

2021-2022 George R. Martin School Handbook

WELCOME . . .

The information contained in this handbook has been prepared to better acquaint parents and students with school programs and procedures in the George R. Martin School. It is hoped that this information will lead to your child's success throughout the years.

Parents are always welcome at the schools. If any questions or problems arise, please do not hesitate to set up a conference with the principal, assistant principal, or teachers to discuss the matter. If you would like to volunteer time to assist at the schools, we would be happy to set up a meeting with you to discuss how your help can best be utilized for the benefit of our students. Please keep the calendar/handbook in a convenient place so that you may refer to it.

If you need this handbook translated into one of the below languages, please contact the Martin School office.

GREEK:

Εάν χρειάζεστε αυτό το εγχειρίδιο μεταφράζονται στα Ελληνικά, επικοινωνήστε με το κεντρικό γραφείο.

PORTUGUESE:

Se você precisa deste manual traduzido para o português, por favor contacte o escritório principal.

SPANISH:

Si necesita este manual traducido al español, por favor póngase en contacto con la oficina principal.

CHINESE:

如果你需要這本手冊翻譯成中文，請聯繫主要辦公室。

POLISH:

Jeśli potrzebujesz niniejszy podręcznik w języku polskim, proszę skontaktować się z głównym biurem

ARABIC:

إذا كنت بحاجة إلى هذا الكتيب ترجمة إلى اللغة العربية، يرجى الاتصال بالمكتب الرئيس

HAITIAN CREOLE:

Si ou bezwen manyèl sa-a ke nan kreyòl, souple kontakte Biwo pwensipal la.

URDU:

اگر آپ کو اس کتابچہ کا اردو میں ترجمہ کی ضرورت ہے، مرکزی دفتر سے رابطہ کریں

:GUJARATI

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Haddii aad u baahan tahay Handbook this turjumay mid ka mid ah luqadaha hoos gelin, fadlan la xiriiir xafiiska dugsiga Martin.

MANDARIN

若您需要這手冊翻譯成中文，請聯絡辦事處。

Jennifer McKay, Principal

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In the event of a pandemic (e.g. COVID-19), natural disaster, or other unforeseeable event, the policies and procedures outlined in this handbook may be altered or amended as reasonable and necessary. In such an occurrence families will be provided updated information regarding the implication of such an event on the policies, practices and procedures as discussed herein. Further, to the extent that language outlined in this handbook contradicts the policies or regulations established by the Department of Elementary and Secondary Education (DESE), adherence will be given to the policies and regulations as established by DESE.

The Seekonk Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Seekonk Public Schools prohibits discrimination on the basis of race, color, sex, age, gender identity, disability, religion, national origin, sexual orientation or homelessness and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study

This Handbook is translated into the following languages: Greek, Portuguese, Spanish, Chinese, Polish, Arabic, Haitian Creole, Urdu, Khmer, Somali, Mandarin and other languages upon parental request.

Seekonk Public Schools Mission Statement

The mission of the Seekonk Public Schools is to inspire all students to acquire the skills, habits, knowledge, and passion to be responsible citizens of the global community.

Seekonk Public Schools Guiding Principles

We Believe:

- ◆ All students learn best when actively engaged in the learning process.
- ◆ In providing flexible opportunities for all students to reach their full potential.
- ◆ Education is about growth that extends far beyond core academics to include the arts, cultural awareness, and physical and emotional well-being.
- ◆ All decisions are made in the best interests of the students.
- ◆ Every child and staff member deserve to be treated with respect and courtesy.
- ◆ High quality and relevant professional development are essential for the growth and success of the education process.
- ◆ Open communication is a shared responsibility among home, school, and community which fosters an atmosphere of mutual respect and cooperation.
- ◆ In the strength of all schools working toward a common vision.
- ◆ In a cyclical and focused process of curriculum review and update.
- ◆ The cornerstone of a strong community is an exemplary educational system.

It is the responsibility of the entire community to provide the necessary resources to educate our students.

George R. Martin School Mission Statement

The mission of George R. Martin School, in partnership with children and families, is to maintain a safe, nurturing environment in which responsibility, mutual respect and high academic standards are achieved.

George R. Martin School Tips for Success

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|--------------------------------|--|
| 1. Do your best! | 6. Be organized. |
| 2. Be respectful. | 7. Be polite. |
| 3. Help others. | 8. Think first. |
| 4. Finish your work on time. | 9. Be creative. |
| 5. Treat others with kindness. | 10. Take care of our school & the Earth. |

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

Martin's PBIS initiative is an approach to establish positive behavioral and academic expectations in our school. We have adopted three school-wide expectations for our students and staff to behave in a way that is SAFE, RESPECTFUL and RESPONSIBLE, which we teach, promote and reinforce.

SCHOOL HOURS

Full day K- grade 5: School officially begins at 9:00 A.M. and closes at 3:05 P.M. Students may arrive between 8:45-9:00 and go immediately to their classrooms to prepare for the day. This early morning time provides students an opportunity to organize, prepare, and begin their schoolwork for the day. We encourage walkers to be in the classroom by 8:50 A.M.

Half Day Preschool: A.M. session begins at 9:00 A.M. and closes at 11:30 A.M.
P.M. session begins at 12:35 P.M. and closes at 3:05 P.M.

There is no supervision before or after school. To the extent that a student is not riding the bus, parents or guardians must ensure that their child is picked up at a reasonable time.

ATTENDANCE

Good attendance is essential to the total development of a sound educational environment. The classroom experience plays a significant role in providing students with an opportunity to develop social skills and participate in activities and discussions vital to their academic success.

Regular attendance and promptness develop important societal habits that will benefit students throughout their academic careers and transition into adulthood.

TARDINESS

Children who arrive after the official beginning of the school day should report to the office so that attendance and lunch counts can be adjusted. Lateness should not be a common occurrence.

ABSENTEEISM

If a child is to be absent from school, parents are required to call the school prior to 9:30 A.M.

The school will notify the parent or guardian of a child's absence if the school has not received notification of the absence from the parent or guardian within 3 days of the absence.

If a student has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or has missed 5 or more school days unexcused in a school year, the Principal will send a letter to notify parents of their child's absences in order to promote more regular attendance and will meet with the parent or guardian to develop action steps for student attendance. The action steps will be agreed upon by the Principal, the student, and the student's parent or guardian, with input from other relevant school personnel and relevant officials from public safety, health and human service and housing and nonprofit agencies.

Pursuant to G.L. c. 76, 2, the school may generally excuse only absences of 7 day sessions or 14 half day sessions in any period of six months, although an IEP or 504 Team may make exceptions to this policy for disability-related absences. Parents are required under the law to ensure the regular school attendance of their children and are subject to a fine for failure to comply with the law.

Vacations outside of the regularly scheduled school vacation periods are strongly discouraged because students miss classroom instruction that cannot be made up. If you do plan to take a vacation during the school year, please inform the school.

If a student has a prolonged absence, arrangements regarding missed assignments should be discussed with

the classroom teacher. The student is responsible to make up work that has been missed in order to remain current with the curriculum.

PLEASE NOTE: If a student is absent from school for any reason for more than half of the day, or dismissed from school due to illness, he/she may not participate in any school-related evening events on that day.

EARLY DISMISSAL

If it is necessary for a student to be dismissed early, a note from the parent/ guardian is required stating the time of dismissal and who will be picking up the child. Adults picking up students must be on the information list and must report directly to the office to sign the child out. Photo identification may be required. ***This policy is necessary to assure the safety of our students.***

EMERGENCY INFORMATION FORM

Each September, you will complete an emergency information form which will include important information the school will need if an emergency arises. If there are any changes in information contained on the form during the school year, please contact the office or your child's teacher.

EMERGENCIES

In an emergency medical situation where repeated attempts to contact the parents for disposition have failed, school personnel (nurses, principals, or secretaries) shall handle the emergency by sending the ill or injured child to the nearest hospital emergency room for treatment. A continued effort will be made

to notify the parents of the measures taken to insure the welfare of the ill or disabled child.

The parents shall be notified in writing or via telephone regarding any emergency that arises during the school day and the measures used to treat the emergency condition.

