation of rights or property is asked to report those incidents to a member of the faculty or administration.

Lost Items/Books

Lost and Found

If an item is lost, students should inquire in the main office.

Lost Books

1. Students are responsible for all books issued to them.

2. Lost or damaged books must be paid for through the main office. All schoolbooks are to be covered after being given out to students.

School Safety

All accidents, no matter how minor, must be reported to a teacher, nurse or administrator. Regular fire drills, locker drills, lockdown drills and bus evacuation drills will be practiced during the school year. Students are to exit the building as directed by their teacher and are to remain with their class when they are outside.

Visitors/Volunteers

Parents/guardians are always welcome at Abington Middle School. All visitors, including parents/guardians, however, must register in the Main Office prior to going elsewhere in the building. Identification badges may be required.

BEHAVIOR EXPECTATIONS

CODE OF CONDUCT

A Code of Conduct is established to ensure the rights of all students to an equal educational opportunity. Therefore, it is necessary to establish clear guidelines to deal with behavioral problems that disrupt the normal operation of the school. Students are responsible for knowing the school rules, understanding their importance, and abiding by them throughout the school year. All rules and regulations are in effect during school hours, on school grounds, on school buses and at school sponsored events. In addition, students coming to and going from school are subject to school discipline.

CLASSROOM CONDUCT

Students are responsible for maintaining good attendance, arriving to all classes on time and displaying appropriate behavior in the classroom. Unacceptable classroom behavior will be handled by the teacher with a detention, communication with parent/guardian or other appropriate action. If the misbehavior continues, the disruptive student will be referred to the assistant principal.

SOCIAL PROBATION

If a student violates the Code of Conduct, administration may place the student on social probation. Social probation is defined as a period when students are restricted from attending or participating in any voluntary school-sponsored functions (e.g.: dances, concerts, receptions, pep rallies, plays, or activities, athletic practices, contests or co-curricular events.)

GROUNDS FOR SUSPENSION

CATEGORY I: Assigned discipline may consist of warning, teacher/ (and/or) office detention.

Disruptive or inappropriate acts judged by the administration

Lying, cheating and/or plagiarism

Possession and/use of inappropriate items for school such as but not limited to:

- laser pointers
- water sprayers
- studded clothing
- Public displays of affection (kissing/embracing)
- Refusal to obey the reasonable request of a teacher
- Selling items without the permission of the principal

- Stealing
- The use of cellular phones.
- Violation of the school's tardy policy

CATEGORY II: Assigned discipline may consist of office detention, social probation, (and/or) suspension:

Disruptive or inappropriate acts judged serious by the administration

Failure to report to office detention

Failure to report to the office when instructed to do so by a staff member

Forgery - signing a parent's or guardian's signature to a school document

Leaving the building or school grounds without permission

Repeated office referrals

Failure to report to class

Smoking or possession of nicotine related substances

Possession and/or use of vape

Truancy - skipping school

CATEGORY III: Assigned discipline may consist of suspension, expulsion, (and/or) notification of local law enforcement:

Disruptive or inappropriate acts judged serious by the administration

Abusive/vulgar language or threatening the health, safety, and/or property of any student or staff member

Civil Rights Violations

Disrespectful behavior or threats towards administrators, teachers or other staff members both on and off school property

Fighting or threatening to fight. Students who promote fights between other individuals may be suspended

Possession or use of alcohol or alcohol related substances

Possession or use of any controlled substance (drugs)

Possession or use of a dangerous weapon, including, but not limited to a gun, knife or facsimile, replica or toy

Possession and/or use of fireworks

Possession and/or use of vape

Sexual Harassment

Vandalism - destroying or damaging school property

The listing of violations does not anticipate every eventuality, and violations may result in more significant behavioral consequences.

DUE PROCESS:

State law requires that the school includes within this Student Handbook the rules pertaining to the conduct of students as well as the policies and procedures to be followed in administering these rules. These rules and policies are derived from our federal and state laws and are more particularly spelled out in Massachusetts General Laws, Chapter 71, Section 37H and 37H 1/2. These laws attempt to define both the rights and responsibilities of students in our schools.

These rules refer to things that can happen both inside and outside the school. They refer to everything from the most serious offenses to the less serious things that are nevertheless important to the good order and discipline of the school. These rules give the process due to students when disciplinary problems occur. This process is called "due process" because it is the process due or owed to the student under the circumstances of each case.

