

# **Acton-Boxborough Regional High School**

## **Student Handbook**

**2021 - 2022**



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## **SECTION I GENERAL INFORMATION**

### **ABRHS Website**

Information about the school and school activities can be found on the high school website:  
<https://abrhs.abschools.org>

### **Academic Support Centers (ASC I, ASC II, ASCIII)**

There are three Academic Support Centers which provide students with varying levels of extra help with class work and reinforcement of course content. Effective study skills, time management, and work habits are taught in conjunction with assigned work. The programs are staffed by teachers and peer tutors, who have a wide range of skills and experience. Assistance is offered in almost every subject throughout the school day. Students are scheduled into ASC I, ASC II, or ASC III by counselors' referrals. ASC I is additionally open for students to drop in without being referred.

### **Advisories**

Students will each be assigned to an advisory group, led by a staff member of the school. Students are expected to attend all advisory group meetings.

### **After School Hours**

The school does not provide supervision for students after school hours unless they are participating in a school-sponsored activity or event. Therefore, when the school day is over and after school obligations and activities are completed, students are not to loiter in the high school or on high school grounds. If a student needs to stay after school for a later activity we ask that they wait in the front lobby.

### **Alternative Programs**

Acton-Boxborough Regional High School offers several alternative education programs. Students enrolled in these programs are expected to follow the same rules and procedures outlined in the student handbook. Any additional expectations specific to the alternative program will be distributed in writing by that program.

### **Announcements**

Each morning daily announcements are read over the public address system. Students should listen to these announcements since they often contain important information. Students who do not hear the announcements can read announcement information in the daily "Good Morning AB" email.

## Bell Schedule 2021-2022 (REV 8.21)

### Regular Day

Period 1 8:00-8:58

Period 2 9:03-9:59

Period 3 10:04-11:03

Period 4 11:08-12:44

*1st Lunch:* 11:08-11:43(L), 11:48-12:44(C)

*2nd Lunch:* 11:36-12:11(C), 11:08-11:36(L), 12:16-12:44(C)

*3rd Lunch:* 12:09-12:44(L), 11:08-12:04(C)

Period 5 12:49-1:45

Period 6 1:50-2:47

### Advisory Day

Period 1 8:00-8:52

Period 2 8:57-9:47

Period Advisory 9:52-10:22

Period 3 10:27-11:20

Period 4 11:25-12:55

*1st Lunch:* 11:25-12:00(L), 12:05-12:55(C)

*2nd Lunch:* 11:25-11:50(C), 11:5-12:25(L), 12:30-12:55(C)

*3rd Lunch:* 11:25-12:15(C), 12:20-12:55(L)

Period 5 1:00-1:50

Period 6 1:55-2:47

### Extended Advisory Day

Period 1 8:00-8:49

Period 2 8:54-9:41

Period Advisory 9:46-10:34

Period 3 10:39-11:29

Period 4 11:34-1:01

*1st Lunch:* 11:34-12:09(L), 11:34-12:09(C)

*2nd Lunch:* 11:34-11:58(C), 12:03-12:33(L), 12:38-1:01(C)

*3rd Lunch:* 12:26-1:01(C), 12:26-1:01(L)

Period 5 1:06-1:53

Period 6 1:58-2:47

### Late Start-MCAS

Coming soon

### 1 Hour Delay

Period 1 9:00-9:47

Period 2 9:52-10:38

Period 3 10:43-11:32

Period 4 11:37-1:03

*1st Lunch:* 11:37-12:12(L), 12:17-1:03(C)

*2nd Lunch:* 11:37-12:00(C), 12:05-12:35(L), 12:40-1:03(C)

*3rd Lunch:* 12:28-1:03(C), 12:28-1:03(L)

Period 5 1:08-1:54

Period 6 1:59-2:47

### 90 Minute Delay

Coming soon

### 2 Hour Delay

Period 1 10:00-10:37

Period 2 10:42-11:18

Period 3 11:23-12:02

Period 4 12:07-1:23

*1st Lunch:* 12:07-12:42(L), 12:47-1:23(C)

*2nd Lunch:* 12:07-12:25(C), 12:30-1:00(L), 1:05-1:23(C)

*3rd Lunch:* 12:07-12:43(C), 12:48-1:23(L)

Period 5 1:28-2:04

Period 6 2:09-2:47

### Early Release Monday

Period 1 8:00-8:42

Period 2 8:47-9:28

Period 3 9:33-10:17

Period 4 10:22-11:43

*1st Lunch:* 10:22-10:57(L), 11:02-11:43(C)

*2nd Lunch:* 10:22-10:43(C), 10:43-11:18(L), 11:23-11:43(C)

*3rd Lunch:* 10:22-11:03(C), 11:08-11:43(L)

Period 5 11:48-12:29

Period 6 12:34-1:15

\*(L) = Lunch

(C) = Class

## **Calendars**

For detailed calendars of both district and high school events, please visit the district website for the district calendar at <https://www.abschools.org/families/calendar> or for the high school calendar visit the high school website main page at <https://abrhs.abschools.org/>

## **Campus Support Staff**

Campus Support Staff are paraprofessionals whose role is to provide an adult presence in large gathering areas, hallways and the immediate school grounds. Their primary function is to help ensure that students are safe and making safe choices. In addition, they provide support to the administration during emergency situations.

Student Handbook violations or any other incidents of concern that are observed by Campus Support Staff are reported to the administration for follow-up.

## **Conferences**

Teachers, administrators and counselors welcome the opportunity to have individual conferences with students and/or their parents. Appointments should be made in advance to assure a mutually convenient time.

## **Extra Help Priority Days**

Teachers are available a minimum of one day per week after school for students who need extra help. Teachers will announce their extra help schedule at the beginning of each academic year in each class. If you need extra help, please be sure to confirm the day and time with your teacher.

## **Field Trips**

Occasionally students are invited to participate in field trips to supplement the academic classroom experience. Students are expected to use discretion when deciding on attending trips as they are responsible for all content taught and work missed while away. Students participating liberally in field trips lose valuable classroom instruction. Students should be in good academic standing and maintain a solid attendance record to participate in field trips, unless granted special permission from the Principal or Associate Principal. For all day trips, refunds will not be issued after one week prior to the trip.

## **Health Services**

### ***Nurse***

The school nurse will be available from 8:00 A.M. to 2:47 P.M. each day. Permission to see the nurse during class should be secured from a teacher.

### ***Screenings***

The following state mandated health screenings will occur during the school year: Postural screenings for students in grade 9 will be conducted during 4<sup>th</sup> term swimming. Hearing, vision, height and weight screenings for students in grade 10 will be conducted during PE classes. According to the state's BMI screening regulation, schools must now calculate the student's Body Mass Index. The health office will use the heights and weights from the annual screenings to do this calculation. Student's BMI results are available from the health office upon request. A parent

may choose to opt out of any of the mandated screenings by providing a written request to the health office.