VISITORS

Parents and guardians are very welcome to come into school. Advance notice is requested to avoid any conflicts of activities and the duration of a visit may be limited to ensure the safety of students or to protect confidential student information. Please note that parents and visitors are not allowed to contact teachers or pupils during school hours, unless this specific contact has been otherwise arranged in advance at the discretion of the principal. Parents should make arrangements in advance for conferences with teachers.

All parents and visitors are required to report to the office upon entering the building to sign in and obtain a visitor's pass. Visitors without a pass will be asked to return to the office.

LUNCH PROGRAM

Lunches are offered daily and students may select from three lunch choices. Free or reduced lunches are available throughout the year to those families meeting federal and state guidelines. Please contact the school office if you would like an application. For those children who bring their lunches to school, milk may be purchased separately.

FIELD TRIP POLICY

The student is responsible for appropriate behavior at all times. If a student's behavior has been a problem on numerous occasions and/ or the student is currently being disciplined, the classroom teacher, under the direction of the building principal, may notify the student's parents that he/she will not participate in the field trip and/or activity. On such occasions, class work will be provided for the student.

Costs for field trips related to extracurricular activities must be borne by the students participating in such activities and/or by a sponsoring organization. (Teachers should be cognizant of and make arrangements for students whose economic situation would preclude participation.)

Advance approval by the Superintendent is required for any student trip involving late night or overnight travel. Any student or staff member planning late night or overnight travel should consult the school committee policy on late night and overnight travel prior to making any arrangements.

PARENT TEACHER CONFERENCES

Parent teacher conferences are scheduled in October for all students in grades preK-5.

DRESS REQUIREMENTS

Students should dress in a manner that shows pride in themselves and their school. All students are required to dress and groom themselves in clothes that are suitable for school activities and clothes that do not disrupt the educational atmosphere of the school.

In general, attire that violates reasonable standards of health, safety, and cleanliness are prohibited. For example, please note that flip-flops and shoes with heels are unsafe during transitions and should be avoided as footwear, and all clothing indicating a gang affiliation will be strictly prohibited.

For Physical Education class, students must change in to proper attire, which includes: **crew neck** t-shirt, long-sleeve t-shirt and/or sweatshirt. Tops must have sleeves and cover mid-drift when arms are lifted. Nylon and/or cotton shorts must cover $\frac{3}{4}$ of the thigh. Soccer and basketball shorts are recommended, as well as sweatpants, wind pants, and/or nylon pants. Students should wear loose, but fitted clothing and socks with sneakers that must be tied. The following clothing is **not allowed**: sleeveless shirts, tank tops, and inappropriate graphics on clothing. It is highly recommended that spandex, leggings, and yoga pants be worn with a long shirt. Jewelry must be taken off and gum/candy is not allowed for safety purposes.

The Principal will determine what consequences should follow when a student's attire does not comply with these policies. To the extent that the Principal intends to send a student home, the Principal will follow the suspension procedures under G.L. c. 71, 37H $\frac{3}{4}$.

Remind your child to bring gym shoes and library books on the correct day. ***Children are discouraged from calling home for forgotten sneakers, books, or musical instruments.***

PAPERS AND NOTICES

Rewarding your child for good work and keeping abreast of your child's progress are the two most important reasons to review his/her school work. These two items can't be stressed enough for their importance. This interest on your part will stimulate your child to do his/her best work. Establish a place to deposit school work and plan a special time to sit with your child each day.

Notices of importance are also sent home frequently with your child's papers. If you fail to receive papers or notices, please contact the school.

"NO SCHOOL" Announcements/Early Dismissal

The announcement for closing schools will be broadcast between 6:00-7:00 am over the following radio stations: WHJJ (AM 920), WHJY (FM 94), WPRO (AM 630/FM 92), and WSNE (FM 93), as well as the following TV stations: Channel 6, Channel 10, and Channel 12. Announcements are also posted on the school district's web page at <http://www.seekonkschools.org>. In the event of an emergency early release, students should know what plan to follow if no one is at home.

REGISTRATION

Birth certificate, immunization records, residency affidavit requirements, custody papers and/or restraining orders (if necessary) are required at the time of registration. During registration, a parent will be asked to complete a language survey, an emergency form, and a health questionnaire. Although the

Seekonk Public Schools may request specific documentation, the Seekonk Public Schools may not deny admission to a child because he or she does not have the specific documents requested, as long as there is adequate proof of residency as required under G.L. c. 76, 5.

Kindergarten registration is held annually. All children who will be five years old by August 31 of that calendar year are eligible for kindergarten.

The registration requirement will be waived for students who fall under the McKinney-Vento Homeless Assistance Act. If a family qualifies under this Act, the family does not have to provide the documents usually required for enrollment, including a record of immunizations.

PARENT TEACHER ORGANIZATION

The George R. Martin School Parent Teacher Organization meetings are held on a monthly basis. Our PTO provides financial support and is an excellent avenue for parents to become involved in school activities. Parents interested in learning more about the parent organization activities should call the school. Your interest will be referred to the appropriate parent organization officers.

SCHOOL COUNCIL

The School Council is the elected representative of parents, faculty, and community established by the Education Reform Act of 1993. Meetings are held on a regular basis and are open to the public.

HEALTH POLICIES

Children are not allowed to carry medication to school with the exemption of those with special permission (i.e. asthma inhalers) after following the procedures to have the student self-administer medication. All medication should be brought to school by a parent or other adult designated by the parent.

The Seekonk School Department has a medication protocol signed by the school physician that allows the school nurse to give certain medications with the written consent of the parent. These medications include Advil, Tylenol, Claritin, Benadryl, calamine lotion, Rhuligel,

Gelusil, bacitracin, hydrocortisone cream, Halls cough drops, and Cepacol lozenges.

If a child needs to take any medication (either prescription or over-the-counter) other than those listed above during school hours, a written order by the child's physician and written permission from the parent must be given to the school nurse. The school nurse, in collaboration with the parent, will establish a medication administration plan for each student receiving prescription medication.

Prescription medications must be in a pharmacy container with a label containing the child's name, physician's name, and the name and dosage of the medication. Any over-the-counter medication must be in the original packaging.

The school nurse offers immediate first aid to students. Parents are reminded to supply up-to-date emergency cards for this purpose. It is essential for you to make sure that the nurse's office has a way of reaching you or of reaching an adult who may assume responsibility in your absence.

Complete health policies are available in the school nurse's office.

The Seekonk Public Schools' allergy policy and the Seekonk Public Schools' medication policy are explained in the Seekonk Public Schools Policy Manual. A copy of this manual can be found in all administrative offices.

IMMUNIZATION POLICY

All students must meet the state requirements for immunization inoculations. Throughout the year, the school nurse will notify those students in need of upgrading their immunizations. Failure to comply with this request may result in exclusion from school in accordance with state regulations.

COMPREHENSIVE PHYSICAL EXAMS

In addition to updated immunizations, all students will need a recent (within one year)

physical **upon entry into kindergarten or within 30 days of entry into school.**

Ideally, parents/ guardians should make physical appointments during the summer to fulfill these requirements. If the student's physician does not complete the student's physical, the school physician may be required to do so. Documentation should be sent to the school as soon as the child visits the physician and receives required vaccinations. A child transferred from another school system shall be examined as an entering child unless school health records are transferred with the child showing that he/she has had an adequate health appraisal in the school year of transfer.

TESTING

Students have their vision tested annually through grade 5 and hearing tested annually through grade 3, as well as a BMI assessment in grades 1 and 4. Also, students in all grades will be tested for scoliosis. Parents are notified if irregularities are found and are urged to take their children to a physician for further advice.

K-2 Screening for Dyslexia

The District will be conducting benchmarks/assessments multiple times annually from kindergarten to second grade to screen for dyslexia in accordance with guidance from the Massachusetts Department of Elementary and Secondary Education.

Note: Students will be required to obtain immunizations and a physical examination unless they provide a doctor's note describing a medical contraindication to one or more vaccines or a written statement from the student's parent/guardian describing a sincerely held religious belief that prevents the student from obtaining the immunization or receiving the physical examination. Parents may also request in writing that a student's BMI measurements not be taken.

