

Abington Public Schools
Elementary Handbook
and
Integrated Preschool Addendum
for
Parents/Guardians and Students



Dear Families,

The Abington administration and staff welcome you and your child to Abington Public Schools. We are pleased to offer your child a wide variety of educational opportunities provided at the highest professional level. We take great pride in Abington's educational heritage and special pride in our Vision Statement, Core Values, Guiding Principles, and District Level Goals.

Communication with the home is a top priority in the Abington Elementary Schools; hence, the purpose of this guide. It contains rules and regulations, as well as the rights and responsibilities of your child. It also contains many of the answers to questions asked routinely of school personnel. **Please keep this handbook as a reference.**

We wish you and your child a happy and successful educational experience in Abington.

Sincerely,

Elementary Administration and Staff

Massachusetts General Laws

State law requires that the Student Handbook include 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 and 37 H ½. 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 give the process due to students when disciplinary problems occur. "Due process" is required under the circumstances of each case.

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SCHOOL COMMITTEE

Kathy Bailey, Secretary
Paul Hagerty, Member
Ellen Killian, Chairperson
Michael Kurowski, Vice Chairman
Jonathan Mihal, Member

SUPERINTENDENT OF SCHOOLS

Peter Schafer
Office: 781-982-2150

**ASSISTANT SUPERINTENDENT FOR
BUSINESS AND FINANCE**

Felicia Moschella
Office: 781-982-2150

**ASSISTANT SUPERINTENDENT FOR
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Dr. Dympna Thomas
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Elementary Administrative Offices

Center School

Lora Monachino
781-982-2195

Beaver Brook Elementary School

Danielle M. Kay
781-982-2185

Woodsdale School

Matthew J. MacCurtain
781-982-2180

BASIC INFORMATION

School Hours

Woodsdale Elementary School
 8:15 a.m. – 2:20 p.m.
 Beaver Brook Elementary School
 8:55 a.m. – 3:00 p.m.
 Center School
 Kindergarten Half-Day Program
 8:15 a.m. – 10:55 a.m.
 11:30 a.m. – 2:20 p.m.
 Kindergarten Full-Day Program
 8:15 a.m. – 2:20 p.m.
 Preschool Integrated Program
 8:15 a.m. – 10:45 a.m.
 11:30 a.m. – 2:10 p.m.

SUPERVISION PROCEDURES

There is no supervision provided on the elementary school grounds for students in Grades 5-6 prior to 7:50 a.m. There is no supervision provided for students in Grades Preschool-4 before the beginning of the school day. Therefore, the school department cannot assume responsibility for students who arrive prior to that time. Normally, students will be permitted to enter school buildings not earlier than 15 minutes prior to the start of the school day. However, during inclement weather or on extremely cold days, students will be able to enter school buildings when the buses are on site. No children are permitted in the buildings unless under supervision of the classroom teacher or other school personnel. Students are to leave the buildings and school grounds promptly at the close of school, unless engaged in school-supervised activities.

INCLEMENT WEATHER

As an alternative to closing school for a full day, the Abington School Committee has in place a 90-minute delayed opening schedule. This schedule may be used on days when it appears as if the weather and/or road conditions will improve enough in the early morning to allow schools to open. If the decision is made to delay the opening of school by 90 minutes or to cancel school, the message will be delivered via local television and radio news stations including, but not limited to: WBZ, WBET, WJDA, WHDH, WPLM, WATD and WRKP after 6:00 a.m. **Please do not telephone and congest necessary school, police, or fire department phone lines.**

Two Hour Delayed Opening Schedule

SCHOOL	CLASSES START	CLASSES DISMISSED
Woodsdale Elementary School	10:15 a.m.	2:20 p.m.
Beaver Brook Elementary School	10:55 a.m.	3:00 p.m.
Center School		
Kindergarten Half-Day & Full-Day Programs	10:15 a.m.	2: 20 p.m.
Preschool Integrated Program	11:30 a.m.	2:10 p.m.

No morning Preschool or Kindergarten sessions

SCREENING

A preschool screening program for 3-, 4-, and 5-year-olds, as mandated by Chapter 766, will be conducted each spring. This program is designed to identify children with developmental delays and/or disabilities. This screening is not a complete diagnostic assessment; however, it is used by teachers and administrators for educational purposes. Parents/Guardians can expect to receive the screening results within one week after the screening. The results will be very general and significant only in the few instances where a child needs additional evaluation.

SCHOOL ENTRANCE REQUIREMENTS

Children are eligible to enter Kindergarten in September if they attain their fifth birthday on or before August 31 of that school year. Children are eligible to enter Grade 1 in September if they attain their sixth birthday on or before August 31 of that school year.

REGISTRATION

Registration for children who are entering Kindergarten or Grade 1 in September will be conducted in conjunction with preschool screening during early spring. The following materials are required in accordance with Massachusetts Law and must be completed prior to any child entering school in September for the first time:

1. Proof of Residency
2. Birth Certificate
3. Health History
4. Physical Examination must be no sooner than September 1st of the year prior to the student entering Kindergarten or Grade 1.
5. Certificate of Immunization is required regarding diphtheria, pertussis, tetanus, (series of 5); measles, mumps, rubella, (series of 2); poliomyelitis, (series of 4); hepatitis B, (series of 3); varicella vaccine or physician's documentation that the child has had chicken pox illness; proof of current lead level testing; and such other communicable diseases as may be specified from time to time by the Department of Public Health.

ATTENDANCE

Learning needs to be valued as an ongoing process that requires the daily interaction of students with their peers and teachers. Student absences do affect the learning process. While a student may make-up the paperwork missed, s/he can never duplicate the learning experiences lost by that day's absence. **Students are expected to be in school every day. Parents must notify the school if the child is to be absent, tardy, or dismissed. A written note must be submitted for each absence stating the date and reason for the absence.**

When children are absent from school for the purpose of a family vacation, their learning is interrupted and their progress may be affected. Therefore, we strongly encourage families to plan vacations during the regular school vacation schedule. It is our policy not to give homework or in-class assignments in advance to students who are on vacation when school is in session. Work missed during such absences must be made up within a week after a child returns to school. This may require missing recess or finishing work at home in addition to regularly assigned homework.

Please be aware of standardized testing dates which are published on the district wide school calendar.

Absences will be categorized as either excused or unexcused according to the following definitions:

Excused:

1. Absences with parental note for the following reasons:
 - a. Student illness (up to 7 per marking period)
 - b. Death in family
 - c. Observance of religious holidays
 - d. Appearance in court
 - e. Temporary relocation due to unforeseeable circumstances; e.g., fire, flood, hospitalization of parent, etc.
 - f. Necessary business which cannot be reasonably transacted when school is not in session
 - g. Medical or dental appointments which cannot be scheduled outside school hours
2. Medically documented absences
3. Special circumstances as approved by the building administrator and/or designee

Unexcused:

1. All absences that do not meet the criteria for excused

Tardiness:

Tardiness is highly disruptive. Except in extenuating circumstances, students are expected to be on time for school. A student who is tardy must be signed into the school office by a parent/guardian.

Dismissal:

Dismissals are highly disruptive and should be limited to extenuating circumstances. Students being dismissed must have a written notification submitted to the office. The time and reason for the dismissal **must** be included with the name of the person with whom the child will be dismissed. If a student is dismissed prior to completing three school hours, the student will be marked absent for the day.

Absences, tardiness and dismissals will be carefully monitored by the principal and/or designee. Chronic unexcused absences, tardiness and/or dismissals may result in the following actions being taken:

1. Verbal contact with parent/guardian
2. Letter mailed home and placed in student's file
3. School Security office notified
4. 51A Report of Suspected Abuse or Neglect filed with Department of Children and Families
5. Court action instituted

VISITORS/VOLUNTEERS

The staff and administration of Abington Public Schools welcome parents/guardians to play an active role in the life of the schools. Every effort is made to provide an atmosphere in the schools in which parents/guardians and other visitors feel welcome. Security measures require that all visitors report to the office to sign-in. Visitors will be asked for positive photo identification. Knowing who is in the building is important primarily for safety reasons, but disruption of classrooms and of the learning process also becomes a factor when visitors are seen walking the corridors or entering classrooms unannounced. Video surveillance cameras may be in use. Anyone wishing to volunteer in a classroom, on field trips, or at PTO events **MUST** have a current CORI on file with the Abington Public Schools.

DRESS CODE

Since one of the purposes of Abington Public Schools is to create a safe, supportive learning community, and since appropriate dress reflects positively on the school community, students will be prohibited from wearing any clothing that detracts from the learning process or otherwise compromises health, safety, or cleanliness.

Students are encouraged to dress in a neat manner and are expected to conform to the following standards. The following articles of clothing have proven to be disruptive to the educational process and should not be worn:

- Clothing displaying vulgar writing or symbols, or any other inappropriate references
- Shorts and skirts that are not equal in length or longer than the end of the fingertips, when arms are held loosely by the side
- Clothing that exposes the midriff
- Shirts which are not of full waist-length, front and back
- Shirts with shoulder straps less than 1 inch in width
- Pants not worn at the waist, or with undergarments visible
- Head apparel, except for religious or medical purposes

TELEPHONE USE

Students will be permitted to use the telephone in the office only in case of an emergency. No calls will be allowed for forgotten books, assignments, lunch, lunch money, instruments, etc.

INCIDENTAL EXPENSES

During the course of the school year, there are several expenses for items and activities which are optional. School pictures of students are taken, but their purchase is voluntary.

School lunches, milk and juice are available in all schools. Students may bring their lunch from home and buy milk. Free and reduced lunch applications are distributed to all students at the beginning of each school year. In the event the economic circumstances of a household change during the year, application or re-application for free or reduced lunches may be made. Please refer to Abington Public School's Food Service Policy for further information about school lunch including an option to make online payment.