### ***Medication Procedures***

Whenever possible, prescription medicines should be administered at home. When a physician specifies that medicine must be administered during the school day, the guidelines for supervision of medication are:

1. All medicine must be brought to the health office by a parent or designated adult.
2. Medications that need to be administered daily or emergency medications need to provide the following information:
  - • the prescription label and number
  - • the name of the drug
  - • directions for administration including times of administration and dosage
  - • the patient's full name and written authorization from a physician
3. Prescription medications that need to be administered for limited/short duration need to include the following information
  - the prescription label and number
  - the name of the drug
  - directions for administration including times of administration and dosage
  - the patient's full name
  - a note from the parent giving permission for the school nurse to administer medication with authorization from a physician with a start date indicated.
4. Non-prescription medicines may not be brought in or used by any student on school premises. Occasionally, a student may require acetaminophen and/or ibuprophen. These over-the-counter medications will be dispensed by the nurse to students only when a parent has completed the online emergency information card giving permission (see PowerSchool Access.)

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### **Library and Information Services**

The Acton-Boxborough Regional High School library exists to support students and teachers in their learning and teaching, to create lifelong learners by encouraging critical thinking, curiosity and exploration, and to foster a love of reading in all formats. This mission is accomplished by:

- Providing intellectual and physical access to information resources in all formats;
- Providing instruction to foster independence in finding and using information and ideas;
- Collaborating with other educators to develop their own and students' information
- Fostering skills in preparation for college and career pursuits;
- Creating a welcoming and inclusive atmosphere that supports academic inquiry

### ***Reading and Study***

Students choose to come to the library to seek assistance, research, study, or read. The library has an excellent collection of young adult materials and staff is eager to hear your suggestions for books that should be purchased. A detailed explanation of the student circulation policy can be found on the library website.

***Hours:***

Hours can be found on the library website:

<https://sites.google.com/abschools.org/abrhslibrary/home>

***Library Access from Directed Study***

Although space in the library is limited, 9th graders may ask their content area teachers for a pass to the library when necessary in that class to utilize library resources. Students should first check in with their study teachers and have their passes initialed, and then present passes to a librarian and sign-in. There is not a guarantee that the space will allow for all students with passes. Students who do not have access to a computer at home should speak with the librarian, their dean, or counselor to receive an exemption from these guidelines. Study hall teachers are not allowed to write a pass for students to the library.

***Technology Access and Use***

The library has desktop computers, laptops, chromebooks, kindles, printers, copy machines and document scanner for student use. There is no charge for printing in black and white or for making copies when documents are related to courses. All AUP guidelines for computer use apply to student owned devices. The district computers and network are provided as educational tools for students, staff and the community. Class and course work related use of this equipment takes priority and all non-educational use, including exploring web resources of personal interest, is dependent on availability of computers, network capacity, and library staff approval. Games are not allowed on library computers.

***Behavioral Guidelines***

The library is a community learning space and must serve multiple purposes. All students are expected to conduct themselves with consideration and thoughtfulness for the rights of others and will be treated with dignity and respect by library staff. Students who consistently demonstrate disregard for the library community may have their library privileges revoked for a period of time. Students are not allowed to talk on their cell phones in the library. However, personally owned devices used for communication (including but not limited to cell phones and portable music devices) are permitted providing they do not distract other students. In accordance with school policy, food and covered drinks are only allowed in the cafeteria.

***Lost and Found***

Books and personal items that are left around the building are stored in a large box located at the entrance to the Student Center South. Wallets, jewelry and other items of value are kept in the safe in the Administrative Office. If you believe that an item may have been stolen, report this to the administration and complete a *Theft Report Form*.

***Make-Up Work***

When students miss a class, or an entire school day for an authorized reason (e.g. sickness, dismissal, death in the family, etc), they are allowed time to make up the work missed. Students, not the teacher, are responsible for making sure that they make up all the work missed, including tests and quizzes. All tests and quizzes should be made up after school. See teachers for the correct testing room.

The amount of time students are given to make up missed work and assessments is proportionate to how much time is missed. If students miss between 1-2 days, they have that number of days to make up the work. If students miss between 3-5 days, they have a minimum of 5 days to make up the work. If students miss more than 5 days, it will be necessary to meet with each teacher to discuss how long they will have to make up the work. Students should feel free to meet with a counselor if they are having difficulty making up the work.

It is expected that students and their families will plan vacations during school breaks. However, should you take a vacation while school is in session, it is the student's responsibility to notify teachers in advance, obtain assignments, and arrange with teachers a mutually agreeable time frame for completion of any missed work, tests and quizzes. It is not the responsibility of teachers to provide individual tutoring to review missed work for students returning from vacation. Remember the student, not teachers, are responsible for making sure that all work missed is made up and submitted. Remember also to keep track of your absences (Rules and Regulations: Attendance).

If, because of legitimate tardiness, a student misses a test or quiz or fails to hand in assignments, they are expected to make up that work that day or to receive permission that day from their teacher for an alternative make-up date. Failure to do this will result in a zero on the assignment.

If students miss a test or fail to hand in assignments due to participation in a field trip they are expected to notify the teacher in advance to arrange any make-up requirements.

The above rules apply to students who have missed school or class for an authorized reason, including suspension (see Out of School Suspension and Student Responsibility below). Students who have missed work for unauthorized reasons will not be allowed to make up work.

### **Out of School Suspension and Student Responsibility**

Under the Student Handbook regulations, students suspended from school are provided the same make –up rights and responsibilities as any student absent from school. However, while suspended from school, students are expected to make every effort to stay current with their course work. At a minimum, students are expected to email their teachers on the day of the suspension. Students are not required to explain why they will be out of school, but they should notify the teachers of the dates they will be absent. Students may request academic assignments that will assist them in staying current in their coursework.

In addition to emailing teachers through their ABSchools account, it is strongly recommended that students suspended from school take the following actions:

- Take all textbooks and academic materials with them when they leave the building
- Communicate with their school counselor and/or special educator

- Access all on-line teaching material available through their classes
- When appropriate, contact their classmates regarding academic information covered in class
- Continue to work on the long range projects that have been assigned, and assume that deadlines for any group projects will not be adjusted.

Students suspended from school are allowed to make up any work they have missed. However, the student, not the teacher, is responsible for making sure that all work is made up in a timely fashion. All tests and quizzes should be made up after school.

***Please note that it is not the responsibility of teachers to provide individual tutoring to review missed work for students returning from suspension.***

### **PowerSchool Access**

Parents and guardians have access to attendance, historical grades, student schedules and course registration through the web-based PowerSchool Parent Portal at <https://powerschool.abschools.org>. A link is provided on the ABRHS website. User ID's and passwords are mailed to parents and guardians. They do not change during a student's enrollment at ABRHS. Questions regarding access can be addressed to Jeanne Potter at [jpotter@abschools.org](mailto:jpotter@abschools.org). Emergency medical and contact information and permissions must be updated annually in August on the website in order to access other student information.

### **School Dances**

School sponsored dances are for Acton-Boxborough students only. Student ID may be required. Under unusual circumstances the administration may waive this requirement. However, any request for a waiver must be submitted to the Associate Principal at least 10 days in advance.

No backpacks or outside beverages are allowed into dances.

### **School Store**

The school store is open from 8:15 am to 3:15 each day. Students may sign up to work in the school store through the course selection process. They will receive 990 credit and Community Service credits for hours worked. Students and parents can purchase snacks, drinks, school supplies, gifts, clothing and many other items. Photo supplies, agenda books, calculus answer books, and chemistry supplies are sold in the store all year long. Visit the School Store or find a link to the School Store website under shortcuts on the ABRHS website.