CLASSROOM ASSIGNMENTS

Each building principal is responsible for the classroom assignment of all students within his/her building. Classroom assignments will be made on the basis of their impact upon the total educational program being offered to the students. Such factors as student-teacher ratios and student's ability level will be taken into consideration by the building principal. Parental requests for specific classroom assignments will not be accepted, however, you can provide school staff with information about your children by May 1st, which is not available from any other source. The way that you observe your child's adaptation to a variety of settings can provide school staff with a broader, more comprehensive view of your child's needs than could otherwise be provided. Ultimately, classroom assignments shall be left totally to the discretion of the building principal.

WITHDRAWAL FROM SCHOOL

The principal should be notified a week in advance of a child's withdrawal from school by a note or telephone call to the school. The note or call should indicate the last day that the child will be in school and the child's new address. An official transfer will be issued to the child withdrawing and the child's educational records will be forwarded to the receiving school district without any further consent from the parent/ guardian.

HOMEWORK POLICY (NEW) HOMEWORK AND HOME LEARNING

Homework is an extension of learning opportunities, not displacement of, nor substitute for, classroom instruction. Homework can include a wide variety of student learning activities related to the curriculum and have a decreased emphasis on "paper and pencil" activities.

RESEARCH

- *Research shows that homework at this level does not have a positive effect on student learning and may in fact contribute to negative feelings toward school.*

- *Research demonstrates that reading has a positive effect on long-term student growth.*
- *Opportunities for learning at home have the most positive impact on reading, math fluency, life skills and real life application activities such as measuring in the kitchen, cooking, and exploring nature.*
- *Research also shows that game-based learning is an effective home-based strategy.*
- *Research shows homework used as punishment serves only to foster negative feelings regarding learning.*

PURPOSES FOR HOMEWORK

- *Prepare for next day's lesson.*
- *Complete work not finished in school, if required by the teacher.*
- *Complete or make progress on long-term assignments.*
- *Make up work due to absence.*
- *Provide essential, meaningful practice in identified areas of individual need.*

TO MEET THESE OBJECTIVES

- *Teachers will encourage students to read nightly (independently or parent-led).*
- *Teachers will encourage and provide students with research-based math fluency practice programs and games.*
- *Incomplete school work MAY be sent home to be completed as homework, at the discretion of the teacher and in keeping with the goals of this policy.*

Approved: 06/17/19

PRE-K TO GRADE 5 DISCIPLINE POLICY

A major responsibility of the school is the creation of an atmosphere which encourages acceptable social behavior. We have focused on the prevention of negative behavior. To also meet this responsibility, the schools' faculties have established a set of rules. The

criterion used to determine acceptable school behavior in making rules is:

DOES THIS BEHAVIOR INTERFERE WITH THE SCHOOL PROGRAM, THE RIGHTS OF OTHERS, OR STUDENT SAFETY?

Please take a moment to review these rules with your child and emphasize the importance of a safe environment.

Pursuant to new student discipline law and regulations, Chapter 222, codified at G.L., c. 71, §37H ¾ and 603 CMR 53.00, students are entitled to due process for out-of-school suspensions, as follows:

PROCEDURES FOR SHORT-TERM SUSPENSION

(Exclusion of a student from school premises and school-sponsored programs/activities for a specified period of not more than ten school days)

The principal, or his/her designee, may suspend students out-of-school on a short-term basis. The student will receive the following due process prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include the disciplinary offense, basis for the charge, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, provide for the opportunity to have a hearing before the principal, or designee, provide for the opportunity for the parent/guardian to attend the hearing, the date and time of the hearing, and provide for the right to an interpreter during the hearing.

2. At the hearing, if the student and/or parent/guardian elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances.

3. Based on the available information, the principal, or designee, shall make a determination in writing as to whether the student committed the disciplinary offences and what discipline shall be imposed. The student and parent/guardian shall

receive notice in writing of the principal's, or his/her designee's decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make academic progress while excluded, including the right to make up assignments and other academic work.

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

DUE PROCESS

PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the principal may temporarily remove the student from the school prior to any hearing. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. The principal shall make immediate and reasonable efforts to orally notify the student and student's parent/ guardian of the emergency removal. Additionally the principal must provide written notice of the emergency removal including the reason for the emergency removal, and the other information required in a short-term suspension notification. During the temporary removal, a notification of hearing for either a short-term suspension or a long-term suspension shall be provided in writing to the student and parent/ guardian. The opportunity for a hearing with the principal or designee shall occur within two (2) school days, unless otherwise extended by the school and parent/ guardian. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

PROCEDURES FOR LONG-TERM SUSPENSION

(Exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or his/her designee, may issue long-term suspensions at the building level pursuant to G.L. c. 71 37H 3/4. The principal may also issue suspensions and expulsions for the offenses set forth in G.L. c. 71, §37H and §37H½ (the procedures for these suspensions and expulsions are described in the School District Policies, State and Federal Regulations section of this Handbook)

1. In the event of a potential long-term suspension, the student must be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include the disciplinary offense, the basis of the charge, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, provide an opportunity to have a hearing before the principal, or his/her designee concerning the proposed suspension, the opportunity for the parent/ guardian to attend the hearing, the date and time of the hearing, the right to interpreter services if needed to participate, the right to review the student's records, the right to produce witnesses and cross-examine witnesses, the right to appeal to the superintendent, the right to be represented by counsel at private expense, and the right to request that the hearing be recorded and receive a copy of the audio recording.

2. The notice will also notify the student that in advance of the hearing, at any time, the student and/or parent/ guardian shall have the right to review the student's record and the documents upon which the principal or designee may rely on in making a determination to suspend the student.

3. At the hearing, if the student and/or parent/ guardian elect to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. Please note that student witnesses may not be

compelled to testify. As indicated above, the student and/or parent/ guardian may also be represented by counsel, at private expense, and may request that the hearing be audio recorded.

4. After the hearing, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The student and parent/ guardian shall be notified in writing of his/her decision, including the disciplinary offense; key facts and conclusions determined by the principal or his/her designee, if applicable; the length and effective date of the suspension; notice of the student's opportunity to receive education services and make academic progress during the suspension; and the student's right to appeal to the superintendent or his/her designee if a long-term suspension has been imposed.

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

IN-SCHOOL SUPPORT

In-School Support is a disciplinary program that removes the student from the classroom setting and places him/her in a temporary alternate setting where he/she will receive work from classes they are missing. Students therefore have the opportunity to make academic progress while in In-School Support. This program will be utilized as an intermediate step between detention and out-of-school suspension. If a student does not rectify his/her behavior in this program, he/she may be suspended externally and, upon return, be required to make up the initial time assigned to the In-School Support program.

Prior to assigning a full day of In-School Support, the school administration will inform the student of the disciplinary offense with which he or she is charged and provide the student an opportunity to dispute or explain the circumstances surrounding the incident.

After communicating with the student, the administration will inform the student whether In-School Support is being assigned, and if so, for what length of time. If a student is placed in in-school suspension for more than ten days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes. The school administration will then immediately make reasonable efforts to orally notify the student's parent/guardian of the In-School Support. A written notification of the In-School Support will then be sent to the parent/guardian, which will include an offer to meet with the parent/guardian to discuss the student's current performance and behavior in school, strategies for student engagement, and possible responses to the behavior that triggered the In-School Suspension.

In-School Support (ISS) Rules

1. Students report to the ISS room before the start of first period or period assigned.
2. Students who miss any ISS time due to early dismissal, tardiness, absence, or emergency school closing will make-up the time missed on the next day of attendance.
3. Restroom breaks are provided periodically.
4. Students eat lunch in the ISS room.
5. Students must bring all necessary assignments, text and materials.
6. All school rules apply in ISS.
7. Students will remain seated in assigned seats and work on assignments, behavioral packets, or read appropriate material.
8. Students must produce complete academic assignments for every period of the school day.
9. Talking or interfering with other students, sleeping, lounging, and eating or drinking at any time other than

lunch is not allowed.

10. Violation of ISS rules may result in Out-Of-School Suspension.
11. Participation in or attendance at any extracurricular activity from the time the ISS is assigned until the next school day after completion may not be permitted.

EXCLUSION FROM PRIVILEGES

Please note that the school administration may also exclude a student from privileges, including but not limited to extracurricular activities and school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy. Additionally, students who are being suspended for weapons, drugs, assault on staff or a felony complaint or conviction are not subject to these procedures, but different procedures outlined later in the Handbook. For these procedures, where it says principal, it means principal or a designee of the principal.