STANDARDIZED TESTING

The following standardized tests may be administered to elementary students:

District Testing Plan

Grades K-2

- Early Screening Inventory (K)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-2)
 - ACCESS (Limited English Proficient Students)
 - Gates-MacGinite Reading (GMRT) (2)

Grades 3-6

- Annual MCAS Schedule: ELA Reading Comprehension (3,4,5,6); ELA Composition (4) Mathematics (3, 4, 5, 6); Science and Technology/Engineering (5)
 - ACCESS (Limited English proficient Students)
- MCAS Alternate Assessment (Students With Significant Disabilities)
 - Oral Reading Fluency (ORF)
 - Comprehension (MAZE)

Individual assessments by specialists will be performed, as needed, throughout the year, with prior permission of parents/guardians. All test information is available to parents/guardians and may be requested in writing to the principal.

HEALTH SERVICES

The Health Office is available to students during the school day. A registered nurse is available 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, s/he should obtain permission from a teacher and go to the Health Office. If the nurse is not available immediately, the student should report to the School Office. If a student is significantly ill, the parent or guardian will be notified, and the student will be dismissed to the parent/guardian/designated adult.

Parents/guardians should notify the school nurse of all extended illnesses so the nurse can be the medical liaison between the home and school and make any necessary accommodations. Students should present a certificate from their physician after recovery from a communicable disease before re-entering school. Students also may be required to present a doctor's certificate after an absence of five or more consecutive days occasioned by illness.

State law requires all students to have current immunizations to be able to attend school. A parent who does not have the required immunization documentation for a student will be notified of the status, and the student will be excluded from school and school activities until the documentation is obtained. We request that anytime a child receives an immunization from a source outside school, the parent provides the school Health Office with a copy of the immunization from the physician.

Accident reports are filed by staff members and are submitted to the office when an accident requiring medical attention occurs. 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.

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 compliments 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*

MEDICATION POLICY

See Medication Policy under “Policies and Procedures.”

DRILLS

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. The teacher in the classroom will give the students instructions. Additional drills such as evacuation, lockdown, reverse evacuation, horizontal containment and shelter in place are conducted on a regular basis.

SCHOOL EVACUATION PLANS

Each elementary school has an evacuation policy to take effect if the need arises for an emergency evacuation. This policy will be sent home each fall to be reviewed by parents/guardians with their children.

CELL PHONES/ELECTRONIC EQUIPMENT/TOYS

Electronic devices used for personal communications, such as cell phones, can disrupt normal school activities and can distract both students and teachers. Such devices must be powered off and put away during the school day.

Other electronic devices, such as tablets and e-readers, 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.**

TRANSPORTATION GUIDELINES

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 s/he attends. Additionally, transportation shall be provided at town expense for children 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 in Grades K-6 who live less than 2 miles from their school and for all students in 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 online at www.abingtonps.org and in the school offices and Superintendent's Office. Eligibility is subject to the income guidelines and verification. Ridership is not guaranteed, as it is dependent upon sufficient funding and available seating. www.abingtonps.info

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 online at www.abingtonps.org and in the school offices and Superintendent's Office. The distance will be re-checked, and a decision will be 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 Abington Public Schools' website, www.abingtonps.org.

APPLICATION, FEES & DUE DATE

- During the month of April students will receive a Transportation Packet containing rules and regulations, frequently asked questions, and all pertinent forms.
- **The bus 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 refunds will not be prorated in any manner or for any reason. The seat purchased is not transferable to another route.
- **The application and payment-in-full must be submitted by July 1.** This payment ensures 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.
- Subject to the availability of seats and an existing bus stop, applications for children whose parent/guardians are experiencing an emergency situation will be accepted and processed during the school year. Applications submitted under this provision must be accompanied by a written explanation of the nature of the emergency and any supportive documentation requested by the school department. A committee comprised of the Chairman of the School Committee, Superintendent of

Schools, and a Principal will review and act on such emergency requests and, if approved, will set a prorated fee.

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 back pack. 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 in Grades 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 affected. All efforts will be made to schedule bus routes so 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 s/he 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 elementary school students, the request must conform to the Grade K-6 Transportation Guidelines.

RULES AND REGULATIONS FOR SCHOOL BUS USE

BUS CONDUCT

In view of the fact that a bus is an extension of the classroom the School Committee shall require students to conduct themselves 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 administrator about any student misconduct that creates an annoyance or distraction while driving. The building administrator 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 getting the child to and from school safely. There will be no refunds resulting from disciplinary action.

SCHOOL BUS RULES AND REGULATIONS

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 upon 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 her/him. If the student denies the charges, an explanation of the evidence the School Department has and an opportunity to present her/his side of the story will be afforded the student in accordance with the due process procedures stated in the *Student Handbook*.

The following regulations will apply to all students who utilize bus transportation:

1. 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.
3. Bus riders should not move toward the bus until the bus has come to a complete stop.
4. Do not push or shove while entering or leaving the bus.
5. Take your seat promptly upon entering the bus and remain in it until you arrive at your destination. Do not throw anything on the bus or out the window. There will be no standing or saving of seats on the bus.
6. Do not use profane, loud or boisterous talk or make other noises that might distract the driver.
7. Students shall be courteous, at all times, to the driver, fellow students, and passers-by.
8. Treat bus equipment well. Damage to equipment will be paid by the offender to the School Department.
9. Smoking or lighting of matches is prohibited.
10. Leave the bus promptly upon arrival at your destination.
11. 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.
12. Students must have written permission to leave the bus, other than at home or at school.
13. In case of an emergency, students are to remain on the bus, unless requested to leave by the bus driver and only under her/his direction.
14. There is no eating or drinking on the bus.
15. Electronic devices are not allowed on the bus, unless specific permission has been granted by the building administrator and/or designee. Cell phones must be powered off.

The building administrator 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 child involved and to the Office of the Superintendent of Schools, where an appeal can be made.

All eligible Grades K-6 bus students are expected to ride the bus to which they are assigned both to and from school and to be picked up and dropped off at their assigned bus stops. Students will be asked to walk to a common bus stop. In that situation, the child should be accompanied to the stop by a parent/guardian. The safety responsibility for escorting to and from the bus stop shall rest with the parents/guardians of the student involved.

Parents/Guardians of students are responsible for supervision until such time as the child boards the bus in the morning and after the child exits the bus at the end of the school day. Once the child boards the bus – and only at that time – does s/he become the responsibility of the school district. Such responsibility shall end when the child is transported to the regular bus stop at the close of the school day. It is also expected that all students will be at the stop **5 minutes before the bus arrives**. Bus driver have been instructed NOT TO STOP if no child is waiting. For safety reasons, it is most important that a parent/guardian be at the bus stop to receive the homecoming child.

As always, safety is of primary importance. At the bus stops and on the school bus, students are expected to be well-behaved and cooperative, at all times. A student who repeatedly misbehaves, or who by her/his actions poses a threat to the safety of others on the bus, may be suspended, and if such behavior continues, bus privileges could be removed for a longer period of time.

1. Students will be picked-up and dropped-off at daycare upon approval of this waiver by the building administrator. **Approval is subject to the availability of seating and these arrangements being permanent, prearranged, and the same for all days.** Approval also is subject to the daycare being located on an established route. Routes are established based on home addresses. The availability of seats will be determined only after accommodating the addresses serviced by the route. Students whose residences are serviced by the route will always have priority to daycare accommodations. *If you live 2 or more miles from school, you will not be assessed a transportation fee to and from your home address. However, if you request a transportation waiver, you will be assessed the transportation fee of \$255.00 per student with a \$510.00 family cap.*
2. Students will be picked-up and dropped-off at one consistent stop Monday through Friday. Designated stops will be determined based upon the location of students. Group stops will be utilized. The responsibility of escorting a child across the street when sidewalks are only on one side and/or where the bus stop is on the opposite side of the street shall rest with the parents/guardians of the student involved.
3. You may request another established bus stop, other than your house, upon approval of a transportation waiver and upon receipt of the transportation fee provided that:
 - The stop is on a route scheduled for your child's school.
 - The arrangement is permanent and the same for all days.
 - There is space available on the bus.
4. Also, for kindergarten students:
 - Balancing of class size is the first priority for A.M. and P.M. session assignments for Kindergarten.
 - If you are assigned an A.M. session, your waiver can only be waived to another A.M. session address.
 - If you are assigned a P.M. session, your waiver can only be waived to another P.M. session address.

- In each case, availability of bus seats will be determined only after accommodating the addresses serviced by the routes.
- Students whose residences are serviced by the route will always have priority to daycare accommodations.
- Kindergarten A.M./P.M. assignments are based upon the home address. Students will only be transported to another address within that same assigned session subject to the above criteria.

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.

FIELD TRIPS

Please note that the above rules apply not only when students are in school or on school buses, but also, where applicable, on field or any other related school activity. A child may lose the right of attending a field trip, at the discretion of the principal, if the student's behavior warrants such a measure, or if the permission slip has not been properly submitted. Lunch, admission fees, and extra spending money will be the parents'/guardians/ responsibility. See Field Trip Policies under "Policies and Procedures."

BICYCLES/ROLLERBLADES/SCOOTERS

Students in Grades 5-6 may ride their bicycles, rollerblades, and scooters to school if they have obtained written permission from their parents/guardians. These notes will remain on file in the school office.

Massachusetts Law requires all children under the age of thirteen to wear a safety helmet when riding their bicycles. Students are expected to wear protective equipment (elbow pads, wrist pads, kneepads and a helmet) when rollerblading and riding scooters.

STUDENT BEHAVIOR CODE

INTRODUCTION

A student behavior code is an essential component in any school. Students, parents/guardians, and the professional staff need to know what to expect with regard to acceptable student behavior and appropriate student discipline. As we all know, student discipline is necessary in the process of education. It is the essential condition that allows a student to make orderly progress toward constructive learning. The controlling and disciplining of a student should have a constructive effect upon that student and, hopefully produce positive results. The following guidelines are suggested in assisting parents/guardians and teachers regarding the development and maintenance of appropriate and acceptable student behavior:

1. Define and explain the appropriate behavior for the student.
2. Define the limits of student behavior, and be sure the student understands them.
3. Discuss and explain a student's inappropriate behavior with her/him privately, whenever possible.
4. Be positive, constructive, fair and above all, consistent in dealing with the student.
5. Maintain the dignity of the student.