### **Student Support Team**

The Student Support Team (SST) is available for staff who would like to refer a student who appears to be struggling in areas of social, emotional and/or academic life.

Problems might include failure to meet academic requirements, alcohol or drug abuse, severe depression, child abuse, eating disorders and school phobia, among others. The Team's role is to develop an understanding of the nature of the problem and to make appropriate recommendations. It is not punitive.

Led by the Counseling Chairperson, the team consists of a school psychologist, school nurse, school counselors, Special Education representative, Chairperson of Alternative Programs, STAR program director, Dean of Students and Associate Principal. Teachers are encouraged to share any and all student concerns with counselors who will refer the student to SST. All inquiries, reports and referrals will be kept strictly confidential.

As mandated by federal and state Special Education Regulations, a student experiencing significant academic difficulty or significant attendance issues may be brought to the attention of the Student Support Team as part of a pre-referral process. A parent is entitled under the law to refer his/her child directly for a special education eligibility evaluation. School staff recommend that students experiencing difficulty be discussed first within the Student Support Team in order to respond quickly to concerns and gather relevant data.

All chemical health violations and school related drug and alcohol offenses are referred to the Team by the administration. In addition, special educators, administrators, counselors may present referrals to the Student Support Team without the student's prior knowledge.

### **Student Email**

All students are issued an email account to be used for the purpose of communicating with teachers, administrators, counselors, librarians, school staff members and peers. Please check this account daily. Please note that emails are monitored for inappropriate language. See a librarian if you have difficulty accessing your account.

### **Summer School**

Any student who fails an academic course for the school year may be eligible to attend summer school either through Acton-Boxborough Regional High School Summer School Program or through an approved, comparable summer school program. Any student wishing to attend summer school at a facility other than Acton-Boxborough, must get prior approval from the appropriate department leader. In order to be eligible to attend summer school, the student must have attended school and individual classes on a regular basis, at least 155 days per school year, or no more than 25 absences per school year.

Given medical or other serious issues, excessive absences may be excused. Any exception must be approved by the administration. Summer school grades and credit towards graduation will be recorded on the student's transcript. Summer school grades for students earning credit for summer courses will count toward their unweighted GPA.

### **Transportation Difficulty**

If you are detained after school, and have difficulty getting home, you should contact the Principal, Associate Principal or a school secretary for assistance.

### **Unassigned/Free Time:**

Students may have free periods during the week. During these open blocks, depending upon privileges, students have some choices about how to spend their time.



- Options include the three cafeteria areas adjacent to the kitchen in the North wing, the grassy area around the gazebo and outside the auditorium entrance, the counseling center, the lower gym when available and the three student centers (East, South and West). Please note: **At student request**, Student Center South is a quiet center.
- Students may choose to come to the library to conduct research, study, or read. The library is also maintained as a quiet study area.
- You are not to be in the front of the building, in the parking lots or in the academic wings.
- Please go to your locker during passing time. Students are not to enter the academic wings during instruction periods.
- Please do not loiter in the front lobby of the building.
- You may not leave school during the school day unless you have an authorized dismissal slip or appropriate privileges. You may not transport other students off school grounds unless they too are authorized to leave.
- If you abuse the use of your free time, consequences will follow. This may include having to attend an assigned study.

## **EMERGENCY PROCEDURES/SAFETY**

### **Fire drill: signal - - continuous ring**

1. You should vacate the building quickly and quietly using the designated exits.
2. Walk quickly. Do not run.
3. Students and teachers should close all windows and doors and turn off lights before leaving. The first person through the exit should hold back doors until all have filed out and then proceed to designated area for the class you are attending. Check the wall by the door in that particular classroom to locate the specified exit.

In case of alarm between classes: Move slowly, without pushing, into the nearest side of a double line and pass through the nearest exit, unless otherwise directed by a faculty member.

In case of an alarm during lunch, Students at lunch should move in orderly double lines and leave the building at the nearest door, unless otherwise directed by a faculty member.

### **ALICE:**

In cases where students and/or faculty are alerted to an emergency situation or security issue, students and faculty are asked to follow the ALICE (alert, lockdown, inform, counter, and evacuate) protocol, and exercise one or more of the options to remain safe.

## **FACILITIES**

### **Cafeteria**

The Food Service Department now uses a Point of Sale System for payment in the cafeteria. Each student is issued a 4 digit lunch ID number upon enrollment that stays with them until they graduate. Students will enter their lunch ID number at the register. Parents have the ability to prepay for lunches. Please visit the Food Service Website for details on the district website. or contact the Food Service Department at [978-264-4700](tel:978-264-4700) [x3221](mailto:x3221)

In addition to lunch, the cafeteria operates a snack bar that is open daily 8:00 AM to 2:00 PM and serves breakfast and snack items. Students may go to the snack bar if they have an unassigned study period. A variety of vending machines with healthy choices are also available in the cafeteria.

Financial aid is available for school lunches. Information and the application for [Free and Reduced Meals Program](#) is available on the district website.

Students are required to eat and drink in the cafeteria or designated areas outside. All students are responsible for their own trash. Students are not to eat in the main entry hall, the academic hallways, the student centers, classrooms, library, or the auditorium foyer.

There are two recycling stations in the cafeteria. Students are expected to dispose of all lunch materials as described at these stations.

### **Elevator**

If, because of injury, you need to use the elevator rather than negotiate the stairs, you are permitted to borrow an elevator key. When use of the elevator is no longer necessary, you should return the elevator key to the Main Office.

### **Lockers**

You are reminded that all lockers remain school property. The school retains the master key to all lockers, private locks are prohibited, and all lockers are subject to search by authorized school personnel. You are expected to follow these rules:

1. Lockers are to be kept neat at all times and must be kept locked. Please do not add shelving as this can cause the locker to jam.
2. No decorations are allowed on the outside of the locker. Please note that any permanent **marking on a locker is considered vandalism**. Please do not put stickers on the locker, inside or out.
3. Locks and lockers are not to be exchanged except with the permission of the Administration. You are responsible for the lock and locker assigned to you.
4. Valuables should not be left in your locker **or on top of your locker**. The school will not assume responsibility for lost articles.

- Report all locker damage or missing property to the Associate Principal immediately.

- If you lose your lock, a new one may be purchased from the School Store.
- All lockers should be cleaned at the end of the year. Any stickers or writing must be removed.
- If you are not using your locker please turn in your lock to Locker Central in Room 179N.

## **Parking**

### **Parking Is Available For Seniors Only.**

Bringing a vehicle to school and parking it on campus are privileges that must be earned. Students are required to agree to certain conditions and to follow certain rules before these privileges are granted. Conditions and rules must be adhered to in order to retain the privileges.

Students are required to pay for and display a parking sticker (to be placed by staff on the car window). Parking tags cost \$200.00 for the year. Applications for parking stickers are available in the Monitor Room (102N) and the Administration Office. The student must show his/her registration and driver's license. Students with any outstanding school fines will not be granted a parking sticker.

In addition, you and your parent/owner of the car will be requested to sign a release form giving the school administration and/or Acton Police permission to search your vehicle while on school property, if sufficient cause exists for them to believe that a violation of rules and regulations of this handbook exists. The primary purpose of this authorization is to search for prohibited materials (drugs, drug paraphernalia, weapons, gambling devices, stolen property, etc.). The student's consent is not required for the search.