SCHOOL, PLAYGROUND & CAFETERIA RULES

In order to maintain a safe and enjoyable environment for everyone, these rules are to be followed:

- Be respectful in manner, tone and voice (profanity is unacceptable).
- Respect the rights of others to study and work.
- Walk at all times running in the building is not allowed.
- Talk softly in the hallways and cafeteria.
- There is no sharing of food allowed.
- Chewing gum is not allowed.
- Respect the other person's property your classmates', teachers' and school property (vandalism is unacceptable).
- Respect the other person's space no hitting, shoving, and/or physical contact should occur.
- Electronic games, portable music players, toy weapons, etc., should not be brought to school. The school system is not responsible for any toys or personal items brought to school, including cell phones. The use of cell phones during school is prohibited, and any cell phones brought to school must be stored in the student's locker during school hours.

CONSEQUENCES FOR SCHOOL, PLAYGROUND, & CAFETERIA RULES

Violation of school rules will result in a progressive set of consequences ranging from verbal warnings to school suspension.

PLEASE NOTE: Any *serious* infraction may warrant immediate parental contact and possible suspension.

CLASSROOM RULES

Classroom rules will be developed at the beginning of each school year by the teacher and/or students. A copy of these rules will be sent home by your child's teacher.

SEEKONK PUBLIC SCHOOLS BUS RULES

The following rules must be strictly observed in order that school bus transportation is safe, orderly, and clean at all times:

When waiting for the bus, students should:

- Be on time for the bus, but do not arrive at the stop earlier than 10 minutes before the time at which the bus usually arrives
- Be curbside and visible to the driver, or the bus is not required to stop
- Ride only on the assigned buses, loading and departing at designated stops only
- Observe all safety precautions while waiting for the bus
- Not play in the roads
- Avoid crossing streets until the bus has arrived and signaled traffic to stop and students to cross, if possible
- Cross a street only if no moving vehicles are approaching from either direction
- Not push, pull, or chase any other students
- Avoid trespassing on private property and being noisy
- Line up at least six feet off the highway as bus approaches
- Not approach the bus until it has fully stopped and the driver has opened the door, and
- Stay away from the wheels of the bus when it arrives.

When loading onto the bus, students should:

- Not cross the street until signaled to do so by the driver (*The driver will not signal students to move from the bus stop until after the red lights are flashing and the driver has verified that the traffic has stopped.)
- Enter the bus in an orderly and quiet manner
- Sit in assigned seats without being reminded
- Not attempt to retrieve any object that is dropped under or around the bus while loading onto the bus. Students should notify your driver and await instructions.

When riding the bus, students should:

- Sit with feet on the floor with book bags and hands on their laps
- Face the front at all times, remain seated and keep hands, arms, heads or any other objects in the bus at all times
- Abide by the request of the driver and follow all school or county rules and regulations
- Be respectful to the driver and other students at all times
- **NOT USE EMERGENCY DOORS UNLESS THERE IS AN EMERGENCY SITUATION**
- Know that they will be held liable for any damage resulting from defacing or causing destruction of school buses, and
- Avoid consumption of food or drinks while on the bus.

When students are exiting the bus, they should:

- Not leave their seats until the bus has come to a complete stop and the driver has opened the door
- Obey any directions issued by the driver
- Leave the bus quickly and in a courteous manner without pushing other students.
- Stay at least 10 feet from the bus so the driver can see them when walking to the side of the bus
- Wait about 10 feet from the front corner of the bus and remain off the roadway and await the signal of the driver to cross
- Watch for traffic, look to the driver for a signal to cross, and never cross behind the bus
- Be sure to observe all safety precautions when traveling from the bus stops to their homes.

The following list of misconduct on school buses, though not exhaustive, includes the following:

- Smoking or use of tobacco (*check language in Student Handbook)
- Lighting of matches or any device
- Extending any body part out of a window
- Standing or moving seats when the bus is moving
- Throwing any object within the bus or out a window
- Interfering with anyone passing to or from a seat
- Profanity
- Bullying
- Possession of any illegal or dangerous drug or weapon
- Engaging in any behavior that is disruptive to the bus driver or to other students on the bus, and
- Exhibiting any behavior that is prohibited in the Student Handbook or Student Code of Conduct.

*As noted earlier, any violation of the bus rules may result in loss of bus privileges.

Misconduct

The School Committee and its staff share with students and parents/ guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the principal. To ensure the safety of all students who ride the buses, it may occasionally be necessary to revoke the privilege of transportation from a student abusing this privilege. Parents/ guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with the regulations approved by the school committee.

Any violations of the rules and regulations for student behavior on school buses must be reported at the end of each trip to the staff member in charge, who must obtain all pertinent information and report it to the school principal. This report should be forwarded to the school principal/designee no later than the day following the occurrence of the incident. The report will be returned to the staff member showing the action taken by the principal/designee who in turn will show the bus driver what action has been taken.

A bus driver shall report any misconduct that would impair safe operation of the bus by filling out a "Bus Conduct Report". The driver shall report misconduct on the bus or any violation of the driver's instructions to the terminal manager who will, in turn, forward a written report or make a phone call to the District Transportation Coordinator. If repeated misbehavior problems arise, each incident will be reported to the designated authority by the bus driver. Drivers must not remove any child from a bus as a disciplinary measure. All disciplinary responses will be made by the building principal/designee. This includes any suspensions of the riding privileges of a student.

School principals/designees are responsible for the prompt assignment of consequences when rule infractions are reported. The principal/designee will report such incidents to parents/ guardians as reflected on the Bus Conduct Report Form, which is then returned and reviewed with the bus driver. Bus drivers have no authority to appoint students as bus monitors and must not do so.

Principal's/Designee's Responsibilities: The principal/designee may take action on any misconduct which occurs on a school bus in the same manner as if the violation had occurred on school grounds. Penalties for violations of specified bus policy as stated in the Student Code of Conduct (*see Student Handbook) apply to conduct occurring on the school bus. At the discretion of the building principal/designee and in conjunction with transportation staff, serious violations may result in loss of bus privileges. The designated copy of the Bus Conduct Report should be forwarded to the District Transportation Coordinator who will forward the completed report to the principal/designee.

In cases where a student seriously or repeatedly misbehaves, the principal/designee will notify the student's parent/guardian that such behavior may result in temporary removal from the bus for that student. If a student's behavior seriously endangers other students and/or the driver, that student is subject to immediate and possibly permanent removal from the bus. Disciplinary action is detailed in each student's Handbook or Code of Conduct.

STUDENT SEARCHES AND SEARCHES OF LOCKERS

The school is not responsible for lost or stolen articles. Students are advised that lockers are considered school property and therefore, they do not have any reasonable expectation of privacy in their lockers. The locker and all its contents may be searched by school administrators at any time and for any reason. Any equipment or structures on school property – including, but not limited to, lockers, desks, computers, and tables – are owned by the District and students have no right to privacy in any such structures or equipment. In all other instances, a student may be searched by the Principal or a teacher whenever there is a reasonable suspicion that the student is, or has been, in possession of contraband or materials indicating a violation of the school rules or the law or where the student has violated or is violating the school rules or the law. The search itself will be conducted in a reasonable manner, given the age and gender identity or sex of the student as well as the nature of the infraction.

SCHOOL DISTRICT POLICIES, STATE AND FEDERAL LAWS

Asbestos Hazard Emergency Response Act (AHERA)

Each year the school is required by Federal Law to inform you of the status of asbestos in the school. At this time, we are in the process of complying with all applicable Federal and State regulations. The asbestos management plan is on file in the office and accessible to you upon request. In addition, the school has successfully completed its inspections by the Fire Department and the Building Inspector.

Computers and Acceptable Use Policy

All students will be provided with a copy of the district policy on computer use (Acceptable Use Policy) and will be required to sign the policy. Any student who does not submit a signed policy will not have access to computers in the school building. Any student who violates this policy will have his/her computer privileges modified or revoked and school disciplinary action or appropriate legal action may be taken, including reimbursement for damages.

*Please see section on Bullying Intervention and Prevention for additional information regarding computer use.