STUDENT BEHAVIOR CODE

Each student will be expected to display appropriate behavior in school at all times. Students have the responsibility to conduct themselves in a way that demonstrates a respect for all individuals, their rights, and their property. This behavior is expected at school events, school-sponsored trips, walking to and from school, and those times when school buses or other school-provided transportation is used. Video surveillance cameras may be in use in and around school buildings.

DISCIPLINARY PROCEDURE

If a student has poor behavior, s/he should be reported to the school principal who will confer with the student and parents/guardians, if necessary. The school principal, or her/his designee, will have the option of taking any of the following courses of action after a hearing has been provided for the student:

1. Loss of recess privileges
2. Writing a note of apology to the offended party
3. Writing a letter of explanation to her/his parents/guardians
4. Loss of participation in special school activities, such as field trips, programs, and/or after-school activities, etc., only with the principal's permission
5. Detention after school for twenty-five minutes, after notifying parents/guardians
6. Infractions of the discipline code reflected on the report card
7. School suspension according to the procedures established by the Abington School Committee.

PLAYGROUND RULES

1. Students cannot participate in any activity that will be dangerous to themselves or to others.
2. No roller skates of any kind, skateboards, hard balls, bats, or hockey sticks, are allowed on the playground.
3. Audio devices are not allowed in school or on the playground.
4. Unless excused by teacher, nurse, or principal, every child is to participate in recess periods and to remain outside for the entire recess period.
5. No child may re-enter the building without permission from an adult on duty.
6. Children must remain within the play area at all times.
7. Fighting for any reason is not allowed.
8. Any activity, which may be dangerous to others, is not allowed (throwing stones, snowballs, sticks, wood chips, tackling, punching, etc.).
9. Children are expected to be courteous and to follow the direction of staff members on duty.

10. Gum chewing is not allowed on school property, unless specific permission is granted by the teacher and/or building administrator.

Rules for using the swings:

1. One child to a swing
2. No standing on or jumping off a swing
3. Allow other children to use the swing if they are waiting to do so.
4. All students waiting to ride a swing must stand away from the arc of the swing in action.

Rules for using the slides:

1. One person on the slide at a time
2. No fooling, pushing or shoving on any part of the slide
3. No climbing or running up the slide
4. No jumping off the slide

CAFETERIA RULES

All students are escorted to the cafeteria by their classroom teacher or designee. All eating of meals is to be done in the cafeteria and nowhere else, unless otherwise instructed by a building administrator. While in the cafeteria, students are expected to use appropriate manners when addressing each other, as well as all adults who have a responsibility in this facility at lunchtime. Only quiet talk will be permitted in the cafeteria. Fooling of any kind, loud boisterous behavior, or any inappropriate behavior will not be tolerated. Students who cannot conduct themselves accordingly may lose cafeteria privileges or be otherwise disciplined.

CORRIDOR PASSING

For the safety and orderliness of our students, staff will ensure, when students are entering or leaving the building, they remain in their respective lines with an appropriate level of talking. Students should not exceed a walking pace. Students will be instructed as to the procedure to be followed. Staff will be at their classroom entrance at all times when children are entering classrooms or other instructional areas.

LANGUAGE/SOCIAL CONDUCT

Appropriate language and social conduct are always the standard. Any verbal abuse, name-calling, or swearing is not accepted at any time.

SEARCH AND SEIZURE

If a student is suspected of violating school rules or state law, s/he may be subject to reasonable search and seizure by a school official, including the search of his/her desk and/or personal effects.

HAZING

Hazing is prohibited. Any student who feels s/he is being hazed should report immediately to a staff member. Hazing is in violation of *Massachusetts General Laws*, Chapter 269, Sections 17-19. Anyone who is aware of hazing and/or is at the scene where hazing takes place is required to report the offense to a school official. Any student who is involved in hazing will be subject to suspension.

FREEDOM FROM DISCRIMINATION OR SEXUAL HARASSMENT

The Abington Elementary Schools are committed to maintain a safe, secure and productive environment for everyone. Students are expected to treat all members of the school community with dignity and respect. It is the policy of the Abington Public Schools not to discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation in its educational programs, services, activities, or employment practices as required by Chapter 151B of the General Laws, Chapter 622 of the Acts of 1971; Title IX of the State 1972 Educational Amendments; and Section 504 of the Rehabilitation Act of 1973. Violations of civil rights will not be tolerated.

Each person has the right to be free from derogatory or degrading remarks or actions which cause humiliation. All forms of “put-downs”, sexual comments or harassment, or physically intrusive or violent behavior are unacceptable. They detract from a supportive, caring educational environment which we try to promote in our schools.

UNACCEPTABLE BEHAVIOR WHICH MERITS CORRECTIVE ACTION

A. Categories

1. Violence
2. Vandalism
3. Disruption
4. Disrespect

B. Unacceptable Behavior

1. Fighting and rough playing
2. Possessing or using a weapon at school, including but not limited to a toy
3. Using an object as a means of physical abuse
4. Vandalizing or stealing another’s property at school or en route to and from school
5. Stealing or damaging school property
6. Verbally or physically abusing, insulting, or threatening any individual
7. Cursing, swearing, making obscene gestures or remarks
8. Disrupting the teaching/learning process
9. Cheating
10. Entering or leaving the building or classroom without permission (except in a situation of emergency or threatening emergency)
11. Being in unauthorized areas
12. Acting in a way that endangers the health or safety of students or other members of the school community
13. Eating in unauthorized areas
14. Chewing gum without permission
15. Continuing to violate any school rules
16. Using, possessing, or distributing illegal drugs or controlled substances
17. Smoking

Violations of these rules will result in a corrective action by the teacher and/or principal.

SUSPENSION

The principal may suspend a student who is guilty of serious disobedience or misconduct for a period of up to 10 school days. The suspension may be as a disciplinary measure or as a prelude to expulsion or expulsion procedures. The suspension procedure will be:

1. A student reported by a faculty member for an infraction of a regulation that could call for suspension is given a hearing by the principal.
2. At the hearing, the student is orally informed of the infraction, told by whom it was reported, and allowed to speak in her/his own defense.
3. If there is any question on the part of the student about the infraction, a meeting of the student, the staff member the infraction, and the principal is arranged.
4. If a student is suspended, s/he is informed of the reasons for the suspension, number of days and dates of suspension, and what date s/he may return to school
5. Parents of the student being suspended are notified of the suspension by telephone, when possible.
6. A letter is sent to the parents/guardians notifying them of the suspension, reasons for the suspension, dates of suspension, and date student may return to school preceded by a re-entry meeting with the principal or designee.
7. Parents are requested to contact the school before the student returns from suspension.
8. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of or using a dangerous weapon, including, but not limited to, a gun, knife, facsimile, replica or toy; or controlled substance as defined in Chapter 94-C of the Education Reform Act of 1993, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school district by the School Committee.
9. Any student who assaults a principal, assistant principal, teacher, or other staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school district by the School Committee.
10. Any student who is charged with a violation either paragraph 8 or 9 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

SUSPENSION OF SPECIAL NEEDS STUDENTS

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 Educational 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 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. This alternative must be approved by both the Department of Education and the parents/guardians. If approved, the amended plan will be implemented immediately.

EXPULSION

Expulsion is defined as a long term or permanent dismissal. Generally, expulsion is the very last measure. It will be reserved for instances of serious infractions or cases of chronic behavior for which there is little hope for improvement under school conditions and, because of which, the welfare of other students is seriously endangered.

Other than in cases covered by *Massachusetts General Laws*, Chapter 71, Section 37H and 37H 1/2, the School Committee shall not expel a student for alleged misconduct without following prescribed due process procedures.

To support a recommendation for an expulsion by the Abington School Committee, the Superintendent will present to the Committee a comprehensive written report of the offenses committed and measures taken by the staff to correct the student's conduct. The

Committee will ascertain whether the cooperation of parent(s)/guardian(s) has been sought and obtained in the corrective efforts; and whether they have been notified of their right to be present at the meeting during which the expulsion of their child is to be considered.

At the time an expulsion is imposed, the Committee will set the duration of the expulsion. School Committee action will be necessary for any possible re-admission of an expelled student.

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 behavior which interferes with the rights and education of other students. Any student experiencing or witnessing such violation of rights or property is requested to report those incidents to a member of the faculty or administration. There is also a fee for lost or damaged materials or textbooks.

STUDENT PROGRESS

REPORTING STUDENT PROGRESS

A student's progress and achievement is reported to the parents/guardians through the use of formal and informal conferences as well as through written reports. Parents/Guardians are encouraged to contact the schools as often as they deem necessary. Simply call the school and leave a message for the teacher or support person to call you, indicating which times would be best. This method is preferable to visiting the school spontaneously, since the teacher may have made prior plans for use of that time.

MID-TERM REPORTS

Mid-Term Reports are to be sent at the mid-point of each marking period to keep parents/guardians informed of their child's general progress. These reports are sent home to be signed and returned to the school.

REPORT CARDS

A student report card regarding a student's school performance is given to parents/guardians of students in Grades 1-6 at the end of each marking period. Kindergarten report cards are sent home twice during the school year.

PROCEDURE UTILIZED FOR STUDENTS EXPERIENCING DIFFICULTIES

When a student is identified by a teacher or a parent/guardian as experiencing difficulty, all efforts are made to meet the student's needs within the regular education program. The principal has established Instructional Support Teams (IST) and Student Support Teams (SST) to ensure that these efforts are made. A referral to the IST or SST is made by the classroom teacher. If parents/guardians have concerns about their daughter's/son's school progress, they can request that the teacher makes a referral to the appropriate team. IST and SST meet on a regular basis. The specific goals are targeted toward a positive change in the student's performance.

Efforts that are made include the following:

- Use of optional teaching strategies, teaching environments, and/or materials
- Use of support services, consultative services, and involvement of the faculty.

REFERRAL TO SPECIAL EDUCATION

Students are referred for an evaluation for Special Education, when appropriate. A student may be referred by any of the following to the Administrator of Special Education for an evaluation: A parent/guardian, school official (including a teacher), judicial officer, social worker, family physician, or student. There are a number of determining factors to ensure that students are referred to the Administrator of Special Education. A determination of whether to pursue pre-referral actions (such as IST or SST) or to refer for an evaluation is made by the principal. The parents/guardians are notified promptly and in writing if a condition below exists, if a referral is being made, and of their right to make such a referral:

- Any student who at mid-year presents a substantial risk of non-promotion (failing in two or more non-elective subjects)
- Any student who fails to be promoted at the end of the year.
- Any student who has been suspended for more than 5 school days in any quarter or excluded from school.
- Any student who has been absent without medical excuse more than 20 school days in any trimester.