Leased vehicles must be registered. All stated conditions and rules apply.

Rules:

1. Obey posted speed limits of **not more than 15 mph on campus**
2. Seniors should only park in designated spaces in the west parking lot. Students parking in assigned faculty/staff parking spaces will be fined.
3. Do not park in fire lanes. Violators will be fined.
4. Keep doors locked.
5. You and the owner of the vehicle are responsible for any violations involving your car, whether or not you are in the car at the time.
6. Stop and identify yourself to the campus monitors as requested.
7. If you leave early for work or an appointment, go immediately. Do not loiter in the parking lot. Students leaving early for work study are not to return to campus during the school day.
8. Obey all traffic signs.
9. You may not leave school during the school day unless you have an authorized dismissal slip or appropriate privileges. You may not transport other students off school grounds unless they too are authorized to leave.

Failure to comply with these conditions and rules may result in disciplinary action including the potential loss of parking privileges. Tickets are issued for failure to obey parking rules. Fines start at \$20.00.

Obey all traffic and safety rules. Always use caution when driving. Don't be distracted (that includes using cell phones) and drive within the posted speed limit. Remember to stop for and do not pass school buses with lights flashing. Stay safe! And remember, State Law requires that you and your passengers wear seatbelts.

**Student Centers**

Students are allowed to gather in the Student Centers during their free periods. Food is not allowed in these areas.

## **SECTION II EXTRACURRICULAR ACTIVITIES**

### **After-School Priorities**

As a student in Acton-Boxborough Regional School District, you have a multitude of after school activities available. Students might be on a sports team, build sets for a Proscenium Circus production, or work after school. In addition to schoolwork, these activities can make for busy afternoons.

The administration asks that students keep the following priorities in mind when considering extracurricular activities:

1. School attendance is mandatory. All students must be present in school in order to participate.
2. After school extra help and test sessions should be the first priority. Remember you need to complete make-up tests within a specific time frame or test grades become a zero.
3. Extra-curricular activities should be scheduled so that they do not prevent you from meeting academic requirements or discipline obligations.

Occasionally it may appear that there are irreconcilable conflicts, a test to make-up, a new job, and after school detention, and baseball try-outs all on the same afternoon. Do not ignore the priorities above. Go to your teacher, the coach, Dean of Students, or your Associate Principal to discuss appropriate prioritization and options.

### **Activities Fees**

In order to help defray transportation costs, there is a fee (\$50) for academic teams (for example, Academic Decathlon, Speech & Debate, Science Team, Math Team and Envirothon).

### **Athletics**

1. Physical examinations

All students must pass a physical examination prior to participation in High School Athletics. A physical exam covers the student for 13 months from the exam date. **A student's eligibility will terminate once a physical has reached the 13 month limit.**

The physical is to be conducted at one's own expense. However, if a student is eligible for federally funded lunches, he/she should consult with the Athletic Director for financial assistance for the cost of the physical.

2. Sports-Related Head Injury & Concussions

The Commonwealth of Massachusetts Executive Office of Health and Human Services now requires that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) adhere to a new law regarding sports-related head injuries and concussions. The law requires:

- Athletes and their parents to inform their coaches about prior head injuries at the beginning of the season.
- If a student athlete becomes unconscious during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for “return to play.”
- That student athletes and their parents (as well as coaches, athletic directors, school nurses and physicians and others) learn about the consequences of head injuries and concussions through training programs and written materials.

Student athletes and their parents should contact the Athletic Director or their coaches for more information.

### 3. Insurance

The school’s policy covers only injuries that occur while a student is participating in an activity or traveling to it. It does not cover sickness, disease, hernias, bacterial infection, injuries resulting from fighting, eyeglass damage, etc.

### 4. Massachusetts Interscholastic Athletic Association (M.I.A.A.) Rules:

The M.I.A.A. has certain rules that extend to all student-athletes. The following are some of them:

- a. Student athletes must be taking at least 4 major subjects (courses equivalent to four one -year English courses). The following courses do not qualify towards interscholastic eligibility: Teacher's Assistants, Work Study, Learning Center, and all pass/fail courses(ASC, mentoring, and audits).
- b. must be passing 4 major subjects
- c. cannot be older than 19
- d. can compete for only four years
- e. must be living with a legal guardian and have legal residence within the community or be an accepted school choice student

5. In order to try out for the season or participate in athletics, a student must meet the M.I.A.A. rules outlined in section 4 (above) and must have passed at least 4 major subjects (equivalent to four one-year English courses) on the most recent quarterly report card. After 9th grade, fall sports will be based on the prior spring’s 4th quarter grades (not the final grade).

6. Only One School Sport Per Season is Permitted. A student-athlete shall participate in only one MIAA interscholastic sport in any defined MIAA sport season (Fall, Winter, or Spring), including tournaments and/or championships in that season. For the purposes of this rule only, a student-athlete officially becomes a member of his/her team for the sport season on the date of that school's first regular season contest in that sport.

7. Loyalty to the High School Team: Bona Fide Team Members: A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. First Offense: Student athlete is suspended for 25% of the season (see chart on Rule 62). Second Offense: Student athlete is suspended for an additional 25% of the

season, and is ineligible for tournament play immediately upon confirmation of the violation. See Rule 96 for additional tournament restriction and Rule 86 for waiver guidelines

#### 8. Participation Fees

The School Committee established the Athletic Activity Fee. The new activity fee schedule shall be as follows:

- \$250 basic fee per sport per athletic season (three athletic seasons per academic year).
- \$250 additional fee per athletic season for each of the following sports: ice hockey, alpine ski, and gymnastics.

The total maximum family cap for Acton-Boxborough students participating in the above activities during the 2019-2020 school year shall be \$1000. Only the basic fee counts towards the family cap calculation. Additional fee does not apply to cap.

No student will be denied access to athletic programs because of financial constraints. Athletic Activity Fees are subject to change with approval of the administration and the School Committee.

9. Parents and students should be aware that participation in interscholastic sports may require mandatory attendance at practices or games scheduled during school vacations and weekends. Please keep this in mind when trying out.

See Sportsmanship page 26.

Questions? See the Athletic Bulletin Board

Detailed information pertaining to the Athletic Department can be found on the ABRHS web site.

#### **Band and Chorus Programs**

ABRHS Band and Chorus programs offer students a wide range of educational musical experiences. A number of performances are scheduled throughout the year providing the school and community ways to come together and nurture *esprit de corps*.

Participation in the band or chorus is open to any student at ABRHS regardless of experience. Previous experience in band or chorus is helpful, but not required.

#### Participation Fees

The School Committee has established an ABRHS Band fee of \$90.00 per year.

Additionally, students are required to purchase some of their own uniform parts, such as shoes, gloves and a tuxedo shirt. Chorus members are required to purchase (gown) or rent (tuxedos) their formal concert attire. These purchases/rentals are arranged through the Performing Arts Department. There is a waiver process in place so that no student will be denied access to the band or chorus program because of financial hardship.

#### **Rules Governing Extracurricular Activities**

Acton-Boxborough has an extensive and well-known extracurricular tradition involving academics, sports, arts and other activities. Everyone is encouraged to participate but should be aware of the specific rules and regulations governing each activity.