Insurance

The Seekonk Public School System does not provide insurance coverage that will pay for the costs associated with treatment for injuries students may incur at school. However, a low-cost supplementary insurance plan that will pay for any uninsured costs is offered to parents at the start of each school year. Parents are strongly encouraged to consider this program.

Administrative Action in Cases Involving Drugs, Controlled Substances, Weapons, or Assaults on Staff G.L. c. 71, § 37H:

Notwithstanding any general or special law to the contrary:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

- (d) Any student who has been expelled pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) The school shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Administrative Action in Cases Involving Felony Charges and Convictions G.L. c. 71, § 37H½:

- (a) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal may suspend such student for a period of time determined appropriate by said principal if said principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his or her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.
- (b) The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later

than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

- (c) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal may expel said student if such principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.
- (d) The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall

have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

Reporting Requirements G.L. c. 71, § 37L:

Section 37L. The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in sections fifty-one A to fifty-one F, inclusive, of chapter one hundred and nineteen, and the reporting requirements relating to fires in section 2A of chapter 148.

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a

representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act. School districts may also send and receive student records to and from transferring school districts upon notice of the transfer without the consent of the student's parent/guardian.

Bullying Intervention & Prevention

Seekonk Public Schools is committed to the provision of an educational atmosphere free from bullying, cyber-bullying and retaliation (Chapter 92 of the Acts of 2010, Section 5, Section 37O(d)(i)) in order to create a safe, caring, and respectful learning environment for all students.

The Bullying Prevention and Intervention Plan was updated to reflect G.L. c. 71, 37O as amended by Sections 72 –74 of Chapter 38 of the Acts of 2013, which changed the definition of “perpetrator” to include “a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.” The amendment also made the plan applicable to school staff, including, but not limited to, the individuals listed in the amended perpetrator definition.

Definitions:

“Aggressor” and “Perpetrator” are used interchangeably and mean the perpetrator of bullying or retaliation as defined in G.L. c. 71, 370.

“Bullying”, pursuant to G.L. c. 71, 370, means the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. causes physical or emotional harm to the target or damage to the target’s property;
 2. places the target in reasonable fear of harm to himself or herself or damage to the target’s property;
 3. creates a hostile environment at school for the target;
 4. infringes on the rights of the target at school; or
 5. materially and substantially disrupts the education process or the orderly operation of a school.
- For the purposes of this section, bullying shall include cyber-bullying.

“Cyber-bullying” is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to: any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an

electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying.

“Hostile environment” means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

“Target” means a student victim of bullying or retaliation as defined in G.L. c. 71, 370.

Prohibition of Bullying

Bullying is prohibited:

1. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and
 2. at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.
- Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs
Chapter 92 of the Acts of 2010, Section 5, Section 37O(b)).

Reporting Incidents:

The 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. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Reports of bullying and retaliation

should be given orally or in writing to the building Principal. The target should report the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. A *Witness Form* is available in school offices, and is available on the school and district’s websites.

Our school staff has been trained on the new law and shall immediately report any instance of bullying or retaliation the staff member has witnessed or becomes aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. (Chapter 92 of the Acts of 2010, Section 5, Section 37O(g)).

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with Chapter 92 of the Acts of 2010, Section 5, Section 37O(h)).

The building principal/designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying. All employees will be provided professional development in bullying prevention and intervention on an ongoing basis.

It is important that allegations of bullying and retaliation be investigated and resolved as confidentially and as quickly as the circumstances permit. Once a complaint of bullying or retaliation has been made, the following course of action should be taken:

- Investigating and/ or gathering data

- Substantiating and establishing the facts
- Assessing the facts
- Documenting
- Communicating results

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited. (Chapter 92 of the Acts of 2010, Section 5, Section 37O(d)(v)). A student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Following the investigation, if the Principal or his/her designee determines that bullying or retaliation has occurred, the Principal or his/her designee shall (i) notify the local law enforcement agency if the Principal or his/her designee believes that criminal charges may be pursued against an aggressor; (ii) take appropriate response or disciplinary action, including, but not limited to warnings, detentions and suspensions; (iii) notify the parents or guardians of an aggressor; and (iv) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation ; and (v) inform the parents or guardians of the victim about the Massachusetts Department of Elementary and Secondary Education's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. (Chapter 92 of the Acts of 2010, Section 5, Section 37O(g)).

Academic Activities

Seekonk Public Schools shall provide age-appropriate instruction on bullying prevention in each grade. This instruction shall be incorporated into the curriculum, be evidence-based, and information about it must be made available to parents and guardians. *Second Step* curriculum will be used in Grades K-8 for all students. In Grades K-5, *Second Step* is taught by the classroom teacher, and at the middle school level, *Second Step* is taught in Health classes. *Steps to Respect* is utilized in Grades 3-5 with whole classrooms as indicated by incident reports or requests by the classroom teacher, administrator, school psychologist, or adjustment counselor. There are additional

interventions used as needed. Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan at the beginning of the school year during administrative assemblies in Grades 6-12, and by classroom teachers in Grades K-5. At the high school, during physical education and health classes, students will be engaged in a curriculum that meets the approaches as described above. Additional interventions at the high school include social skills groups in each of the special education programs.

The District will annually report bullying incident data to the Department of Elementary and Secondary Education.

More detailed information can be found at the Seekonk Public Schools Bullying Prevention and Intervention Plan. It is available on the website and at the office, upon request.

Special Education

Special education services are provided to students with disabilities who require specially designed instruction and/or related services in order to make educational progress and access the general curriculum. Special education is provided by the school district at no cost to parents. A parent/guardian or teacher, as well as other individuals, like the student's physician, may refer the student for a special education evaluation at any time. An evaluation shall be completed upon written consent of the parent/guardian and shall be conducted in accordance with state and federal law. A complete copy of the Parent's/guardian's procedural rights may be obtained from the principal's office or from the special education office.

Section 504

Some students with disabilities may be entitled to services and accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. To qualify as a disabled individual under Section 504, a student must: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment, or 3) be regarded as having such impairment. To qualify for a 504 Plan, an individual

must fit into qualification # 1 and require services and accommodations to meet their educational needs as adequately as the needs of nondisabled students are met. The determination of such qualification shall be made by a team of persons knowledgeable about the disability and the student. A parent/guardian/teacher, as well as other individuals like the student's physician, may refer the student for an evaluation under Section 504. A complete copy of the Parent's/Guardian's procedural rights under Section 504 may be obtained from the guidance department's office.

Discipline Procedure for Students with Disabilities or Impairments

All students are expected to meet the requirements for behavior as set forth in this Handbook. State and federal law require that additional provisions be made applicable for students with disabilities.

Students with special needs or students who qualify for services or accommodations under 504 of the Rehabilitation Act of 1973 may be suspended for up to ten (10) consecutive days, or ten (10) cumulative days, in any one school year, as would any other student under this handbook.

Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days in a school year may occur, provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability (see below), and, for special education students, that the District provides services to allow the students to receive a free and appropriate public education ("FAPE") during the period of suspension or exclusion. Section 504 students are not entitled to FAPE during the period of exclusion if the discipline is not a manifestation of the disability, but are entitled to make academic progress and educational services during a suspension, like a regular education student.

When a special needs or 504 student has been suspended for more than ten (10) consecutive or cumulative days in a school year, the TEAM must meet to conduct a manifestation determination. The manifestation determination TEAM must consider all

relevant information in the student's file, including the student's IEP (or 504 Plan), in order to determine whether the behavior prompting disciplinary removal was a manifestation of the student's disability. The TEAM determines whether or not the misconduct was a manifestation by deciding two questions:

- 1) Is the misconduct the result of failure to implement the student's IEP or 504 Plan? And
- 2) Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

Should the TEAM answer in the affirmative to one or both of the above questions, the misconduct is a manifestation of the student's disability; thus suspension or exclusion in excess of 10 school days must not occur. If the TEAM finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy otherwise outlined in this Handbook. Special education students will receive a free and appropriate public education during this period of suspension or exclusion. 504 students have a right to make academic progress and receive educational services like regular education students pursuant to Chapter 222. The student's TEAM should also consider whether a functional behavioral assessment (FBA), behavioral intervention plan, or changes to the student's IEP/504 Plan would be appropriate.