PROMOTION AND RETENTION

1. Full promotion is granted to those students who successfully complete the basic work of the year at grade level.
2. Retention in Kindergarten will be based on student performance and teacher recommendation. Teachers will communicate often with parents/guardians in regard to those students who might benefit from retention. It is advisable that parents/guardians honor the recommendations of the teachers and support staff.
3. Students in Grades 1 and 2 who are not proficient in Reading and/or Mathematics will be considered for retention.
4. Students in grades 3-6 who have failed in two of the following major subjects, as indicated on their report card, will be considered for retention:
 - English/Language Arts
 - Mathematics
 - Reading
5. There may be instances when individual situations will require consultation with the principal and teachers.
6. Probably retention would be indicated on the third Mid-Term Report and officially confirmed by a letter to the parent/ guardian before the end of the school year.

GRADE PLACEMENT OF STUDENTS

Many factors are considered in student placement such as the social, emotional, and academic well-being of the student. Input from parents/guardians will become a part of the placement process. Parents/ Guardians will receive a letter in the spring which will provide information about their role in the placement process. Placement decisions for each child are determined by a team of teachers with additional input from specialists. Due to fluctuation in class composition, it may become necessary for the principal to adjust class placement. It is the School Committee's policy to balance class sizes to the extent possible.

Class placements into Grades 1-6 will be mailed from each school one week prior to the opening of the new school year. Kindergarten parents/guardians will receive individual letters.

HOMEWORK POLICY

Homework is any assigned activity done outside school, which relates to any phase of learning. It can be enrichment, a refinement, or a reinforcement of learning activities. It is hoped that the guidelines, which follow, will assist teachers assigning homework and aid parents/guardians in understanding homework assignments.

PURPOSE OF HOMEWORK

- to supplement and reinforce school learning by providing further practice and application
- to stimulate initiative, independence, responsibility, and self-direction
- to enrich the student's school experiences
- to foster the growth of permanent lifetime interests in learning
- to teach ability to budget time and organize one's materials
- to provide opportunities to use skills and knowledge learned in school in creative ways outside school

ROLE OF TEACHER

- to design homework to accomplish a specific purpose clearly related to the curriculum for the grade level
- to assign the homework, carefully making sure the assignment is clear
- to assess homework consistently and provide feedback to students about their success on homework
- to assist students in learning how to study
- to communicate with students and parents/guardians when problems concerning homework arise
- to vary types of assignments so as to hold the students' interest and to meet different needs
- to insist on high standards of work done on home assignments, especially in terms of neatness and accuracy
- to individualize homework assignments to the extent possible. (Some students may be able to do more and some less within the established time guidelines)
- to post homework assignments so they can be clearly visible and available to students during the day
- to establish guidelines for students to follow in completing long term assignments

ROLE OF STUDENT

- to be responsible for the completion and return of assignments on the due date
- to confer with parents/guardians and/or teachers if assignments are unclear or too difficult

ROLE OF PARENTS/GUARDIANS

- to establish the importance of homework and to encourage the child to accept responsibility for completing home assignments
- to assist the child when the teacher and parent have conferred and agreed that this assistance would be helpful
- to notify the teacher if an unforeseen occurrence prevents the child from completing an assignment. (An unforeseen occurrence may include a variety of circumstances, such as trauma or illness.)
- to insist on high standards of work on home assignments by providing a quiet and distraction-free location and by eliminating television, radio, telephone, and other stimuli.
- to supervise the homework but allow students to complete the assignments independently
- to monitor the time utilized by their children to complete homework assignment (Too little or too much time spent on homework on a regular basis – guidelines below – should be a cause of concern and should be communicated to the teacher.)

- to assign their own reading, writing or academic task when their children do not bring home a school assignment (This will promote the habit of doing homework on a regular basis whether or not the child brings a homework assignment from school.)

HOMEWORK GUIDELINES

<u>Kindergarten</u>	Up to 10 minutes, up to 4 times per week, at the discretion of the teacher
<u>Grade 1</u>	Up to 10 to 20 minutes, up to 4 times per week, at the discretion of the teacher
<u>Grade 2</u>	Up to 20 to 30 minutes, up to 4 times per week, at the discretion of the teacher
<u>Grade 3</u>	Up to 30 minutes, 4 times per week
<u>Grade 4</u>	Up to 40 minutes, 4 times per week
<u>Grade 5</u>	Up to 50 minutes, 4 times per week
<u>Grade 6</u>	Up to 60 minutes, 4 times per week

Homework at Grades K-4 should not normally be given during weekends, holidays, or vacations except for occasional long-term assignments or make-up due to absence. Long-term assignments are those that are due to be passed in some time in the future. A book report, for example, which was assigned in September and due to be passed in October 15th, is considered a long-term assignment. Long-term assignments may involve a number of steps, so in the event the entire assignment has not been completed, credit may be given for the portion of the assignment which was submitted.

STUDENT RECORDS

Most of the information in student files is a duplication of materials given to the child and her/his parents/guardians such as report cards, progress reports, standardized test information, etc. Parents/Guardians are welcome to review records as maintained by the schools.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access (Parents/Guardians or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.)
2. The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate

(Parents/Guardians or eligible students may ask to amend a record they believe is inaccurate. They should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school official decides not to amend the record as requested by the parent/guardian or eligible student, the parent/guardian or eligible student will be notified of the decision and be advised of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.)

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent

(One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting an0tehr school official in performing her/his tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill her/his professional responsibility.)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of the FERPA.

Name and address of the Office that administers FERPA:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

A parent guardian has the right to inspect all portions of the student record upon request. The record must be made available to the parent/guardian no later than 2 days after the request, unless the parent consents to the delay. Parents/Guardians have the right to receive copies of any record; although, a reasonable fee may be charged for the cost of duplicating the materials.

Parents/guardians may request to have parts of the record interpreted by a qualified professional of the school or may invite anyone of their choosing to inspect or interpret the record with them.

PPRA NOTICE AND CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. & 1232h, requires Abington Public Schools to notify you and obtain consent or allow you to opt-out your child from 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 political affiliations of the student’s parents/guardians;
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/guardians;
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.

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 ensure parents’/guardians’ and students’ rights of confidentiality, inspection, amendment, and destruction of student records; and to assist school authorities in performing 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 teacher, 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/guardians 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/guardians may:

AMENDMENT OF RECORD

Parents/Guardians have the right to add relevant comments, information or other written materials to the student record. They have the right to request that information in the record be amended or deleted. The parent/guardian has the right to a conference with the principal to make their objections known. Within one week after the conference, the principal must render a decision in writing. If the parent/guardian is not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to the Office of the Superintendent of Schools.

RECORD REQUEST FROM NON-CUSTODIAL PARENTS

Abington Public Schools procedures regarding requests for student records from the non-custodial parent are in accordance with state law on student record access for non-custodial parents. As set forth in the amended regulation, non-custodial parents are eligible to obtain access to their children’s 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.

CONFIDENTIALITY OF RECORD

Except for school personnel, parents/guardians, and certain other exceptions names in the state regulations, no individual or organization is allowed access to information in the student record without the specific, informed, written consent of the parent/guardian.

Teachers have a moral responsibility to protect the well-being of their students. For this reason, students should be aware that some information they share with school personnel cannot remain confidential. This includes any information which is reported to a staff member which could result in personal harm to the student such as abuse or neglect, drug use, suicide, etc.

RELEASE OF STUDENT NAMES

Department of Education policy allows the school to release a student’s name, address, telephone listing, date and place of birth, dates of attendance, without the consent of the parent/guardian or eligible student. If, for any reason, parents/guardians or eligible students, do not wish to have this information released, simply inform the building principal in writing.

DIRECTORY INFORMATION NOTICE

Abington Public Schools has designated certain information contained in the education records of its students as directory information for purposes 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 of the student.

Directory information may be disclosed for any purpose in its discretion, without the consent of a parent/guardian of a student or an eligible student. Parents/Guardians 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 this case, this information will not be disclosed, except with the consent of a parent/guardian or an eligible student, or as otherwise allowed by FERPA and 603 CME 23.00 et seq. Any parent/guardian or eligible student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the office of the principal, on or before September 15th of the school year.

In the event a refusal is not filed, it is assumed that neither a parent/guardian of a student or an eligible student objects to the release of the directory information designated.

TRANSFER TO OTHER SCHOOLS

Pursuant to 603 CMR 23.07 (g), notice is hereby given to parents/guardians that the Abington Public Schools forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without consent of the parent/guardian.

DESTRUCTION OF RECORDS

Five years after graduation from the Abington Public Schools or upon leaving the Abington School District, everything is removed from the student files with the exception of the “permanent record” which includes only the student’s vital statistics, course record and grades. State law mandates that this basic information is kept by the school for 60 years.

POLICIES AND PROCEDURES

FIELD TRIP POLICY

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 Plan

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, 2013*

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 medication.
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's 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 provider
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 rationale for refusal is explained. All unresolved issues are reported to the Head School Nurse and to the School Physician.

I combined the other document with this for ease of discussion.

MEDICATION:

All medication should be given at home whenever possible. In the event that medication needs to be given during the 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*

USER AGREEMENT FOR COMPUTERS, NETWORKS, AND THE INTERNET

Computer technology can improve education. Computers, software, networks, and the Internet are available in Abington Public Schools for teaching, learning, personal productivity, professional development, and administration. If you use the computer resources of Abington Public Schools, you must have these purposes firmly in mind. You also have a set of responsibilities, to which you must agree before you can use the school's computers. These responsibilities are:

When I use a stand-alone computer:

1. I will use the computer for academic purposes;
2. I will use only those programs and files that I have permission to use;
3. I understand that only the professional staff can install software;
4. I will uphold software copyrights and licenses.