***Chemical Health Agreement:*** Each student who participates in an extracurricular activity must sign a chemical health agreement. There is a specific agreement for athletic and non-athletic activities. Please refer to Appendix 1 and Appendix 2 for the full documents. In summary these agreements state that "a student shall not, regardless of quantity, use or consume, possess, buy, sell or give away any beverage containing alcohol, any tobacco product, marijuana, steroids or any controlled substance as defined under MGL Ch. 90D, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like sometimes referred to as 'huffing'. Specific procedures and consequences are reviewed in Appendix 1 and 2.

### **Student Finances related to Fundraising**

Every student activity fundraiser must have prior approval from the Dean of Students and Superintendent. All money collected by student organizations must be turned in to the faculty advisor on the day it is collected. The advisor, in turn, will deposit funds in the office and obtain a receipt for his/her records. A financial report must be filed with the Dean of Students after every function.

### **Student Government**

Elections for student government positions are held in the spring, except for the freshman class, which has elections in the fall. Eligibility requirements and campaign guidelines are described at the end of this section.

### **Class Leaders**

Each class (freshman, sophomore, junior and senior) has elected leaders and an advisor who work together to plan class activities. Occasional class meetings are held during the school year as needed. Students may get involved with class activities by serving on committees. Class activities may include social, fundraising and community service projects.

### **Regional Student Advisory Council**

Each year two students are elected from the student body to serve as student representatives to the Regional Student Advisory Council (RSAC). SAC, a statewide organization of high school students, advises the Commissioner of Education, and has voting representation on the State Board of Education.

### **School Committee Representatives**

Each year up to five students are elected by the student body to serve as student representatives to the Acton-Boxborough Regional School Committee. Students may be from any class. Student representatives are expected to attend the monthly school committee meetings and to help the school committee by bringing the students' point of view to the issues discussed.

### **School Council Representatives**

Each year up to three students are appointed from the student body by the Principal to serve as student representatives to the ABRHS School Council, a committee comprised of administration, faculty, parents, students and community representatives. The School Council, which meets monthly, is charged with reviewing schools goals and budgets and works with the principal to examine school programs and activities.



### **Student Council**

The Student Council meets weekly to plan certain activities and to review school policies directly affecting the student body. Five representatives are elected from each class. Any member of the student body is welcome to attend Student Council meetings. If a student decides to participate on a regular basis, he or she can become a walk-on member.

### **Running for Office**

Each year, students may campaign for offices in an open election format. Anyone wishing to run for an office is encouraged to do so. Students should note the following procedures and requirements.

- Students must first obtain nomination papers from the Administrative Offices. Nomination papers must be returned one week prior to elections.
- Students may run for a maximum of two offices, provided that one is a grade-wide post (class leaders or student council) and the other is a school-wide post (Regional Advisory Council).
- Write-in ballots will not be allowed in any election.
- Students may put up posters (no more than 10) around the school in designated areas and campaign for votes. All posters must have administrative approval prior to posting.

### **Campaigning and Holding Office**

#### **1. Academic requirements**

Students must have a passing grade (60) in at least four major subjects or the equivalent of twenty course credits and meet 990 requirements.

#### **2. Behavioral qualifications**

Students must be good citizens and responsible, as evidenced by the absence of suspensions and nomination by two staff members.

#### **3. Performance qualifications**

Students must recognize that holding office requires continuing good academic performance, good school citizenship and dedication to performing the job requirements of the elected office. Elected officers can be removed from office if they are not behaving according to the qualifications.

#### **4. Campaigning**

Posters and speeches must be in good taste. Offensive or off-color remarks in posters and speeches will not be tolerated. All campaign posters and speeches must be approved in advance by an administrator.

#### **5. Review Board**

A Review Board consisting of staff members will be established to monitor the candidacy and the performance of elected officers. The board will consist of the High School Principal, two teachers, the President of the Student Council, the President of the National Honor Society and a member of the Senior Class Leadership Board.

#### **6. Meetings**

Class and club meetings will be managed according to established rules of parliamentary procedure. A faculty advisor must be present at each meeting.

### **Community Service Program**

ABRHS has a multi-faceted Community Service Program which helps students to see volunteering as an important and enriching activity. Almost all A-B students participate in volunteering during high school even though it is not required for graduation.

Through volunteer work, students develop new skills, pursue personal interests, explore careers, meet new people, experience a sense of accomplishment, have fun, and work with others as part of the community beyond the school.

“Accept the Challenge” is the name for the program that monitors and recognizes student volunteering each year.

- Information about volunteer opportunities is made available to students through the school website, information fairs at lunches, postings on school bulletin boards and personal communication.
- Students are encouraged to keep track of their volunteer hours during the year. At the end of each calendar year, students report their hours. Students who volunteer for at least 25 hours during a calendar year are eligible for recognition for their efforts. Forms for keeping track of hours are available in the Counseling Center and on the school website.
- At the annual Community Service Awards Night held in January, student volunteering is highlighted and awards are presented.

What type of volunteering counts toward awards?

- Most volunteering (group or individual) for a non-profit, educational or charitable organization. It includes volunteer coaching and unpaid camp counseling. Volunteer projects done in conjunction with a religious group only count if they are projects to benefit the community or are unpaid childcare or teaching.
- In-school volunteering (peer tutoring, peer counseling, classroom assistants, office volunteering, course-related community service work).
- Community service projects undertaken by clubs, teams, classes, etc.

What activities do not count toward awards?

- Paid work, court mandated community service, fundraising without an awareness component, services provided to family members or neighbors.

Extracurricular Activities and Community Service

- Many of A-B's clubs, classes and teams are involved in community service. ABCO (Acton-Boxborough Community Outreach) is the school's community service club which focuses on group service projects for high school students.
- Several other student groups (for example, National Honor Society, Student Council, the Recycling Team, AB Buddies, Peer Leadership and Interact) have a strong community service component.
- Clubs, classes and athletic teams are encouraged to take on a community service project during the year. The largest of these is the annual senior class Community Service Day.

Questions about the Community Service Program can be directed to Mrs. Dempsey in the Counseling Center.

### **SECTION III COURSE REQUIREMENTS, SCHEDULING, AND GRADES**

#### **COURSE REQUIREMENTS**

##### **The Class of 2022, 2023, 2024**

In order to receive an Acton-Boxborough Regional High School diploma, students must:

- Earn 100 credits.
- Receive a “competency determination” by the Massachusetts Department of Elementary and Secondary Education based on performance on the Massachusetts Comprehensive Assessment System (MCAS) test.

In addition, students must earn passing grades in the following areas of study:

- Four years of English
- Three years of social studies (two of which must be U.S. History I and II)
- Two years of science (one of which must be biology)
- Two years of mathematics
- Fitness for Living (AB’s integrated health and physical education course is taken by all 9th graders)
- Three semesters of physical education over the course of the next three years (grades 10, 11, 12)
- Arts Requirement: The equivalent of a one-semester daily course (2.5 credits) in Performing Arts, Visual Arts, Communication Arts or Industrial Arts.
- One additional year of an elective

### **The Class of 2025**

In order to receive an Acton-Boxborough Regional High School diploma, students must:

- Earn 100 credits.
- Receive a “competency determination” by the Massachusetts Department of Elementary and Secondary Education based on performance on the Massachusetts Comprehensive Assessment System (MCAS) test.