If the TEAM finds that the misconduct was a manifestation of the student's disability, then the school may consider implementing an IAES (see below), but otherwise the student has a right to return to his or her placement. The student's TEAM will arrange for a functional behavioral assessment (if one has not been recently conducted on the student)

and the development or modification of a behavior intervention plan.

Federal and state law also allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school or a school function or on school property; is in possession or uses a controlled substance, or sells or solicits the sale of a controlled substance while at school or a school function or on school property; or inflicts serious bodily injury on a person, including him/herself. Under these circumstances, an IAES placement may be made whether or not the conduct was a manifestation of the student's disability. The appropriate interim alternative educational setting shall be determined by the student's TEAM.

The IDEA and G.L. c. 71B also allow school personnel the option of pursuing an expedited hearing at the Massachusetts Bureau of Special Education Appeals (BSEA) to change the current educational placement of a student with a disability if remaining in that placement is substantially likely to result in injury to the student or others.

If the parent/guardian (or student 18 years or older) disagrees with the TEAM's manifestation determination, or with the decision to place the student in an interim alternative educational setting, said parent/guardian (or student 18 years or older) also has the right to request an expedited due process hearing from the BSEA.

The Principal (or designee) will notify the Special Education Office of the suspendable offenses of a special needs student and a record will be kept of such notices.

Additional information on the discipline procedures for students with disabilities is available from the Seekonk Special Education Department.
Students not yet eligible for special education or 504 Plan

A child who has not been determined to be eligible for special education and related services or a 504 Plan and who has engaged in behavior that violates a code of student conduct is eligible for the protections described above if the school has reason to suspect that the child has a disability and is in need of services. Please contact the Director of Special Education for more information.

Service Animals

Seekonk Public Schools acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the American with Disabilities Act (28 CFR 35.136(a)).

Statement of Nondiscrimination

According to G.L. c. 76, 5, no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation. Additionally, pursuant to Federal and state law, no person shall be discriminated against on account of disability, homelessness, or age. This prohibition does not prevent the Seekonk Public Schools from making age qualifications for entering and attending school or participating in extracurricular activities.

The Seekonk Public Schools does not discriminate against any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society, and rather provides equal access and fair opportunity to any group under this classification.

This policy extends to students, staff, the general public, and individuals with whom the school does business.

It will be a violation of this policy for any student, district employee or third party based on a student's, employee's or third party's actual or perceived race, color, creed, ethnicity, religion, national origin,

sex/gender, disability, sexual orientation, gender identity, homelessness, or age to (1) harass a student, district employee or third party through conduct or communication (e.g., physical, verbal, graphic or written); or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against or treat differently a student, District employee, or third party.

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

The District will reasonably accommodate and modify the policies in this Handbook for individuals with disabilities when necessary to ensure that individuals with disabilities have an equal opportunity to access and participate in the programs of the Seekonk Public Schools and to ensure that students with disabilities receive a FAPE. If a student or other individual requires a reasonable accommodation or modification to a policy or procedure, please contact the student's Team Chair or the Director of Special Education.

Nondiscrimination/Anti-harassment Procedures Investigation Process

It is the policy of Seekonk Public Schools to maintain a learning environment that is free from harassment or discrimination of any kind, including sexual harassment. It is a violation of this policy for any member of the school community to harass or discriminate another individual as outlined in this policy. Any allegation of harassment or discrimination will be investigated, and, if a violation of this policy is substantiated, disciplinary action will be taken. All

reports of harassment or discrimination shall be investigated promptly, impartially and in a manner, which will preserve the confidentiality of all concerned to the extent practicable under the circumstances, except that related to allegations of sex-based harassment under Title IX, upon receipt of a formal complaint, written notice to both parties of the allegations, including the identities of the parties must be provided.

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

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

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

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

Sexual Harassment as defined in G.L. c. 151 B and Title IX includes the following:

- Conditioning educational benefits on participation of unwelcome sexual conduct,
- Unwelcome sexual misconduct that a person would reasonably believe is so severe and pervasive, and objectively offensive, that it effectively denies equal access to the educational program or activity,
- Sexual assault (including dating/domestic violence and stalking) , and
 - Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
 - Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
 - Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.

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

Title IX Sex-Based Harassment Reporting Responsibilities

Allegations of sex-based harassment under Title XI require the filing of a formal complaint (see process for formal complaints below). Additionally, IX requires that a formal complaint is filed by a victim or the parent/guardian of the victim or signed by the Title IX Coordinator, and alleges sexual harassment for which there is a request to investigate. A Title IX Coordinator may sign a formal complaint and start an investigation where an alleged victim does not wish to file a formal complaint under conditions specified under Title IX. Further, upon receipt of a formal complaint, written notice to both parties of the allegations, including the identities of the parties, if known, is required.

Harassment Reporting Responsibilities

Everyone in the school community is responsible for immediately reporting incidents of harassment, discrimination and/or retaliation, by anyone, in any form, that are directed at or witnessed by them at school or school sponsored event. Failure to cooperate with an investigation of such an incident may result in disciplinary action. Deceptive reporting may also be subject to a disciplinary response.

An individual may report to either the principal of the relevant school site or appropriate discrimination/harassment complaint official at his or her discretion. Students may additionally report incidents that they believe involve harassment or discrimination to their guidance counselor, any teacher, administrator or any member of the support staff, and the staff member will refer the complaint to the principal or the district complaint official.

The discrimination/harassment complaint officials for the Seekonk Public Schools are the principals of each building and the following individuals on a district wide level:

Title I of ADA **Assistant Superintendent for Teaching and Learning**

25 Water Lane
Seekonk, MA 02771
(508)399-5016 Fax: (508) 399-5128

Title III & VIII

Finance Administrator
25 Water Lane, Seekonk, MA 02771
(508)399-5016 Fax: (508) 399-5128

Title IX/Age/Boy Scouts **Assistant Superintendent for Teaching and Learning**

25 Water Lane, Seekonk, MA 02771
(508) 399-5106 Fax: (508) 336-8535

Title II of the ADA, VI, **Assistant Superintendent for Teaching and Learning**

25 Water Lane, Seekonk, MA 02771
(508) 399-5106 Fax: (508) 336-8535

Section 504 **Director of Special Education** 25 Water Lane, Seekonk, MA 02771 (508) 399-5106 Fax: (508) 399-5128

Although Seekonk Public Schools encourages a written complaint, use of a formal reporting requirement is not required, except related to allegations of sex-based harassment under Title IX. Oral reports will be considered complaints as well.

Seekonk Public Schools will promptly (within 48 hours) determine whether the alleged victim wants to utilize formal or informal procedures and, if the alleged victim chooses formal procedures, begin to investigate every complaint of harassment, discrimination or violence.

Confidentiality of the complaint and investigation will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements. The grievance officer or discrimination/complaint official will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality, but will not issue any gag orders to the alleged victim or aggressor.

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

The informal process is entirely voluntary and the complaints can opt out at any time and trigger the formal complaint process.

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

Procedures for Filing a Complaint **INFORMAL**

It may be possible to resolve a complaint through voluntary conversations between the alleged victim and the alleged perpetrator, which will be facilitated by a school employee or by a designated discrimination/harassment complaint official. If, the alleged victim or alleged perpetrator is a student under the age of eighteen (18), the facilitator will notify the student's parent(s)/guardian(s) if, after initial consultation with the student, it is determined to be in the best interest of the student. If, the alleged victim and the alleged perpetrator feel that a resolution has been achieved, then the conversation remains confidential and no further action needs to be taken. The voluntary conversation must occur within five (5) workdays after receiving the complaint of discrimination or harassment. The results of an informal resolution shall be maintained by the facilitator, in writing.

FORMAL

Step I

The grievance officer or the discrimination/harassment complaint official shall within forty-eight (48) hours of receiving the complaint or the termination of an unsuccessful informal resolution process, meet with the complainant and/or alleged victim (if they are different) by telephone or in person. The grievance officer or the discrimination/harassment complaint official will complete a discrimination/harassment

complaint form based on the written or verbal allegations of the alleged victim within forty-eight (48) hours of meeting with the complainant. The complaint form will be maintained by the grievance officer or the discrimination/harassment complaint official.