When I use a computer on a network:

1. I will respect everyone's right to secure and private storage on a file server;
2. I will respect everyone's right to work on the network without disruption;
3. I understand the importance of the network to the school community, so I will not alter the workstation desktop or the network system software.

When I use the Internet:

1. I will respect the right of all users on the Internet to conduct their activities without any disruption from any other user;
2. I understand that state and federal laws apply to the transmission and reception of some materials over the Internet;
3. I understand, when I am on the Internet, I am a guest of a host computer system and I will conduct myself appropriately

DISCLAIMER OF LIABILITY

Abington Public Schools makes no warranties of any kind for the service they provide. Abington Public Schools will not be responsible for any damages you may suffer. Use of any information and software obtained through the Internet is at your own risk. Abington Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services. In addition, it cannot guarantee the efficacy of any firewall or "blocking" software that it might use.

PHOTOGRAPHING OR VIDEOTAPING OF STUDENTS

Abington Public Schools has, on occasion, the need to use photographs or videotape of various school activities and classes. At times, the District has photographs in local newspapers and provides video programming designed for instructional and informational purposes which appears on cable or broadcast stations. Parents/Guardians are notified: Unless a written objection is received in the office of the principal by September 15th of the current school, the District will assume the right to use photographs or videotape in which students may appear or be heard. Parents/Guardians will continue to be notified when special needs students are involved.

VIDEOTAPING OF SCHOOL EVENTS FOR RESALE

Any person wishing to make original videotapes or other recordings of school events for the purpose of reselling copies of the original are required to meet the following guidelines;

1. Sign a legal application and general release for each event recorded, indemnifying Abington Public Schools from any and all liability pertaining to or arising from any videotaping.
2. Pay Abington Public Schools a \$25.00 per event application fee, which will be deposited in either the Athletic Revolving Fund or the Co-curricular Revolving Fund.
3. Donate a complimentary copy of the recording to Abington Public Schools.
4. Make application to the building principal who has the authority to approve/disapprove and may waive the application fee if the resale is intended as a fund-raiser for the benefit of Abington Public Schools.
5. All scheduling and arrangements for the videotaping are subject to the approval of the building principal.
6. An announcement shall be made at the beginning of any event being videotaped that this recording is taking place.

GUIDELINES FOR PRESS AND MEDIA SCHOOL VISITORS

1. Consistent with this policy, the School Committee and faculty encourage members of the press and media to visit the schools.
2. All guests and visitors, including members of the press and media, must register in the school office. Identification badges are required.
3. 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 available a room or space where students and/or staff who wish to talk with reporters may do so; and
 - The principal may require reasonable lead-time to make arrangements.
4. We require that members of the press or media identify themselves as such to students and/or staff, who 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 attributed to students who are minors.

**COMPUTER, NETWORK, INTERNET and E-MAIL 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 Abington Public Schools' Technology Network, which includes Internet access and electronic mail capability, use this resource in an appropriate manner.

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 student's work or the business of Abington public Schools, users acknowledge 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. Abington Public Schools' Technology 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 Abington Public Schools' community are responsible for good behavior on the school technology network, 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.

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/guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Parents/guardians should be aware that their child's level of access to the Internet will depend upon that child's grade level. The following is a description of the manner in which 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 at these grade levels will guide them toward appropriate materials. Internet access 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 at these grade levels 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 classroom instruction.

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, Abington Public Schools believes the Internet can be used safely and effectively.

In order for a member of 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/guardian.

Abington Public Schools uses 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 Abington Public Schools meets 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 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), may result in other disciplinary action consistent with the disciplinary policies of Abington Public Schools, and could result in criminal prosecution, if applicable. Abington Public Schools will cooperate fully with law enforcement officials in any investigation relating to misuse of Abington Public Schools' Technology Network.
2. Violation of this Acceptable Use Policy includes, but is not limited to, the following conduct:
 - a. communicating or generating material that causes a person to fear for her/his own safety or the safety of others; or is designed to insult a person; or will likely injure a person's reputation by exposing her/him 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 (including, but 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 Abington Public Schools to any civil or criminal action;
 - o. discussing highly sensitive or confidential school department information in e-mail communications;
 - p. using Abington Public Schools' Technology network to buy, sell, or advertise anything;
 - q. accessing unauthorized discussion groups or "chat rooms";
 - r. using Abington Public Schools' Technology network for gambling;
 - s. using Abington Public Schools' Technology Network for political campaigning purposes (including attempts to influence ballot questions or to promote or oppose a candidate for public office);
 - t. failing to log-off the Technology Network at the conclusion of a work session or at the request of the system administrator;
 - u. using the Technology network for recreational purposes or activities relating to personal hobbies; and
 - 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 from 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; and
 - d. any information or materials that are transferred through the network.
4. Abington Public Schools makes no guarantee, implied or otherwise, regarding the reliability of the data connection. 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 Abington Public Schools. Electronic mail messages and other use of electronic resources by students and staff are also the property of Abington Public Schools and should not be considered confidential. While 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. Also, the user understands that use of 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. 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 Abington Public Schools' Technology Network, s/he shall refrain from downloading this material and shall not identify or share this 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 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 Abington Public Schools, that user is obligated to report her/his discovery of such material to a teacher or to her/his principal.
9. 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 Abington Public Schools
By the Abington School Committee on April 24, 2001*

*Amended by the Abington School Committee
On February 26, 2002*

*Amended by the Abington School Committee
On April 12, 2005*

*Amended by the Abington School Committee
On March 20, 2007*

*Amended by the Abington School Committee
On June 22, 2010*

EQUAL EDUCATION OPPORTUNITIES ACT – 622B

Chapter 622 applies to equal education opportunities for all students of public schools. Every course taught must present fairly the culture, history, and contributions of people of different ages, colors, disabilities, national origins, races, religions, sexes, gender identities, or sexual orientations. The content and objectives of all courses, the books used, and the materials and teaching methods used should show people from all backgrounds in a variety of positive roles. All academic courses, as well as vocational courses, are open to all students regardless of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.

In the area of co-curricular athletics, all students must have the opportunity to try-out for all teams. Schools must ensure that activities which are composed solely or predominantly of members of one sex must receive support services, such as practice schedules, facilities, travel, and publicity comparable to similar activities composed of members of the opposite sex.

Occupational information shall include representation of both sexes and of minority group members in a broad variety of occupational roles. Schools shall not permit materials to be used to recruit students for employment, including training, that contain a preference for individuals of a particular age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.

TITLE IX

It is the policy of the Abington School Department not to discriminate on the basis of sex in the educational programs or activities which it operates. The School Department is required by Title IX of the Educational Amendments of 1972 and the implementing regulation not to discriminate on the basis of sex. This requirement not to discriminate extends to employment by the School Department. Inquiries regarding compliance with the Title IX regarding activities relating to ensuring non-discrimination in the admission and treatment of students, curriculum and course offerings, student policies, services, and employment policies and practices may be directed to:

Dr. Dympna M. Thomas
Assistant Superintendent for Pupil Personnel Services
171 Adams Street
Abington, MA 02351
(781) 982-2175

SECTION 504 OF THE REHABILITATION ACT OF 1973

“No otherwise qualified handicapped individual...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Inquiries regarding compliance should be referred to Dr. Dympna M. Thomas at the address and telephone number listed previously.

GRIEVANCE PROCEDURE UNDER TITLE IX AND CHAPTER 622 AND SECTION 504 OF THE REHABILITATION ACT OF 1973

Any school employee, parent, student, or interested party may file a grievance if that person feels discriminated against, denied a benefit, or excluded from participation in any educational program or activity on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.

The following four-step structured grievance procedure has been adopted to ensure the rights of all persons protected by these regulations. The grievances will be heard at each step as soon as possible.

Step I Parents/Guardians, Students, and Interested Parties

At the school building level, complaints are to be heard by the building principal. If the parent/guardian, student, or interested party is not satisfied with the decision of the principal, s/he can continue the grievance procedure to Step 2.

Employees

At this level, the grievance is to be heard by the employee's immediate superior and building principal. If the employee is not satisfied with the decision, s/he can continue the grievance procedure to Step 2.

Step 2 Parents/Guardians, Students and Interested Parties

At this level, the grievance is to be heard by Dr. Dympna M. Thomas, Assistant Superintendent for Pupil Personnel Services. If the parent/guardian, student, or interested party is not satisfied with the decision, s/he can continue the grievance procedure to Step 3.

Employees

At this level, the grievance is to be heard by Dr. Dympna M. Thomas, Assistant Superintendent for Pupil Personnel Services. If the employee is not satisfied with the decision, s/he can continue the grievance procedure to Step 3.

Step 3 Parents/Guardians, Students, Employees, and Interested Parties

At the School Committee Level, the grievance is to be heard by the Superintendent and Abington School Committee. If the parent/guardian, student, interested party, or employee is not satisfied with the decision of the Abington School Committee, s/he can continue the grievance procedure to Step 4.

Step 4 Parents/Guardians, Students, Employees, and Interested Parties

At the Office of civil Rights level, the parent/guardian, student, interested party, or employee can contact the following agency for appropriate follow-up grievance procedures:

Boston Regional Office of Civil Rights,
Region I
RKO General building,
Government Center
Boston, MA 02114

If you have any questions regarding Title IX, Chapter 622 or Section 504 of the Rehabilitation Act of 1973 or wish to peruse the full text of the regulations, you may contact:

Dr. Dympna M. Thomas
Assistant Superintendent for Pupil Personnel Services
171 Adams Street
Abington, MA 02351
(781) 982-2175

Copies of the laws can be obtained from the U.S. Department of Health and Human Services, Office of Civil Rights, Washington, D.C. 20201

MC KINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

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 preschool 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; and
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 reasonable, 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/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-district and inter-district choice options are available to homeless families on the same terms as families residing 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/guardian shall be informed of the district's decision and their appeal rights in writing. Abington Public Schools' liaison will perform dispute resolution as provided by state rule. Unaccompanied youth also will 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 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 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 their 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 the local social service agencies that provide services to homeless children/youths and their families; with other school districts on issues of transportation and record transfers; and with 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 also will review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

*Approved by the Abington School Committee
On April 12, 2005*

ABINGTON PUBLIC SCHOOLS POLICIES AND PROCEDURES
RELATED TO STUDENT DRUG/ALCOHOL INVOLVEMENT

I. Expression of Purpose and Policy

The need for a drug/alcohol policy in Abington Public Schools is an obvious one. In essence, the School Committee is charged with the responsibility of providing guidelines for student behavior under Massachusetts General Law. Once defined, the school system must guarantee the policies involved are promulgated to all segments of the community, i.e., students, parents/guardians, staff, and administrators; and are based on the premise that there is a proper balance between the concern for the individual child and the overall welfare of the general school population.