It is also important to remember that we are all, as citizens, subject to the criminal and civil laws of our nation, the Commonwealth and Town Ordinances. Just being in school does not protect one from the possible involvement of police or courts if our acts violate these laws.

Further, it is the obligation of the school administration and staff as well as our own obligation to cooperate fully with all police agencies if the occasion arises. The school will report acts, which may violate the law to the police as appropriate. These acts include, but are not limited to possession and use of controlled substances and weapons; illegal use of alcohol; behavior of students which endangers the safety of themselves or others; indecent or sexual assault; assault and battery with bodily injury; violation of a temporary or permanent restraining order; any so called “hate crime” any substantial destruction of property or theft; improper use of motor vehicles; vandalism; illegal parking, etc.

OFFICE DETENTION

1. Only the principal or the assistant principal may assign office detention.
2. All students are given a 24-hour notice that they have been given an office detention unless other arrangements have been made. Office detention begins at 2:22 p.m. and concludes at 3:22 p.m.
3. Students who are late for office detention will have the office detention time doubled.
4. Any student who fails to report for office detention may be suspended from school.
5. Teacher detention takes precedence over office detention. You must submit a note to the assistant principal stating that you remained after school for a teacher on the day you were assigned office detention.
6. While in office detention, students are expected to bring appropriate materials with them.
7. If you are absent, or school is canceled on the day the detention was scheduled, you must serve the detention on the day you return to school.

REASONABLE SEARCH AND SEIZURE

If a student is suspected of violating school rules or state law, he/she may be subject to reasonable search and seizure by a school official, including the search of his/her locker and/or personal effects. If any inappropriate items are found, they will be confiscated and may be turned over to the police or proper authorities. Please refer to pages 62 –70 for more information with regard to the Memorandum of Understanding between the Abington School Department and the Abington Police Department.

RESTRICTION POLICY

In an effort to reward good behaviors and maintain a safe and productive learning environment, Abington Middle School will maintain a restriction list. Students who accumulate five or more office detentions and/or two days or more of in school suspensions and/or one or more days of out of school suspensions during the thirty days prior to a scheduled school/team event will not be allowed to participate in the event (i.e. school dances and field trips). Students who have not met their financial obligations (overdue library books, lost or damaged books, or vandalism) will be on the restriction list, as well. Extenuating circumstances may be appealed to the principal or designee. Although field trips are intended for all students, there may be some instances where a student's behavior should exclude them from the trip. Decisions regarding a student's participation in a field trip will be made after consultation with the teachers involved in the activity, guidance counselor, parents and Assistant Principal. The final decision will be made by the Principal or his/her designee.

STUDENT ACCESS TO EDUCATIONAL SERVICES AND DISCIPLINARY PRACTICES POLICY

The Abington School Committee is committed to ensuring that respect is at the heart of the Abington Public Schools; respect for yourself, respect for teachers and staff, and respect for your school and community. Every student has a right to an education in a safe, secure and supportive environment. Every Principal and teacher has a right to expect respectful and prepared students in their school and classroom setting. The Administration will treat all students consistently and equitably. It is the policy of the Abington Public Schools ("District") to ensure that students who are suspended or expelled from school continue to have an opportunity to make academic progress through educational services provided by the District. The District will employ fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administrated consistently and equitably to all students:

1. The disciplinary practices of the Abington Public Schools will be administered within the framework of the United States Constitution and federal and state laws and regulations with regard to due process for students;

2. The disciplinary practices will be administered for disciplinary infractions that occur on school grounds; or

3. For disciplinary infractions that occur at school-sponsored events (on and off school grounds); or

4. For disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The disciplinary practices of the District are based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The Principal and/or Superintendent will exercise discretion in determining disciplinary consequences. The Principal and/or Superintendent may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. The Abington School Committee will not participate in the determination of any student disciplinary consequences. In determining the severity of the consequences, the Principal and/or Superintendent may consider all relevant facts, including but not limited to the following:

a) previous disciplinary record;

b) severity of the offense and/or disruption to the educational process;

c) degree of danger to the student and/or others; 57

d) the degree to which the student is willing to change his/her inappropriate behavior; and

e) whether alternative consequences are appropriate to re-engage the student in learning.

Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports. For a list of terms and definitions related to this policy, see Section VI.

Definitions:

I) SUSPENSIONS

The Abington Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H ¾ and 603 CMR 53.00 et seq.

A) IN-SCHOOL SUSPENSION DUE PROCESS PROCEDURES:

1) A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year.

(i) Students who are placed in in-school suspension shall have the opportunity to earn credits missed, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

2) A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or designee. Notice of In-School Suspension:

3) The principal and/or designee shall inform the student of the disciplinary offense charged and the basis for the charge and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident.

(i) If the principal and/or designee determines that the student committed the disciplinary offense, the principal and/or designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

4) On the same day as the in-school suspension decision, the principal and/or designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reason for concluding that the student committed the offense, and the length of the in-school suspension.

5) On the day of the suspension, the principal and/or designee shall send written notice by hand-delivery, first-class mail, certified mail, or e-mail to the student and parent including the reason and the length of the in-school suspension and inviting the parent to a meeting if the meeting has not already occurred.

(i) The notice shall be in English and in the primary language spoken in the home of the student, or by other means of communication where appropriate.

Parent Meeting:

6) The principal and/or designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the first day of the suspension if possible, and if not, as soon thereafter as possible. If the principal and/or designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension. No Right to Appeal: The decision of the principal and/or designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

B) OUT-OF-SCHOOL SUSPENSION DUE PROCESS PROCEDURES:

1) There are two types of out-of-school suspensions: · Short-Term Suspension · Long-Term Suspension

2) The principal and/or designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal and/or designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below. Notice of Any Out-of-School Suspension:

3) Prior to suspending a student, the principal and/or designee will provide the student and the parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity for the parent to participate in the hearing. The notice will be in English and in the primary language spoken in the home of the student, or by other means of communication where appropriate. The notice will set forth in plain language:

(i) the disciplinary offense;

(ii) the basis for the charge;

(iii) the potential consequences; including the potential length of the student's suspension;

(iv) the opportunity for the student to have a hearing with the principal and/or designee concerning the proposed suspension, including the opportunity to dispute the charge(s) and explain the circumstances surrounding the alleged incident, and for the 59 parent to attend the hearing;

(v) the date, time, and location of the hearing;

(vi) the right of the student and the student's parent to interpreter services at the hearing if needed for participation;

(vii) if the student may be placed on long-term suspension following the hearing with the principal and/or designee:

(a) the rights set forth in 603 CMR 53.08(3)(b); and

(b) the right to appeal the principal and/or designee's decision to the superintendent.

4) The principal and/or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal and/or designee will document reasonable efforts to include the parent. The principal and/or designee is presumed to have made reasonable efforts if the principal and/or designee 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.

5) Written notice to the parent may be made by hand-delivery, first-class mail, certified mail or e-mail to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and/or designee and parent.

C) Emergency Removal of Student:

1) Under certain emergency circumstances, it may not be practical for the principal and/or designee to provide prior oral and written notice before removing a student from school. The principal and/or designee 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 and/or designee's judgment, there is no alternative available to alleviate the danger or disruption. The principal and/or designee will 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 and/or designee shall:

(i) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);

(ii) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);

(iii) Provide the student an opportunity for a hearing with the principal and/or designee 60 that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and provide the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for a hearing is otherwise agreed to by the principal and/or designee, student, and parent.

(iv) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

2) A principal and/or designee will 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.

D) SHORT-TERM SUSPENSION DUE PROCESS PROCEDURES:

1) A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal and/or designee may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the principal and/or designee with the following process: Principal Hearing - Short-Term Suspension:

2) The purpose of the hearing with the principal and/or designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charge(s) and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the offense. · At a minimum, the principal and/or designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal and/or designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal and/or designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal and/or designee should consider in determining consequences for the student.

3) Based on the available information, including mitigating circumstances, the principal and/or designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

4) The principal and/or designee 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 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

5) If the student is in a public preschool program or in grades K through 3, the principal and/or 61 designees 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. No Right to Appeal: The decision of the Principal and/or designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

E) LONG-TERM SUSPENSION DUE PROCESS PROCEDURES:

1) A Long-Term Suspension is 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. The principal and/or designee may, in his or her discretion, allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General Laws Chapter 71 § 37H ½, 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. Any student facing a potential long-term suspension is entitled to a hearing with the Principal and/or designee with the following process:

Principal Hearing - Long-term Suspension:

2) The purpose of the hearing with the principal and/or designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. · At a minimum, the principal and/or designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal and/or designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal and/or designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal and/or designee should consider in determining consequences for the student.

3) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:

(i) In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal and/or designee may rely in making a determination 62 to suspend the student or not;

(ii) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;

(iii)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;

(iv)the right to cross-examine witnesses presented by the school district;

(v) the right to request that the hearing be recorded by the principal and/or designee, and to receive a copy of the audio recording upon request.

(a) If the student or parent requests an audio recording, the principal and/or designee shall inform all participants before the hearing that an audio record will be made and copy will be provided to the student and parent upon request.

4) Based on the evidence, the principal and/or designee 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 and/or designee shall send the written determination to the student and parent by hand-delivery, first-class mail, certified mail or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and/or designee and the parent. If the principal and/or designee decides to suspend the student, the written determination shall:

(i) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

(ii) Set out the key facts and conclusions reached by the principal and/or designee;

(iii) Identify the length and effective date of the suspension, as well as a date of return to school;

(iv) Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;

(v) Inform the student of the right to appeal the principal and/or designee's decision to the superintendent, but only if the principal and/or designee has imposed a long-term suspension. Notice of the right of appeal shall be in English and in the primary language spoken in the home of the student, or other means of communication where appropriate, and shall set forth in plain language:

(a) the process for appealing the principal and/or designee's decision; and

(b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal and/or designee's determination on appeal.

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

Superintendent's Appeal Hearing:

6) A student who is placed on long-term suspension following a hearing with the principal and/or designee shall have the right to appeal the principal and/or designee's decision to the superintendent.

7) 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 days. If the appeal is not timely filed, the superintendent may deny the appeal or may allow the appeal in his or her discretion, for good cause.

8) 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

9) 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 date 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.

10) 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 consequences shall be.

11) The superintendent shall arrange for an audio recording of the hearing; the superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy of which shall be provided to the student or parent upon request.

12) The student shall have all the rights afforded the student at the principal and/or designee's hearing for long-term suspension.

13) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal and/or designee but shall not impose a suspension greater than that imposed by the principal and/or designee's decision.

14) The decision of the superintendent shall be the final decision of the District. A parent conference (re-entry meeting) with the principal and/or designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parent in discussions of the student's misconduct and to assist the student in reengaging with the school community.

II) EXCLUSION FROM EXTRACURRICULAR ACTIVITIES AND SCHOOLSPONSORED EVENTS

The principal and/or designee may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in M.G.L. c. 71, § 37H¾ or 603 CMR 53.00.

III) EXPULSION FOR SPECIAL CIRCUMSTANCES:

The expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for expulsion include but are not limited to the following:

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 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal and/or designee.

2) Any student who assaults a principal and/or designee, assistant principal and/or designee, 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 and/or designee.

3) Any student who is charged with a violation of either paragraph (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 a hearing before the principal and/or designee. After said hearing, a principal and/or designee may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal and/or designee to have violated either paragraph (1) or (2).

4) 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/her 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.

5) 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.

6) Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits missed, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal.

7) Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

IV) FELONY COMPLAINT OR CONVICTION:

Pursuant to Massachusetts General Laws Chapter 37 H ½, the following procedures shall be implemented for students charged with or convicted of a felony:

A) Criminal Complaint – Suspension Due Process Procedures:

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 and/or designee of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal and/or designee if said principal and/or designee 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 this right to appeal and the reasons for such suspension taking effect.

2) The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his or her request for an appeal no later than five (5) calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal and/or designee, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Abington Public School District with regard to the suspension.

B) Conviction – Expulsion Due Process Procedures:

1) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal and/or designee of a school in which the student is enrolled may expel said student if such principal and/or designee determines that the student's continued presence in school would have a detrimental effect of 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 or her 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.

2) The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his or her request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent within three (3) 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 and/or designee, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Such decision shall be the final decision of the Abington Public School District with regard to the expulsion.

3) Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits missed, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal.

4) Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide 66 education service plan.

V) EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS 37H, 37H1/2 AND 37H3/4:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits missed, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The principal and/or designee shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan. The principal and/or designee shall notify the student and parent of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the home of the student, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

VI)DEFINITIONS:

Disciplinary offense means any alleged or determined disciplinary infraction by a student, except for:

(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, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½. A disciplinary offense, as defined, is subject to the provisions of M.G.L. c. 71, § 37H¾ and 603 CMR 53.00.

Disciplinary offense under M.G.L. c. 71, § 37H or 37H½ means one or more of the following alleged or determined disciplinary infractions:

(a) possession of a dangerous weapon;

(b) possession of a controlled substance;

(c) assault on a member of the educational staff; and

(d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for:

(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, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

In-school Suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than ten consecutive school days, or no more than ten 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 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 days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.

Long-term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. 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 M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 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.

Parent means a student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Principal means the instructional administrative leader of a public school or his or her designee for purposes of school disciplinary matters.

School-wide Education Service Plan; means the document developed by a principal, in accordance with M.G.L. c. 76, §21, that includes a list of education services available to students who are 68 expelled or suspended from school for more than ten consecutive days.

Short-term Suspension means the removal of a student from the school premises and regular classroom activities for ten 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.

Superintendent means the chief executive officer employed by a school committee or board of trustees to administer a school system, charter school, or virtual school pursuant to M.G.L. c. 71, §§ 59, 59A, 89, or 94, or his or her designee appointed for purposes of conducting a student disciplinary hearing.

Suspension means short-term suspension and long-term suspension unless otherwise stated.

Approved by the Abington School Committee on February 3, 2015

SUSPENSION OF STUDENTS WITH SPECIAL NEEDS

Students with special needs have certain additional rights as defined under the Massachusetts Chapter 766 regulations issued by the State Department of Education. Each special needs student is required to have an Individualized Education Plan (IEP) that specifies educational services for the student. The IEP also determines whether or not the student can be expected to meet the regular disciplinary code of the school or whether a modified disciplinary code is required to meet his/her needs.

If the student is approaching ten cumulative suspension days during a school year, the Special Needs Team must reconvene to determine if the infraction is related to the student's area of disability and/or the appropriateness of the student's placement or program. If the Team concludes that the student's misconduct is related to an inappropriate IEP or is the result of an IEP that was not fully implemented, the IEP will be revised to better meet the student's needs and no further suspensions will occur at that time. Upon parental/guardian approval of the revised IEP, the student will be placed immediately in the new program. If the team concludes that the student's misconduct was not due to any of these conditions and a period of exclusion from school is deemed necessary, an amendment to the IEP will be developed to provide for the delivery of special education services during the period of exclusion. In addition, the IEP will be modified to include a long-term plan to assure the student's continued attendance in an educational program. If approved, the amended plan will be implemented immediately.

Special Needs Students – Discipline Policy Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days:

This policy outlines the responsibilities of the Team and responsibilities of the district

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.

2. Prior to a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP "a manifestation determination".

3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer: a. services to enable the student, although in another setting, to continue to participate in the general curriculum and to progress toward IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the students in an interim alternative educational setting (as determined by the Team) for up to 45 school days: a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others. Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already been done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4; the student returns to the original placement unless the parents and district agree otherwise.

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requires a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedural requirements applied to students not yet determined to be eligible for special education:

1. If, prior to the disciplinary action, a district has knowledge that the student may be a student with a disability, then Abington Public Schools makes all protections available to the student until and unless the student is subsequently determined not to be eligible. Abington Public Schools may be considered to have prior knowledge if;

a. The parent has expressed concern in writing; or 70

b. The parent has requested an evaluation; or c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. Abington Public Schools may not be considered to have had prior knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If Abington Public Schools had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, Abington Public Schools has

procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the Student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

TEACHER DETENTION

1. Each student is given a 24-hour notice that he/she has a detention unless other arrangements have been made. Teacher detention starts at 2:22 p.m.

2. If a student has more than one detention, he/she must stay for the teacher who gave him/her the detention first.

3. If a student cannot stay for a teacher detention, he/she must bring a note to the teacher by the next class meeting. Notes submitted after the fact will not be considered valid unless an appeal is made to the principal or his/her designee.

4. If a student misses a detention without a valid reason, he/she will have to make up the detention and he/she will be referred to the assistant principal for further disciplinary action.