In addition, students must earn passing grades in the following areas of study:

- Four years of English
- Three years of social studies (two of which must be U.S. History I and II)
- Three years of science (one of which must be biology)
- Three years of mathematics
- Two years of World Language
- Fitness for Living (AB’s integrated health and physical education course is taken by all 9th graders)
- Three semesters of physical education over the course of the next three years (grades 10, 11, 12)
- Arts Requirement: The equivalent of a one-semester daily course (2.5 credits) in Performing Arts, Visual Arts, Communication Arts or Industrial Arts.
- One additional year of an elective

**MCAS:** All students must take and pass the Massachusetts Comprehensive Assessment System (MCAS) tests (English Language Arts, mathematics, and science) in order to qualify for a high school diploma. These tests are given at the high school beginning in the spring of sophomore year. Thereafter, retests in math and English are administered at least twice a year.

Students new to the state of Massachusetts, or coming from a private school within Massachusetts, should contact their counselor as soon as possible for additional information and to be sure that they are signed up to take the MCAS tests at the next appropriate administration.

Please see <http://www.doe.mass.edu/mcas/> for additional information.

### **College Preparatory Curriculum**

Students who plan to go on to college should be aware that college admissions requirements generally exceed the high school's graduation requirements, often requiring more years of mathematics, science and/or a language. Students should consult with their counselor when planning their course schedules to be sure that their choices represent appropriate preparation for whatever they plan to pursue after high school.

### **Sequential Subjects**

Each advanced course in sequential subject areas such as math and world language may be taken only if the preceding course in the sequence is passed with a final grade of C- or better.

If you received a D+ or lower in a course you have several options:

- Make up the course in summer school at Acton-Boxborough or in one of the surrounding communities or study independently and complete all course outline work. Your final grade from summer school or independent study will be added to your transcript. However, please be aware that it does not remove the original grade and is not calculated into your GPA, nor will you receive additional credit. If this grade is a C- or better, you may advance in the sequence. Before taking the make-up final you must present all course work assigned in the summer school course or independent study.
- You may repeat the course. This allows you to advance in the sequence, and you will receive additional credit; however, the second grade will not contribute to your weighted or unweighted GPA. Drop from the course sequence.

The following are sequential subjects:

Algebra I, Geometry, Algebra II, advanced math courses

World Languages

English I-IV (D- is passing in English)

If you do not achieve a satisfactory grade in a sequential subject, this often causes scheduling problems for the next year. It is up to you, and your parents, to notify the school of your plans (summer school or otherwise) immediately after you receive word that you have not achieved a qualifying grade.

### **About Honors Courses**

If you are taking a sequential honors course (e.g. an honors math course or honors world language), the faculty recommends that you receive a B- to continue on at the honors level. Otherwise, the department will recommend that you enroll in the next course in the sequence at the AE level.

For more information or a specific question, see the department leader of the course in question.

### **Physical Education**

Physical Education is an integral part of the education process and emphasizes the importance of achieving and maintaining a healthy level of physical fitness.

Participation in Physical Education helps improve the mental, social and physical well being of all students. The goal of Physical Education is to encourage students to participate and develop an interest in physical activities with an emphasis on physical fitness. Components of physical fitness (strength, endurance, speed, agility, and flexibility) are stressed during the warm-up and reinforced during the subsequent activity. Students will learn to demonstrate competency in many movement forms. Students will gain an understanding of the personal and social effects of physical exercise and wellness.

### **Requirements**

Students are required by both state law and local policies to pass physical education in order to graduate. Freshmen must take “Fitness for Living” which combines health and physical education. Sophomores, juniors and seniors must take and pass one semester of physical education per year. Successful completion of a PE class taken through the ABRHS Summer School prior to a given school year may fulfill the requirements for grades 10, 11, and 12.

Excessive enrollments in Physical Education classes can cause health and safety issues, as well as severely limit participation. Therefore, students may not double up or schedule two physical education classes in a given term without permission from the administration.

### **Expectations and Attendance**

All students are expected to be prepared for class, to be on time and participate to the best of their ability. All students are encouraged to change into appropriate clothing (sneakers, shorts or sweatpants, tee-shirt or sweatshirt) for each Physical Education class.

In certain cases, Physical Education classes do not need to be made up. The following are examples:

- Absences due to a doctor’s excuse for an injury or illness that extends more than one week.
- Required testing (MCAS, Evaluation, AP examinations).
- Class meetings including community service day.

At the beginning of each quarter, students in grades 10-12 choose the Physical Education activity that they would like to participate in that is being offered during their class time.

Seniors have the first choice of activity, then Juniors, and Sophomores. Students who are absent on sign-up day may be assigned to an activity based on space availability. If a student does not sign up for a Physical Education class in any given term or if the student does not attend his/her assigned Physical Education class for the term, the student will fail for the year and will need to make up the course. Students who fail for the year are encouraged to take physical education during summer school.

### ***Medical Limitations***

If a student has a medical condition or is on medication, the student must have a physician's note on file in the Health Office that states any physical limitations. All requests for medical excuses (as verified by a doctor) must be approved and signed by the school nurse before being submitted to their Physical Education teacher. Medical excuses must have a start and stop date or they are to be updated quarterly. They are not retroactive and may not be carried into subsequent years. Students are expected to attend any physical education classes not included in the medical excuse time frame. Medical excuses that prohibit a student from participating in over 40% of their Physical Education classes will result in a medical ("M") on the report card. Although the physical education requirement will be considered complete, no credit is earned. Medical excuses will be shared with the Athletic Director and appropriate coach. A student medically ineligible to participate in Physical Education may not participate in Interscholastic Athletics. Students enrolled in Fitness for Living who have a medical excuse from Physical Education are expected to participate in Health Education classes during term 3. A copy of all medical excuse requests will be on file with the school nurse, Associate Principal and the Physical Education teacher.

### ***Make-Up Procedures***

Students are always encouraged to make up missed classes. Make-up procedures are subject to the final authority of the assigned Physical Education Teacher.

- Students must make up missed classes within ten school days.
- Before going to a different Physical Education class for make-up sessions, students must have the permission from their assigned teacher.
- It is the student's responsibility to confirm that his/her make-up session has been recorded.

### **SCHEDULING**

The scheduling process is designed to involve students to the fullest extent possible. Students are given much control over their course loads and planning, however, Massachusetts state mandate requires all students to be scheduled for 990 hours of instruction each year. Students may schedule these hours with a combination of academic courses, directed studies, and designated co-curricular offerings. Note: A student must take at least 4 classes, and the high school Administration strongly recommends that students take no more than 5 AP courses in one school year. The process begins in early February when the Program of Studies is published on-line through the ABRHS website. Students review course offerings independently during the month. They decide what electives they would like to select as well as reviewing prerequisites and expectations for leveled courses. A student's current teachers will recommend appropriate levels for the next year before students fill out their requests on-line through the Powerschool Parent Portal in early March (mid-March for rising 9<sup>th</sup>

graders). On-line courses and Work Study require an equivalent free period during the regular school day. A master schedule showing teachers, classes and periods is formulated as soon as possible.

Student schedules generated during the summer will be available to parents and guardians through the Parent Portal of PowerSchool once the on-line emergency information page has been updated during the month of August (See Power School access).