Most importantly, there is the necessity for an appropriate response to the sensitive matter of drug/alcohol use and abuse by students. It is the turmoil of today's society which breeds such a condition, and it must be offset by a realistic and honest approach by school officials which will afford hope and facilitate programming to those students most in need.

While it is incumbent for school officials to cooperate with local and state law enforcement authorities in such matters, it is equally important that the school system is prepared to develop an approach which should be preventative in nature. Certainly, the school system should encourage such activities as:

- in-service education for the professional staff;
- the establishment of a positive health education curriculum which would include an understanding of all aspects of the drug/alcohol problem;
- the encouragement of the use of related referral service within the community;
- the development of a student's self-concept, concentrating on the necessity of self-discipline to attain physical and mental well-being; and
- the encouragement of students to initiate requests for assistance.

II. Administrative Procedures

A. Role of the School Committee

In matters of student drug involvement, as in all other issues, the established policies will allow for a proper review of the circumstances relating to each individual case.

The School Committee expects that incidence of student drug/alcohol involvement will be resolved. In cases of flagrant violations of School Committee policies, or when there is a refusal by a student to cooperate with school officials, the principal may recommend to the Superintendent that the case is presented to the School Committee for its review and appropriate action.

B. Role of the Superintendent

As the executive officer of the school system, the Superintendent shall disseminate to the community and the professional staff, all School Committee policies pertaining to student drug/alcohol involvement and/or drug/alcohol education programs. In addition, the Superintendent will maintain an awareness of all cases of drug/alcohol involvement within the schools and shall serve as a source of pertinent information to the School Committee.

C. Role of the Principal

In all matters pertaining to the management of the school, the principal assumes full responsibility. Consequently, in each case of student drug/alcohol involvement which is brought to the principal's attention, s/he must bear the responsibility for determining its proper disposition.

D. Role of the Staff

Teachers, as well as other staff members, may be the first to recognize significant changes in student behavior or appearance. It is their responsibility to share their concerns with the principal. The role of the staff is crucial to any program dealing with drug/alcohol involvement by students, since they are on the front line of daily activities.

E. Role of the Student

Students should exert every effort to assist their fellow students by seeking help for them through one of the various sources available. They should do so with the knowledge that their gesture would express a concern for the general welfare of the school, and most importantly, for the specific welfare of the student or students involved.

III. Definition of Terms

1. Controlled Drugs

Controlled drugs may be defined as a prescribed medication taken by a student for the purpose of maintaining her/his physical or emotional health. In each instance when controlled drugs are necessary for a prolonged period of time, the student's parents/guardians must request the physician to submit an appropriate letter to the principal; indicating the illness involved, the drug prescribed, the dosage requirements, the duration of treatment, and emergency requirements. All controlled drugs are to be left with and taken in the presence of the school nurse or before a person designated by the principal, whenever possible.

2. Illegal Drugs

Illegal drugs may be defined as alcohol, those included in *Massachusetts General Law 94C*, and any substance that can significantly alter the physical or mental abilities of a person.

Common examples of illegal drugs would be:

Cannabis – Marijuana, Tetrahydrocannabinol, Hashish and Hash Oil

Stimulants – Alcohol, Barbiturates, Methaqualone, and Tranquilizers, etc.

Hallucinogens – LSD, Mescaline, Peyote, Phencyclidine, STP, and Psilocybin, etc.

Inhalants – Nitrous Oxide, Butyl Nitrite, Amyl Nitrate, etc.

Narcotics – Opium, Morphine, Codeine, Heroin, and Methadone, etc.

It should be noted that there are additional illegal drugs that are not included in this listing.

IV. Procedures for Responsible Action – Students Suspected of Drug/Alcohol Use and/or Involvement

Aware of the existence of drug involvement in our society, the School Committee in Abington has adopted the following policy related to students suspected of drug/alcohol use and/or involvement:

1. The teacher can accomplish much through the performance of normal classroom responsibilities. The systematic everyday observation of students allows the teacher to be alert for unusual behavior.
2. It is important that the teacher not categorize a child as a drug/alcohol user, but rather recognize that unusual behavior may result from a number of physical inconsistencies which could be caused by any one of a number of circumstances.
3. Once a teacher becomes concerned about a student's behavior, the teacher should immediately share this concern with the principal of the building and should provide assistance to the student, if necessary.
4. The principal may solicit the advice and counsel of appropriate staff members such as the school nurse, guidance counselors, special needs counselor, and outside referral sources in determining the

course of action which is most appropriate to each individual case. The principal has the responsibility to remain alert to the results of all such consultations.

5. The Superintendent of Schools should be notified of all cases relating to drug/alcohol abuse. It is the intent of the school to notify the parent of a problem as soon as possible.
6. If necessary, the school will respond to an emergency situation with dispatch and take immediate measures to protect the student's safety through calls to the family physician or hospital units. Parents/Guardians will be notified as soon as possible.
7. Drug/Alcohol involvement will not be viewed as an excuse for violation of school rules and will result in disciplinary measures being taken consistent with the student handbook.
8. Parent/Guardians are strongly encouraged to seek rehabilitation for the child. School authorities will be ready to assist in the process. Parents/Guardians are urged to communicate with the school authorities regarding this rehabilitation.
9. Inspection of student desks and lockers and their contents is a right and responsibility of the School Committee under Chapter 71, Section 37 of the *General Laws of the Commonwealth*. Searches of students desks and lockers are usually conducted on an individual basis, but if evidence exists which indicates widespread sale or possession, a general inspection of the school may be authorized.
10. In the case of persons outside of the school community who are observed on school property selling or distributing drugs/alcohol, every effort will be made to assist the law enforcement agents in the apprehension of such persons.
11. The principal and his staff will notify and assist law enforcement agents in the apprehension of individual(s) involved in drug/alcohol use.
12. The sale, distribution or use of drugs/ alcohol on school property is both a criminal offense, subject to legal prosecution and a violation of school regulations subject to appropriate disciplinary measures.

RELATIVE TO SEX EDUCATION

The program of studies in Health Education for students in Grades 5 and 6 is part of a comprehensive Health Education curriculum, which has been developed by our professional staff under the guidance of the Wellness Committee. The overall goal of the course at each grade level is to continue efforts begun in the earlier grades to promote the health and well-being of our students and to help them to make wise and informed decisions.

Sex education is part of the Health Education curriculum in Grades 5 and 6; including such topics as the changes that take place during puberty, the male and female reproductive systems, the process of fertilization, and sexual harassment. The instructional materials used for the course include a curriculum package and videos. If you would like to review these materials at school, you may do so by calling the principal of the school your child attends.

During the course, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each student's privacy will be respected, and no one will be required to ask or answer questions or reveal personal information. Material will be presented in a balanced, factual way which makes clear that people may have strong religious and moral beliefs related to the subject matter and that those beliefs must be respected.

Under Massachusetts law and School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send a letter to the principal requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. An alternate assignment will be provided to students who are exempted.

If you have any questions about sex education or any other matter concerning your child's education, please call the principal of the school your child attends.

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE ABINGTON PUBLIC SCHOOLS AND ABINGTON POLICE DEPARTMENT**

This Memorandum of Understanding is established between the Abington Public Schools and the Abington Police Department regarding the establishment of a protocol for the reporting and coordination of response to incidents of violence or other illegal activity within Abington Public Schools. The Abington Public Schools and the Abington Police Department agree to coordinate their response to violence or other illegal activity by students and non-students which occur on school premises or at school-sponsored or school-related events. Through collaboration the two departments can ensure safe and secure school and community environments designed to maximize effective teaching and learning.

To ensure a safe educational environment, this collaborative effort between school administration and law enforcement supports “zero tolerance” for drugs, alcohol, weapons, hate crimes and violence within and on the grounds of the Abington Public Schools. Non students involved in such acts on school premises or at school events are to be reported in the same manner as students are reported. Non students include administrators, teachers, professional staff, support staff, clerical and custodial staff, security personnel, bus drivers, visitors and trespassers.

Although it will continue to be the sole prerogative of school officials to impose disciplinary sanctions for infractions of school rules and policies, it is the responsibility of school authorities to notify the Abington Police Department when any mandatory reportable act of criminal activity is detected or suspected on school grounds or at school-sponsored events. It is the responsibility of the Abington Police Department to respond when drugs, alcohol or weapons are found on school property or when a student is suspected of or charged with mandatory reportable acts of criminally chargeable offenses under Massachusetts General Laws.

M.G.L. c. 71 § 37H requires each school district to have a written Code of Conduct reflected in student handbooks stating the standards and procedures to assure building security and safety of students and school personnel, and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or civil rights violations. Reference to this Memorandum shall be made in these handbooks.

This Memorandum of Understanding is voluntarily entered into with the consent of both parties and is an internal document between the parties and does not confer any rights, privileges or obligations nor is it enforceable as against the parties hereto in any court, administrative hearing, or other forum. Any written or oral communication between the parties of the Memorandum of Understanding will be protected by all laws relating to privacy and confidentiality. This Memorandum of Understanding is in addition to, and does not supplant, policies of the Abington Public Schools with regard to disciplinary procedures and codes of student conduct which are now or may be formulated and published in student handbooks.

The parties to this Memorandum of Understanding hereby understand and consent to the following terms, conditions and operating procedures:

1. If funded, a School Resource Officer, will be assigned to work in the Abington Public Schools and he/she will report to the Chief of Police. The appointment/assignment of the School

Resource Officer will be made annually pending the approval of the Chief of Police and the Superintendent of Schools.