5. If a student is absent, or school is canceled on the day that the detention is scheduled, he/she must serve the detention on the day he/she returns to school.

GENERAL EXPECTATIONS

Cafeteria

1. All eating will be done in the designated cafeteria areas. Food will not be taken from the cafeteria areas at any time.
2. No students are permitted to exit the cafeteria without a staff member's permission.
3. Orderly lines filing in and out of the food service area are necessary for safe movement.
4. Each student should dispose of his/her own trash.
5. The cafeteria tables and floor are to be kept clean for others who will follow. If there is food and/or papers around the area where you are eating, you are expected to clean them up.
6. Speaking in conversational tones is permitted. Loud talk and shouting is not permitted.
7. Except to throw away trash or when given permission to use the restroom, students are expected to remain seated at their tables during lunch. No table hopping.
8. Please be aware that some students have food allergies that require restrictions with and exposure to particular items. Please avoid bringing any nut related items to or near the designated nut free tables.

Dress Code

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians. They have the right to determine how the student will dress, providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements above. Examples of such clothing may include messages advocating violence, gangs, weapons, alcohol, drugs, illegal behavior or expressing hate speech, vulgarity, and/or slurs or derogatory images of individuals based upon sex, gender, religion, race, ethnicity, disability, sexual orientation, and/ or protected status. This Dress

Code shall not be enforced to the extent that it conflicts with religious observance or a documented medical condition.

Student Drug – Alcohol Involvement

To ensure the health and safety of students in school and at all school functions, Abington Middle School has a zero-tolerance policy regarding the use of alcohol or other drugs. The school will continue to be aggressive with consequences as well as education, intervention and support. A detailed explanation of the Drug/Alcohol Policy, voted by the School Committee, is available at www.abingtonps.org.

Lockers

Each student will be assigned a school locker for his/her own use. Lockers are the property of the school, and the administration reserves the right to inspect them at any time. Lockers are to be used according to the following guidelines:

1. A master key or copy of combinations for lockers is retained by the school.
2. Certain items may not be stored in lockers (including for example, weapons, illegal drugs, alcoholic beverages, stolen property, etc.).
3. The school retains the right to inspect lockers and desks periodically for compliance with these rules.
4. Do not tamper with another person's locker. If a student is found entering another person's locker without permission, he/she will be referred to the office.
5. Students are not to give their combination to anyone. The school does not give out the combination to anyone except the person to whom the locker was issued. Each student is responsible for the contents and security of his/her locker.
6. Stickers, writing, posters etc. are not to be put on lockers.

Students may only access their lockers during designated locker times in accordance with the bell schedule. Additional use is permitted with teacher and/or administrator permission.

Passing Between Classes

Students will refrain from loud, boisterous behavior while passing in the hallways. Orderly movement can be accomplished within two minutes between classes by taking the shortest route to your class.

Students are expected to follow teacher and/or administrator's guidelines for appropriate travel planning within the building.

Restrooms

Students may only use the restroom with permission of a teacher or administrator. Students are expected to maintain cleanliness in all bathroom facilities.

Cell Phones and Electronic Devices

Students are not permitted to use cell phones during school hours. It is expected that cell phones are powered off and put away. The use of cell phones in a classroom is only allowed at the discretion of the individual teacher and should only be used when it is related to the lesson or assignment. Students shall not record any audio or video or take any photographs without the explicit permission of the teacher and students included in the recording or photo. Students in violation of the cell phone regulations will have their phone confiscated and given to an administrator for retrieval at the conclusion of the school day. **Continued violations will result in office detentions and will require a parent to retrieve the cell phone from an administrator.**

Other electronic devices such as tablets, e-readers, and video/audio recording devices may be used for academic purposes at the discretion of the teacher and/or building administrator. **The school cannot be held responsible for the disappearance of, or damage to, electronic equipment or any other non-school related personal items brought to school.**

Social Media

Abington Public School supports students' use of social media in ways that have a positive impact on the learning environment. Student misuse of social media, whether on or off school grounds, when it creates a hostile, disruptive, or unsafe learning environment in the school building, is unacceptable.

Unsupervised Areas

Students are not allowed in unsupervised areas. Locker rooms, music rooms, the library, empty classrooms, the auditorium and hallways can pose a safety hazard or invite inappropriate behavior if a teacher or administrator is not present.