Students have the opportunity to consult with their counselors to resolve conflicts and to find alternatives. Students wishing to make changes must consult with their counselor and possibly make a presentation to an Appeals Board consisting of the academic department leaders, the Chairperson of the Counseling Department and one administrator.

Students should follow the procedures below when changing classes during the school year:

1. Using the course change form available in the Counseling Center, students should obtain written approval for the change(s) from the teacher(s), parent and counselor.
2. The final form is presented for approval to the Associate Principal in charge of schedule changes.
3. The student stays in the original class until the change has been completed. Student schedules can be accessed through the parent portal of PowerSchool with the appropriate password. The student may check the new schedule at the Counseling Office.
4. Students should realize that there are acceptable and unacceptable reasons for course changes. The final decision on the change will be made by the Associate Principal in charge of scheduling and will depend on the availability of class offerings and class size. Schedule changes will be made in a manner that best balances class size and individual teaching loads. Students requesting a course change should note that additional modifications in their schedule may be made by the Associate Principal in order to accommodate their course change request.
5. The deadline to change a course level or withdraw from a course without permanent record (transcript) implications will be five days prior to the close of the first semester for full year courses and five days prior to the first marking period (quarter) of a semester course. See web site for calendar <https://abrhs.abschools.org/home>
5. Permanent Record Implications – Any student who changes a course or course level after the established deadline should note that the withdrawn course will be reflected on his/her report card and permanent record as a “W”. In the case of a level change within the same subject, a “W” will be reflected on the report card and permanent record indicating that the student was enrolled in a previous course level.



6. No changes will be processed during the time period between five calendar days prior to the close of the term and one week after the close of the term.
7. Students who change levels up to five days after Q1 grades will have their average to date raised or lowered by 7 points to conform to the weighted GPA chart for the histogram. If the change is made in the middle of a term, the average to date will be affected in this way. If the change is made at the end of a term, the term average will be affected in this way. In either case, the average prior to the change in level will reflect the 7-point difference. Hence, the end of the year grade reflects the final.
8. Students who change to a lower level after the above deadline will not have their grades raised. However, students who change to a higher level after this date will have their grades lowered by seven (7) points.
9. The receiving teacher is responsible for recording the student's grades and computing the yearly grade.

Please see Appendix 14 for a schedule change calendar.

### **AUDITING**

Any student requesting to audit a course during the school year must be aware of the following criteria:

- In addition to the course to be audited, the student must be scheduled for a minimum of five courses that meet on a daily basis.
- The student must complete the "Audit Request Form" that can be obtained from his/her counselor. The completed form must be returned to the Associate Principal in charge of scheduling at least 5 days prior to the close of the first marking period.
- If the audit request is approved, the student must adhere to the standards of the course. Failure to comply with the attendance, academic, and behavioral expectations of the classroom instructor will result in the student's withdrawal from the course with a "W".

Please remember that a student receives no grade and no credits for an audited course.

Please see Appendix 12 for a schedule change calendar.

### **GRADES**

Parents and guardians have access to their student's historical grades, updated each quarter through the Parent Portal of PowerSchool (See PowerSchool access).

### **Final grades**

Final grades are determined by averaging each of the terms that make up the course. As an alternative to the formal mid-year and final assessments, cumulative assessments may be given in either one or two of the marking terms. These assessments will be worth

no more than 25% of the term grade in which it was given. Therefore, the total weight of these assessments is no more than 6.25% each and 12.5% combined for the year.

Grades on report cards are in letter form. Below are the numerical equivalents:

A+	96.5-100
A	92.5-96.4
A-	89.5-92.4
B+	86.5-89.4
B	82.5-86.4
B-	79.5-82.4
C+	76.5-79.4
C	72.5-76.4
C-	69.5-72.4
D+	66.5-69.4
D	62.5-66.4
D-	59.5-62.4
F	0-59.4

### **Grading Practices**

Grading practices are defined in writing and distributed by the teacher at the beginning of each year, or at the beginning of each new course. This information includes grading and classroom expectations. Test results, projects and papers will be returned to the student within a reasonable amount of time. Students who join a class late are expected to seek out this information on their own. Please direct questions or concerns regarding grades and grading practices to the teacher first. If you still have questions, you may make an appointment to see the Department Leader.

### **Grade Point Average (GPA)**

Your academic record is evaluated in two numerical ways at ABRHS.

#### **Unweighted GPA**

Your GPA is primarily used for membership in the various honor societies at ABRHS, and is also frequently requested on applications for internships, scholarships or other extra-curricular programs. The GPA is cumulative from the beginning of freshman year. It is calculated at the end of each school year. It includes all courses taken. It is based on a 4.0 scale. It is computed first at the end of the freshman year and may be requested from the registrar's office any time after that.

#### **Weighted GPA**

The weighted GPA takes into account the level of the courses you have taken, and the number of credits each course is worth in its calculation. It is based on a 5.0 scale. Only final grades are used to determine the weighted GPA. These take into account marking term grades and exam grades from freshman year on. The GPA is calculated at the end of each school year.

All students should note that the “elective courses” or courses with no levels (English I, Physical Education, Drawing and Painting, etc.) are not considered in the calculation of your weighted GPA. For transfer students, only courses completed at ABRHS contribute to the weighted GPA.

### **Histogram of the Weighted GPA**

A histogram is a bar graph representation of the distribution of the weighted grade point averages of the students in your class..

Students who have questions regarding their unweighted GPA, weighted GPA, or the histogram should see their counselor.

### **Honor Roll**

Honor roll status is granted when grades received in all subjects (including Physical Education) are B- or better (with no incomplete grades). High honors designation is earned when all grades are A- or better.

### **Honor Societies**

The goal of the Honor Societies is to create enthusiasm for scholarship, a desire for further study and service, and worthy leadership. Selection for the Societies takes place near the end of the third marking term, and initiates are honored at induction ceremonies in the spring.

### **The National Honor Society**

The ABRHS Chapter of the National Honor Society participates in many activities and provides many services to the school and surrounding communities, including assisting with school events such as graduation, Back to School Night and Awards Night. The constitution and Bylaws of the National Honor Society are available on the ABRHS website, under National Honor Society..

#### **Requirements:**

Seniors must have been in high school for at least 14 marking terms and juniors for at least 10 marking terms;

Good character, outstanding academic achievement, school and community service, and leadership;

At least a 3.7 Grade Point Average or 3.9 weighted Grade Point Average. Junior candidates must be completing at least 75 credits by the end of the year; senior candidates must be completing at least 100 credits by the end of the year.

Students are nominated by the faculty, notified by the National Honor Society Advisor, and asked to submit an application (to be reviewed by the Faculty Council).

### **World Language National Honor Societies**

The World Languages Department offers membership in its ABRHS chapters of the: Société Honoraire de Français, Sociedad Honoraria Hispanica, Latinam Honoris Societatem, and the Chinese Honor Society in order to stimulate and reward scholastic excellence in the study of world languages.