2. The Superintendent of Schools or his/her designee and the school principal or his/her designee are responsible for reporting the acts specified below. The Police Chief will designate an officer (or officers) to coordinate all reported criminal acts.
3. The Superintendent of Schools or his/her designee and the school principal or his/her designee shall without undue delay report to the Abington Police Department any incident on school premises, including in or around a school bus, or at a school sponsored or school related function, if such incident involves any of the mandatory reportable acts set forth below. It is understood that it will not constitute an undue delay if the Abington Police Department is notified once a school administrator has cause to believe an allegation, and/or has knowledge that a mandatory act was committed or is about to be committed. This reporting shall be accomplished by contacting the Abington Police Department using the 9-1-1 system, by calling the department's business phone line, by police radio if issued to a school department employee, or directly to a police officer if nearby.

A **mandatory** reportable act shall include:

- (a) a student's possession or use of a dangerous weapon as defined in Massachusetts General Laws c. 269, § 10;
 - (b) any indecent or sexual assault;
 - (c) any instance of substance abuse, including the possession of alcohol, and the possession of any controlled substance as defined in Massachusetts General Laws c. 94C including but not limited to marijuana, cocaine and heroin;
 - (d) any assault and battery which results in bodily injury;
 - (e) any violation of a temporary or permanent restraining order or harassment prevention order;
 - (f) any so-called "hate crime," meaning for purposes of this section, any violation of Massachusetts General Laws c. 265, §§ 37 or 39;
 - (g) any substantial destruction of property or theft; *and*
 - (h) any threat to commit a crime against the person or property of another
4. All school department personnel, including but not limited to, administrators, teachers, professional staff, support staff, clerical and custodial staff, security personnel and bus drivers, shall immediately report to their direct supervisors (which shall cause the police department to be notified) and are also authorized, if they want to, to report to the Abington Police Department, if there is an imminent threat, any incident on school premises, including in or around a school bus, or at a school-sponsored function, if such incident involves any mandatory act specified above.

5. Said supervisor shall immediately report such incident to the principal. Any principal who receives such a report and who has reasonable cause to believe the allegations shall file a written report with the superintendent of said school district on the same school day. The Superintendent shall file copies of said official reports, as soon as reasonably possible, with the local chief of police and, where required by law, the Massachusetts Department of Children and Family Social Services. When reports are forwarded to the Abington Police Department, the police will provide a follow-up response to the Superintendent of Schools.
6. The Superintendent of Schools or his/her designee and the school principal or his/her designee may report to the Abington Police Department any incident on school premises, including in or around a school bus, or at a school sponsored or school related function, if such incident involves any of the following discretionary reportable acts:

A **discretionary** reportable act shall include:

- (1) Any student's violation of a state criminal statute which warrants reporting but is not a mandatory reportable act as described above; and
 - (2) Finding any student, regardless of age, who is reasonably believed to be under the influence of alcohol or other drugs.
7. Any teacher or other school employee who has reasonable grounds to believe that a student has committed a mandatory reportable act or a discretionary reportable act, as defined above, shall if practicable, take (or cause to be taken) the student to the Principal or his/her designee. The Principal/designee shall ask the reporting teacher/employee what happened and take custody of any physical evidence. In the case of a mandatory reportable act, all evidence of the crime, and the scene itself, when appropriate, shall be secured in place until the arrival of a police officer from the Abington Police Department. The officer will work with school employees to limit disruptions to others, in attendance at a school or other location, while maintaining a crime scene for an investigation that will proceed.
 8. The Principal/designee shall inform the student and his/her parent or guardian of the nature of the offense and inform the student and his/her parent or guardian that certain offenses must be reported to the police. The Principal/designee may offer the student the opportunity to respond to the teacher/employee's report. The Principal/Superintendent shall in the case of a mandatory reportable act, and may in the case of a discretionary reportable act, without undue delay notify the local police department of the presence of contraband and the existence of any physical evidence. All contraband (drug, alcohol, firearms, and dangerous weapons) shall be immediately surrendered to the police department.
 9. Upon notification from the Principal/Superintendent or his/her designee or any school department employee (*only as outlined in section #4*), police shall respond without undue delay in cases of mandatory reportable acts and may respond in other cases. Police shall investigate such cases and, where appropriate, refer such cases to the District Attorney's Office.

10. In addition, the Principal/Superintendent will comply with Massachusetts General Laws c. 71, § 37L requiring that an incident involving a student's possession or use of a dangerous weapon on school premises at any time be reported in writing to the Chief of Police. This report must be filed in any case involving a student's possession or use of a dangerous weapon on school premises, regardless of whether it occurred during school hours, and whether or not the student has been expelled.
11. The Abington School Department will maintain files for all school reports submitted to the department and appropriate records for all school incidents including acts or suspected acts of violence. The Abington Police Department will maintain appropriate records for all incidents/activities that it investigates.
12. The Superintendent of Schools, Chief of Police and other designated school administrators and police officers will meet to collaborate on the implementation of this Memorandum of Understanding and establish communication lines to support a safe, secure school and community. They will then continue meeting on at least an annual basis.
13. Abington Police Department will continue to provide police services to the Abington Public Schools with a high priority response to reported crimes in progress in and around school facilities. The Abington Police Department will also maintain visibility of uniformed Abington Police Officers, manpower permitting, when requested by the School Department at arrival and dismissal of students at targeted locations.
14. The Abington Police Department will respond to and be responsible for all reports of missing or abducted children. Parents will be notified by the appropriate authorities.
15. The Abington School Department will plan with the Abington Police Department for safety and security of certain extra-curricular activities involving Abington students, and held on property owned and controlled by the Town of Abington, including school buildings and athletic fields.
16. Nothing in this Agreement shall supersede or contravene any school or police department administrative procedures or any collective bargaining agreement.

Initial Adoption by the Abington School Committee: April 27, 1999

*Amended by the Abington School Committee and the
Abington Police Department August 27, 2002*

*Amended by the Abington School Committee and the
Abington Police Department: _____February 15, 2005_*

*Amended by the Abington School Committee and the
Abington Police Department: _____September 1, 2009_*

*Amended by the Abington School Committee and the
Abington Police Department: _____August 31, 2012_*

ABINGTON PUBLIC SCHOOLS WELLNESS POLICY ON PHYSICAL ACTIVITY AND NUTRITION

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

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 Abington Public Schools that:

- Food 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 professions (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.
- 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, school meal programs, and 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 sites for implementing those policies. The Wellness Advisory Committee consists of a group of individuals representing the school and community which 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; and
- share information about the nutritional content of meals with parents and students. (Such information could be made available on menus, websites, cafeteria menu boards, placards, or other point-of-purchase materials.)

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/bs/natsandbytopics.php)
- should schedule meal periods at appropriate times; *i.e.*, 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; and
- 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.

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 additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Foods:

Refer to <http://www.mass.gov/ephs/doct/dph/mass-in-motion/school-nutrition-guide.pds> or the John Stalker A-List, <http://www.johnstalkerinstitute.org/alist/alist/pdf>

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. The school district will make available a list of ideas for acceptable fundraising activities (see page 20, <http://www.mass.gov/eohhs/docs/dph/mass-in-motion/school-nutrition-guide.pdf>).

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. <http://www.mass.gov/eohhs/docs/dph/mass-in-motion/school-nutrition-guide.pdf> or <http://www.johnstalkerinstitute.org/alist/alist.pdf>.

Rewards:

Schools will not use 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.

School-sponsored Events: (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day should strive to meet the nutrition standards for meals and/or foods and beverages.

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 Mathematics, 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 the reimbursable school meals program 30 minutes before the beginning of the school day until 30 minutes after the school day ends; while 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 a la carte items will come from, or meet the guidelines put forth in the Stalker-A-List.

<http://www.johnstalkerinstitute.org/alist/alist.pdf>.

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*. <http://www.doe.mass.edu/frameworks/health> 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: All elementary school students will have at least 20 minutes per 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, also will 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 child care 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.

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.

Safe Routes to School: The school district should assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts to encourage students to walk and/or bike to school, when possible.

Use of School Facilities Outside 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 parent's efforts to provide their children

with opportunities to be physically active outside 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/designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the Principal will ensure compliance with those policies in her/his school and will report on the school's compliance to the school District Superintendent/designee.

The Food Service Director will ensure compliance with nutrition policies within 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 is 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
On May 28, 2013*

ABINGTON PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION POLICY

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.

Policy:

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 him self/her self 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.

II. 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, § 370, 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 beginning with 2015/16 school year, 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, 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.

III. 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.

A. 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.

B. 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 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 student's 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

IV. 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 consequences of retaliation against target and reporter
- Encourage reporting of future incidents
- Document all interviews

V. 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.

VI. 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.

A. Annual Staff Training

Abington Public Schools has committed to train faculty representatives through the Massachusetts Aggression Reduction Center (MARC) at Bridgewater State University. This training is approved by the Massachusetts Department of Elementary and Secondary Education, and is grounded in the research and best practices of Bullying Prevention and Intervention. Through this “Train-the-Trainer” Model, faculty representatives will serve as liaisons to all staff.

B. 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:

1. Developmentally appropriate strategies to prevent bullying incidents;
2. Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
3. 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;
4. Research findings on bullying;
5. Information on the incidence and nature of cyberbullying; and
6. Internet safety issues as they relate to cyberbullying.

C. Written Notice to Staff

All Abington Public Schools’ employees will be provided 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.

D. Parents and Guardians

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

1. How parents and guardians can reinforce the curricula at home and support the school or district policy;
2. Dynamics of bullying; and
3. 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.

VII. 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

ABINGTON PUBLIC SCHOOLS
FOOD SERVICE POLICY

INTRODUCTION

The Food Service Program uses the software program “Nutrikids” 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.

*Approved by the Abington School Committee
October 23, 2012*

INTEGRATED PRESCHOOL ADDENDUM

The integrated preschool philosophy is based on the belief that children learn best when they are able to model appropriate development skills by playing and interacting with typically developing peers. In addition, children learn best through concrete, hands-on experiences with their world. Through ongoing interactions with adults, other children and their environment, preschoolers develop important social, motor, language and thinking skills.