Step 2

A prompt investigation shall be completed by the grievance officer or the discrimination/harassment complaint official within thirty (30) work days from the date of the complaint or report, unless impracticable. If the grievance officer or the discrimination/harassment complaint official anticipates that there may be discipline due to the allegations, he or she will provide written notice of the investigation to the alleged perpetrator before conducting an interview of the alleged perpetrator. However, related to sex-based allegations under Title IX, the investigator of the complaint must be different from the individual who will render a determination related to the allegations.

The investigation may, as appropriate, consist of personal interviews with the alleged victim, the reporter (if different than the alleged victim), the individual(s) against whom the complaint is filed, and any other individuals who may have knowledge of the alleged incidents(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the grievance officer or the discrimination/harassment complaint official. Further, in Title IX investigations of sex-based harassment, alleged victims and alleged perpetrators have a right to have advisors of their choice participate in the investigation.

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

complaint because of a lack of evidence to support the allegations.

Step 3

The grievance officer or the discrimination/harassment complaint official shall document his or her findings. The grievance officer or the discrimination/harassment complaint official shall send the written report of the findings to the Superintendent, alleged victim and alleged aggressor, unless the alleged victim agrees in writing to extend the timeline.

The report shall include:

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

Please note that in Title IX and Title VI investigations all discipline of the alleged perpetrator will be kept confidential from the alleged victim unless it directly relates to the alleged victim (e.g., alleged victims will be notified of stay-away orders but not suspensions).

In the instance of a Title IX investigation of sex-based harassment, both the alleged victim and alleged perpetrator are entitled to the investigative report before a determination regarding responsibility is made and the decision maker must afford each the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow up questions from each party prior to making a final determination

The grievance officer or the discrimination/harassment complaint shall determine whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, using a preponderance of the evidence standard. A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The grievance official shall further recommend what action, if any, is required. If it is determined that harassment, discrimination or different treatment occurred, the District will take steps to prevent the recurrence of the harassment, discrimination or different treatment and correct its discriminatory effect on the alleged victim and others if appropriate.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation occurred, up to and including suspension. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

Step 4

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

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

INTERIM MEASURES

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

In the case of alleged sexual assault, the grievance officer or the discrimination/harassment complaint official will take additional steps as necessary, such as, referring the student to a rape crisis center, creating a safety plan, and/ or designating an individual at the site level to act as a support person during the investigation.

APPEALS

A party may appeal the decision of the grievance officer or the discrimination/harassment complaint official in writing to the Superintendent within fifteen (15) work days of receipt of the findings of the formal procedure. The Superintendent, as an impartial decision-maker will review in an impartial manner the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings within thirty (30) school days.

REFERRAL TO LAW ENFORCEMENT, OTHER AGENCIES

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

RETALIATION

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

reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

More detailed information on the Harassment Policies and Procedures can be found at the Seekonk Public Schools Harassment/Discrimination Policies and Procedures online or at the school's office.

Family Educational Rights & Privacy Act and Student Records

Both Massachusetts and the federal government have laws that exist to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of school records. In Massachusetts, those laws are found at G.L. c.71 sections 34A, 34D, 34E, and 34H and at 603 CMR 23.00. The federal student records law is called the Family Educational Rights and Privacy Act and is found at 20 U.S.C. section 1232g; 34 CFR 99, further information is available at the link below:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA and Massachusetts student records laws allow schools to disclose those records, without consent, to the following parties or under the following conditions:

- School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors, consultants, volunteers, interns, or other parties to whom the school has outsourced institutional services or functions.
- Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties

require them to have access to student records for purposes of processing information for the student record;

- Other schools to which a student is transferring. Please note that our schools will also request and receive student records from the school of origin for students transferring into the District, and will be able to review these records without additional consent upon receiving notice that the student will be enrolling in the District;
- Specified officials for audit, enforcement or evaluation purposes provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- Local and state health department personnel to student health records, when such access is required in the performance of official duties;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under 603 CMR 23.07(4)(a) a school may release the following "directory" information without prior consent: "a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans." Parents and eligible students may request that this information not be released without prior consent.

Under G.L., c. 71, 37L any student transferring into a new school district must provide the new district with “a complete school record,” including but not limited to, “any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.”

In addition to disciplinary records, the following records are to be placed in the student’s file. Each elementary and secondary school shall provide student records to custodial parents within ten days including, but not limited to:

- Report cards and Progress Reports
- Results of standardized testing
- Notice of referral for special education evaluation
- Notification of enrollment in ESL program (Chapter 71A)
- Notification of absences and illnesses
- Notification of detentions, suspensions, or expulsions
- Notification of permanent withdrawal from school

Please also note that all student records will be destroyed 30 days after their graduation from Seekonk High School or 30 days after transferring to another school. Parents/ guardians are encouraged to request and procure student records from the central office within 30 days of students’ graduation or transfer to another school.

Non-custodial Parental Request for Student Records

G.L. c.71, 34H; 603 CMR 23.07

As required by G.L. c. 71, 34H, a non-custodial parent may have access to the student record in accordance with the law and Department of Elementary and Secondary Education regulations, found at 603 CMR 23.07. Any parent who, by court order, does not have physical custody of their children is considered a non-custodial parent. A non-custodial parent requesting information shall submit a written request to access the student record to the school principal.

Any parent who does not have physical custody shall be eligible to receive access to the student record unless:

- The parent’s access is currently prohibited by temporary or permanent protective order, unless this order specifies access to such information.
- The parent is denied visitation, or, based on threat to safety of the child, is currently denied legal custody, or is court-ordered to be under supervised visits, and such threat is specifically noted in the custody or visitation order.
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parents.

Once a request is received, the school shall review the student’s records for any documentation limiting or restricting parental access to the information or records. The district shall notify the custodial parent of the request by certified mail in both primary language of the custodial parent and in English that it will provide the information after 21 days, unless the custodial parent provides the principal with documentation that the parent is not eligible for the information because:

- the custodial parent provides documentation of a court order prohibiting contact with the student as outlined above.
- the court order plainly prohibits the distribution of information (temporary or permanent order) to provide protection to the child from abuse by the requesting parent.
- there are subsequent orders modifying a protective order that would otherwise allow such access. In this case, the custodial parent must contact the school to notify administration of any such modified court orders and provide documentation thereof.

If the custodial parent responds and provides

any of the above documents, these records are to be placed in the student’s file. If the custodial parent does not produce such documentation, the student records will be provided to the non-custodial parent, except that all electronic and postal address and telephone numbers relating to work or home of the custodial parent shall be removed from the records sent. Furthermore, student records provided to a non-custodial parent will be stamped to indicate that they cannot be used to enroll the student in school elsewhere.

If a student is the subject of any temporary/permanent custody order, decree, or agreement, a copy of the custody order, decree or agreement – either signed by the judge of the probate court in the case of an order or decree or signed by both parents in the case of an agreement – must be provided to the main office.

These orders are important for determining access to the student’s records, the right to have the student dismissed into the care of an individual, the right of access to a student’s teacher and similar issues. Parents are responsible for notifying the school of any changes in the custody order, decree, or agreement.

Upon receiving oral or written notice that the student seeks or intends to transfer to another school, the Seekonk Public Schools will send a student’s records to the school to which a student seeks or intends to transfer. The Seekonk Public Schools does not require the consent of the eligible student or parent to forward these records.

Protection of Pupil Rights Amendment Act
The Protection of Pupil Rights Amendment (PPRA) requires that the school notifies you to obtain consent or allow you to opt out of the following school activities: a student survey, analysis, or evaluation that concerns one or more of the

following seven areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior;
4. Critical appraisals of others with whom respondents have close family relationships;
5. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
6. Religious practices, affiliations, or beliefs of the student or parents; or
7. 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 surveys"), and certain physical exams and screenings.

The Seekonk Public Schools will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.