Due to our concern about the increasing academic pressures being placed on young children and over-emphasis on narrowly defined academic skills, our curriculum is designed to meet ALL students' needs in a concrete, play-oriented manner. It is implemented with attention to the developmental needs of all preschool children as well as to the different needs, interests and developmental levels of each individual child in the program.

The integrated preschool curriculum provides for an environment that allows children to make choices about their activities based on their interests. The activities presented within centers are multi-leveled in order to challenge all levels of learners and usually are thematic-based. Schedules are flexible enough to allow for special events or for extended time for interesting topics. However, the routine of the day is consistent and predictable, allowing children to relax and plan their day accordingly. Since the growth of large muscles is so important to development at this age, there is time for outside or gymnasium exploration of equipment and space.

The curriculum is based on the *Massachusetts Curriculum Frameworks, Guidelines for Preschool Learning Experiences* and the NEAYC (National Association for the Education of Young Children) definition of a developmental program. Areas of development that will be specifically addressed are:

- Social/Emotion Development
- Cognitive Development
- Language Development
- Gross/Fine Motor Development

ADMISSION PROCEDURE FOR PRESCHOOL

In accordance with *Massachusetts General Law 603 CMR 28.06 (7)*, the Abington Public Schools Integrated Preschool Program is designed to meet the needs of Abington's special needs preschool population as well as provide a unique experience for other preschool children from the community who will serve as typically developing peers. Children with special needs are referred for admissions through the Special Education Department of Abington Public Schools.

Application for admission for typically developing peers* will be taken in the spring of the previous year. It is anticipated that approximately 24 slots will be made available for peers each year. In order to be eligible for admission, children must meet the following criteria:

1. All children in the program must be three or four years of age and not eligible for entry to the Abington Kindergarten program.
2. The peers must demonstrate age-appropriate skills (within six months) in the following areas: speech/language, cognitive abilities, gross/fine motor skills, socialization/behavior skills.
3. All peers who are considered for admission will be screened for the best possible match with the children with special needs in that year. The preschool staff reserves the right to limit admission to

children who meet these established criteria. A lottery system of selection will be implemented. Criteria for placement in the preschool classes for special education students include consideration of the student's areas of disability and specific learning needs. The ultimate responsibility for classroom assignments for typically developing peers is with the principal. It should be noted that classes of children need to be balanced with respect to developmental skills. Considerations of the effect individual children have upon one another also will be considered so that the optimal learning environment for the entire group is achieved.

4. Peers may be considered for a second year in the program.
5. All peers must be potty-trained to be considered for the program.

*Children not receiving special needs services will be referred to as peers throughout this addendum.

PRESCHOOL APPLICATIONS

Applications are accepted between December and January for classroom openings for the following September. Applications can be accessed through the Abington Public Schools website or can be picked up at the Center School office. ***A COMPLETED APPLICATION AND REGISTRATION FEE IS REQUIRED FOR ALL REGISTRATIONS TO RESERVE A SPACE.***

ASSESSMENT OF CHILDREN'S PROGRESS

Children will be assessed through teachers' daily observations, students' work, standardized tests, and biyearly progress reports. Conferences for parents/guardians of typically developing peers will be held at the end of January while team meetings for children with special needs will be held throughout the year and when necessary at the close of school. Team meetings for parents/guardians of children with special needs will involve parents/guardians, teachers, and any specialists currently evaluating or working with a child in order to write or update her/his Individual Education Plan.

If the classroom teacher, through observation or assessment, feels that any area of a child's development may be delayed, a referral for an evaluation will be made. Prior to this evaluation, the teacher will request parental permission.

PROGRAM EVALUATION

Parental/Guardian input is very important to the success of the program, and it is valued. The staff may be contacted with comments and suggestions (pros and cons). In addition, an evaluation will be sent home at the end of the school year for ideas and suggestions. School and home working together is the best way to offer students a pleasant and exciting memory of their early school years.

PARENT PARTICIPATION

The quality of the program is directly enhanced by the involvement of parents/guardians, grandparents, and other family members on a daily basis in the classroom. The rewards of volunteering can be delightful for adults as well as students. However, some students do not respond well to having their parents/guardians/family members in their learning space. If that is the case, contributing to parties, preparation of classroom materials, and supplying recycled materials for center activities are additional ways adults may help.

Parents/guardians are strongly encouraged to attend PTO meetings. Contact the Center School PTO for more information about meetings and involvement with the parent community.

COMMUNICATION

Teachers enjoys speaking with parents/guardians and keeping in contact on a regular basis through monthly and daily newsletters, notes, phone calls, conferences, and shared discussions at dismissal and arrival times. Since it is difficult for the teacher to speak with any one parent at length during arrival and dismissal or during class time, it is recommended that parents/guardians make an appointment with the teacher to meet.

BEHAVIOR/DISCIPLINE

Staff is aware of the location of children at all times. Students can be supervised by sound for short intervals; however, teachers must frequently check on children who are not in sight. The staff recognizes that most of the time when children are aggressive or hurting others it is because they lack the skills to cope with frustrating situations. Therefore, the teacher and staff constantly examine the program to be certain that the expectations are appropriate and that they are not placing excessive demands on the children. Staff never uses physical punishment or engages in psychological abuse or coercion. Staff never uses threats or derogatory remarks and neither threatens to or withholds food as a form of discipline. When staff sees the children experiencing stress, inappropriate behavior is redirected to help the children cope with the situation. Time-out in our cozy corner is typically used when children need a break to calm down. (Books and stuffed animals are available.) Parents/guardians will be notified if a child' inappropriate behavior is continuous or poses a danger to her/him or others. The philosophy of the program is based upon the belief that respect for the child should be demonstrated and guidance provided to help the children develop self-control and the ability to make a better decision in the future. We believe that children can learn self-control when adults treat them with dignity and use discipline techniques such as:

1. Setting clear, consistent and fair limits for classroom behavior
2. Learning to value mistakes as learning opportunities
3. Redirecting children to more acceptable behavior or activities
4. Praising children when they do adopt more acceptable behavior
5. Listening when the children talk about their feelings and frustrations
6. Guiding the children to resolve conflicts and model skills that will help them solve their own problems
7. Reminding the children of the classroom rules and their rationale, as needed.

ABSENCES

Attendance is strongly encouraged. However, in concern for the health and safety of all students, please use good judgment in deciding whether or not to send your child to school when s/he is not feeling well. When children are not feeling well, the benefits they receive from the class are minimal. If a child becomes ill during the school day, parents/guardians or emergency contacts will be called for pickup. Please call (781)982-2195 and leave a message if your child will be absent from school. When your child returns to school after an absence, please send a short note to the school nurse to explain the reason.

****CHILDREN WHO ARE ILL SHOULD BE KEPT HOME TO PREVENT EXPOSURE TO OTHERS***

BIRTHDAYS

We are happy to celebrate your child's birthday with the class. Birthdays are a great opportunity to help your child with self-awareness, and we encourage celebrations in the classroom. Due to the implementation of a district-wellness policy, party favors must be limited to non-edibles. Parents/Guardians may come to school to provide a fun classroom activity for the birthday child's class. Please notify your child's classroom in advance.

DRESS FOR SUCCESS

Since accidents can happen to all children during the year, for a variety of reasons, each student should bring a complete change of clothes to be kept in school in case of an emergency. Please put clothes in a plastic bag and label with your child's name. This bag should contain a change of top, pants, socks, and underwear. The wet or soiled clothes will be sent home, and a replacement set should be sent with your child the following day. During the wet season, please be sure students bring a comfortable pair of inside shoes to wear after removing their heavy outside boots. Since students do go outside whenever possible, please be certain that the children are always dressed appropriately (*e.g.*, boots, hats, mittens).

Classrooms are full of fun and exciting hands-on activities. There will be many activities that involve running, jumping, and climbing. As your child explores new media (paint, glitter, glue), smocks will be provided; however, clothing can become accidentally soiled.

TOILETING

Bathroom times are incorporated into the daily schedule. Encourage your child to ask to use the bathroom, if needed. A member of the classroom staff will be happy to bring students to the restroom at any time.

Children who require a change of clothing will be assisted, as needed. Soiled clothing will be sealed in a bag and sent home. If/when clothing is sent home; please supply the school with another change of clothes. All children should have an extra set of labeled clothing kept at school throughout the year.

OUTDOOR PLAY

Outdoor play is an important part of our daily schedule, unless the wind chill is below 20 degrees Fahrenheit or the heat index is above 90 degrees Fahrenheit.

ARRIVAL AND DISMISSAL

All children arriving with their parents/guardians or providers will meet the staff at the rear entrance to the building. Parents/guardians should park their cars and bring their children directly to the rear door where their teachers will greet them. We encourage all parents/guardians to make a quick break at the door by giving a hug and a kiss and saying goodbye. It is our experience that when children learn to separate quickly and consistently along with their classmates, they are much more comfortable making the transition from home to school. Morning students should arrive at 8:15 a.m., and afternoon students should arrive at 11:30 a.m. Students will be dismissed to their parents/guardians or providers at 10:50 a.m. and 2:30 p.m. Due to the number of students being dropped-off and picked-up, it will be important to be on time. If for some reason you will be late in meeting your child, please call the office and indicate your approximate time of arrival. *Students riding on special education vans will be dropped-off and picked-up at the front entrance to the building where their teachers will greet them.

*Transportation will not be provided for students attending the integrated preschool program, unless required by special education laws. Students with special needs requiring transportation will be met by staff members at the front entrance of the building.

If your child will be going home with someone other than her/his regular driver, please write a note to inform the teachers of the change. In case of an emergency, you may call the main office and leave a message. If the teachers are not informed, they will NOT allow your child to leave, until you have been notified. This rule will be strictly enforced.

KINDERGARTEN WAIVER PROCESS

- Parent(s) meet with Principal to discuss child
- Principal provides parent(s) with the waiver packet and reviews the forms inside:
 - ESI-R Parent Questionnaire
 - Physician form
 - Preschool teacher form
 - Consent form allowing a Center School teacher or psychologist to speak with or observe at current preschool
- Parent(s) complete the packet and return it to Principal
- Waiver Committee meets to review all forms and information and makes recommendation to Center School Principal
- The school Principal notifies the parent(s) of the committee's decision via mail.