Firearms

G. L. c. 269, 10

Prohibition against Firearms in Schools

(j) Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the

written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means. Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college or university failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars. *Amended by St. 1987, c. 150, s.2; St. 1989, c.648.*

Hazing G.L. c. 269, 17, 18, & 19

Section 17

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

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

Section 18

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

Section 19

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

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

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

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

McKinney-Vento Homeless Education Act/Title I Foster Care Provision

According to the Federal McKinney-Vento Homeless Education Assistance Act, schools are required to immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. There are similar protections under Title I of the Every Student Succeeds Act for foster care students. For additional information regarding the education of homeless students, please contact the homeless liaison coordinator, Principal of Hurley Middle School, 650 Newman Avenue, Seekonk, MA 02771, 508-761-7570. For information regarding foster care students, please contact the DCF liaison of the Seekonk

Public Schools, Principal of Hurley Middle School, 650 Newman Avenue, Seekonk, MA 02771, 508-761-7570.

The Seekonk Public Schools prohibits discrimination or harassment based on homelessness. Any complaints of discrimination or harassment based on homelessness may be reported to the homeless liaison and will be investigated using the same process and steps as the Seekonk Public Schools' non-discrimination procedures.

Parental Notification Law

The Massachusetts Parental Notification Law ensures that parents and guardians are notified about any curriculum that primarily involves human sexuality education or human sexuality issues. The law also states that parents are permitted to exempt their children from any portion of that curriculum without penalty.

Students involved in the Health education program have a unit on Human Sexuality. The Human Sexuality Unit will focus on teaching students about self-worth and promotes abstinence as a positive and very real choice. If you have any reason to exempt your child from this course or wish to review the course curriculum, please contact your child's school.

Restraint of Students in Public Schools 603 CMR 46.00

In December 2014, the Department of Elementary and Secondary Education (DESE) officially approved changes to the physical restraint regulations applicable to public education programs. The definitions of what constitutes a physical restraint have been amended substantially. Furthermore, the regulations impose additional due process, incident reporting, and data review requirements.

New procedures are in place to assure that every physical restraint is reported and logged in the main office; that the principal (or designee) notifies the parents verbally and in writing of every restraint; that parents/students have the opportunity to comment on the restraint or a report of the restraint; that a

principal (or designee) personally approves every restraint over 20 minutes and every time-out over 30 minutes; that the principal (or designee) has a weekly review of individual student restraint data; and that the principal (or designee) reviews school-wide restraint data on a monthly basis.

The Seekonk Public Schools complies with the provisions of 603 CMR 46.00 dealing with restraint of students in the public schools. To that end, Seekonk Public Schools' policy is developed pursuant to those regulations and is available upon request from the principal, the Director of Special Education and Pupil Personnel Services and is available at the Superintendent's office. Further, the policy is posted in the main bulletin board of the school near the office.

Students' Rights

The legislation found in G.L. c. 71, 82-85 is summarized as follows: the students may enjoy freedom of expression in public schools provided it shall not cause disruption and disorder in the school. Freedom of expression includes (a) expressing views through speech and symbols (b) writing, publishing and disseminating personal views, as opposed to school sponsored speech which includes, but is not limited to student newspapers supported by use of school materials, funds, staff or identified by the school logo; (c) assembling peacefully on school property with prior administrative approval or off school property on public sidewalks, subject to a reasonable time, place, and manner restrictions.

Students have the right to dress as they wish provided their dress does not violate reasonable standards of health, safety, and cleanliness.

No student shall be discriminated against because of marriage, pregnancy, parenthood, or actions outside of school which have no nexus to school or school activities.

Notwithstanding the rules above, school committees or school officials may take necessary action in cases of emergency.

Tobacco Products Policy

At its July, 1997 meeting, the Board of Health in the Town of Seekonk adopted a new Youth Possession Regulation, which forbids possession of tobacco which includes cigarettes, cigars, chewing tobacco, snuff, or any other form of tobacco for those persons under the age of 18. Tobacco is prohibited within the school buildings, the school facilities or on the school grounds or on school buses by any individual, included school personnel as required by G.L. c. 71, 37H.

Penalties and Procedures for Possession/Use of Tobacco Products by Minors:

First Violation:

- Confiscate all reasonably accessible tobacco products in the possession of the violator, and notify the violator's parent(s) or legal guardian(s) of the infraction.
- Write the violator a ticket for twenty-five dollars (\$25.00) payable to the Town of Seekonk within twenty-one (21) calendar days.
- Assign a one-day suspension to the violator, after following the due process procedures outlined in Chapter 222.

Second Violation:

- Confiscate all reasonably accessible tobacco products in the possession of the violator and notify the violator's parent(s) or legal guardian(s) of the infraction.
- Write the violator a ticket for fifty dollars (\$50.00) payable to the Town of Seekonk within twenty-one (21) calendar days.
- Assign a two-day suspension to the violator, after following the due process procedures outlined above under Chapter 222.

Third Violation:

- Confiscate all reasonably accessible tobacco products in the possession of the violator, and notify the violator's parent(s) or legal guardian(s) of the infraction.
- Write the violator a ticket for one hundred dollars (\$100.00) payable to the Town of

Seekonk within twenty-one (21) calendar days.

- Assign a three-day suspension to the violator, after following the due process procedures outlined above under Chapter 222.

Additional Offenses:

Any student who has been found guilty of a fourth violation of the no smoking policy is in non-compliance of a reasonable school policy and state law. Upon the fourth offense, the student will be referred to the superintendent of schools.

Enforcement

The Seekonk Police Department and the Seekonk High School Principal, Assistant Principal, and designated staff members shall be responsible for the enforcement of this regulation and the fines.

Violators of this policy who are 18 or over shall be subject to the school sanctions for violation of the tobacco possession/no-smoking policies. These will include school issued fines and may also include suspension, assignment to detention and, upon continued disregard of the tobacco policy, referral to the superintendent.

VEHICLE IDLING:

Buses and vehicles are not to be left idling at schools. Whenever a bus or vehicle arrives, the driver is to secure the bus or vehicle and shut the engine down as soon as possible. No bus or vehicle will be left at idle in excess of five minutes of anticipated idling time.

ALCOHOL, TOBACCO, AND DRUGS

The Seekonk Public Schools provides age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12. Screening, Brief Intervention, and Referral to Treatment (SBIRT) is a comprehensive public health approach for delivering early intervention and treatment services to people with, or at risk of developing, substance use disorders. The Seekonk Public Schools will implement SBIRT, to screen pupils for substance

abuse disorders in grades 7 and 9. Parents have the option to opt their children out of the screening. In view of the fact that the use of alcohol and/or drugs can endanger the health and safety of the user, and recognizing the deleterious effect the use of drugs or alcoholic beverages can have on the maintenance of general order and discipline, the Seekonk Public Schools prohibits the use of, serving of, or consumption of any alcoholic beverage or drugs, such as marijuana, steroids or any controlled substance, on school property or at any school function. Please see the tobacco policy above.

Equal Access to all aspects of K-12 program

The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities.

Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(j)(i), 722(g)(7); Mass. Const. amend. art. 114; G.L. c. 71A, 7; c. 76, 5; 603 CMR 26.07(1), (4) as amended by Chapter 199 of the Acts of 2011

Evaluation of Bias Content in Instructional Materials

The district asks that teachers in the district review educational materials to guard against simplistic and demeaning generalizations and bias on the basis of race, color, disability, age, sex, gender identity, religion, national origin and sexual orientation. This goes beyond a typical review of standard curriculum materials. Teachers must review all educational materials they bring into the classroom, whether it be a news article, picture book, advertisement, etc. on an ongoing basis. The review shall include consideration of achievement results for all student populations, educational equity, curriculum breadth and depth, and congruence of instructional strategies and assessments with district content standards. If a

teacher does discover bias in a certain material he/she must also then develop appropriate activities, lead discussions or provide additional material to provide balance and context.

All staff will receive bias training information in annual Civil Rights training. Materials will include a sample checklist for teachers to use when bringing educational materials into the classroom and for reviewing long-standing curriculum.

In the case that a student or parent/guardian believes that any curricula or supplementary material is inappropriate for a school setting, the district encourages families to share their perspective so that together teachers and parents/guardians can make sense of the situation, look at it from different lenses, and establish a resolution focusing on providing balance and context for any stereotypes depicted in materials.

Audio Recording

It is inappropriate, and can be illegal in the case of audio-recordings, to record staff members, students, parents, etc. *in either the physical school environment or virtual school environment* without consent of those individuals. The Seekonk Public Schools may take disciplinary action against any student who records students or staff without express authorization by the Superintendent, the building principal, or the subjects being taped.