#### Requirements:

Students must be: in the sophomore, junior, or senior class; currently enrolled in Level III or higher in French, Spanish, Latin, or Chinese; enrolled in a language at Acton-Boxborough for the past six quarters; enrolled at the Honors Level; have an average grade of 90 or higher in the language for the past six quarters; and, have an overall current Grade Point Average of 3.0 or higher. In addition to earning academic achievement in the language, each student must complete a minimum of 10 hours of community service each year. Students must complete an application form, available from language teachers, after the close of the second term. **Deadlines are firm.**

#### **Incomplete Grades**

A grade of Incomplete (“INC”) for quarter grades, mid-year exams or final examinations may be granted for students experiencing unusual circumstances of a physical or mental health related nature. Identification and approval is coordinated through the student's counselor. Incompletes require students to coordinate make up of incomplete work with their individual counselors/teachers. All work must be completed and a grade entered for the quarter at least two weeks prior to the close of the following quarter.

#### **Medical Exemptions**

Students absent for more than twenty days of classroom instruction during a single quarter due to medical or mental health reasons, such as a hospitalization, may be eligible for a medical exemption in the grading process.

Students approved for a medical exemption will not be granted credit for the quarter. A grade of “M” will appear on the student’s report card. Medical exemptions may only be granted once in a calendar school year for any single subject. Final exams and midyear exams do not fall under the medical exemption policy.

Students who miss instruction for an extended period of time due to a medical reason are encouraged to make up school work, and time extensions may be granted through an Incomplete (“INC”).

Approval of Medical (“M”) and Incomplete (“INC”) requests will be granted by the Associate Principal with input from the student’s team, including dean, teacher(s), school counselor, school nurse, and medical professionals.

#### **Interim Reports**

At the halfway point in the marking term or at any time thereafter, a teacher may issue an interim report. This is to notify you and your parents that the teacher has a significant concern regarding your current performance. You should consider the interim report a warning that your work or your class performance has not been up to the standards set by your teacher, and that you should make every effort to improve. In addition, you are encouraged to meet with your teacher to clarify expectations and schedule extra help. Interim Reports generally indicate that a teacher is concerned about your grades, attendance and/behavior. If a student’s grade drops and requires an interim report after the interim report due date, teachers will issue an interim report prior to the end of the term. Whenever possible, teachers are to inform the student first.

### **Report Cards**

Report cards are issued four times a year. You are given a grade in every subject, along with comments by the teacher. The card does not have to be returned to the school. If there is a mistake on your report card, you should speak with the appropriate teacher and the teacher must submit the appropriate grade change form in order to have the student's permanent record corrected. All report cards are delivered electronically to each family.

### **High School Transcript**

The high school transcript includes year-end grades only for each course taken. Senior grades sent to colleges prior to the end of the first marking period contain year-end grades for years 9-11. After term one, transcripts and senior grade updates requested by colleges will contain senior year term and mid-year grades as available. A final transcript of year-end grades only is sent to each student's attending college.

Non Acton-Boxborough Regional High School Course Listings:

Students, who enroll at Acton-Boxborough Regional High School from another high school, within this country or from abroad, will have the high school courses they have completed listed on the transcript. The school from which they earned the grades and credits is indicated on the transcript. For students currently enrolled at Acton-Boxborough Regional High School, courses taken at other high schools, summer programs, or colleges will not be placed on the transcript. For example, a course in Oceanography taken at Woods Hole, or an Art course taken at Mass. College of Art, would not appear on the transcript.

The only exception to this would be for students who failed a course during the school year and enrolled in a summer school course to make-up the course/credit. Therefore a make-up course in Algebra at Acton-Boxborough Summer School is listed on the transcript. A summer school algebra course taken at another high school could appear on the transcript if the student was making up a failed course or if the department leader approved the course. In both cases, the student must have the course/credit approved by the department leader prior to the beginning of the course.

Page Two of the High School Transcript Includes:

- Total earned credits, weighted 5.0 GPA, unweighted 4.0GPA
- A histogram representation of the distribution of the weighted grade point averages of the students in the class.
- Honors and Offices: a list of the student's receipt of the following awards, elected offices, and membership in the following honor societies:

Awards Night Recipients

Principal's Recognition Awards

Community Service Awards (50+ hours)

The Seal of Biliteracy

National Honor Society Membership

National Language Honor Society Membership

Class Leaders

Student reps to the School Committee

Regional Student Advisory Council

Elected Student Council Members  
National Merit Scholarship Semi-finalist and Commended students

Final year end transcripts will be available to students on the first day of the following school year. There is a processing fee for transcripts.

#### **SECTION IV STUDENT RIGHTS AND STANDARDS OF CONDUCT**

A school functions best when it has a unity of purpose: to promote respect for self, others, and learning. It is important to create a learning environment at Acton-Boxborough where students can grow as individuals, learn how to think for themselves, learn when to talk and when to listen, see another person's side of things,

and be part of a community. These qualities are valuable life-long learning tools. Mutual respect, common expectations, procedures, cooperation, and consequences are necessary to achieve this goal within the community.

## **STUDENT RIGHTS: DUE PROCESS PROCEDURES**

### **IN-SCHOOL SUSPENSION FOR LESS THAN 10 CUMULATIVE DAYS DURING A SCHOOL YEAR**

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at page [ ].

**PROCEDURES FOR SHORT-TERM, OUT-OF-SCHOOL SUSPENSIONS (10 CUMULATIVE DAYS OR LESS IN A SCHOOL YEAR)**

Except in the case of an Emergency Removal as provided on page [ 26], prior to imposing a short-term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H AND 37H 1/2, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate; Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

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

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.



The parent or guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

### **PROCEDURES FOR LONG -TERM SUSPENSION**

Except in the case of an Emergency Removal provided on page [24 ], prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:
  - a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
  - b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
  - c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
  - d) the right to cross-examine witnesses presented by the school district;
  - e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
  - f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.
2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 consecutive days)
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
  - (a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
  - (b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

### **EXCEPTION FOR EMERGENCY REMOVAL**

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as outlined in Procedures for Short-Term Suspension on Page 24 and Procedures for Long-Term Suspension on Page 25, as applicable.
  - o Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.
- An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

### **Appeal to Superintendent or his/her Designee (for long-term suspensions)**

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent or his/her designee. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.

- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

### **EDUCATIONAL OPPORTUNITY**

Students serving a suspension shall be given the opportunity to make up any missed work and earn credit for missed work (tests and quizzes) while on suspension.

Additionally, any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

### **OUT OF SCHOOL SUSPENSION AND STUDENT RESPONSIBILITY**

Students suspended from school are provided the same make-up rights and responsibilities as any student absent from school. However, while suspended from school, students are expected to make every effort to stay current with their course work. At a minimum, students are expected to email their teachers on the day of the suspension. Students are not required to explain why they will be out of school, but should notify the teacher of the dates they will be absent. Students may request at that time academic assignments that will assist them in staying current in their coursework.

In addition to emailing teachers through their ABSchools account, it is strongly recommended that students suspended from school take the following actions:

- Take all textbooks and academic materials with them when they leave the building
- Communicate with their school counselor and/or special educator
- Access all on-line teaching material available through their classes
- When appropriate, contact their classmates regarding academic information covered in class
- Continue to work on the long range projects that have been assigned, and assume that deadlines for any group projects will not be adjusted.

Students suspended from school are allowed to make up any work they have missed. However, the student, not the teacher, is responsible for making sure that all work is made up in a timely fashion. All tests and quizzes should be made up after school.

While the state does not require a right to appeal for short-term, out of school suspensions, students may appeal with administrative discretion.

### **Discipline of Special Needs Students**

The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline.

In general, students with disabilities who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities. This removal can occur without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods for up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, as long as the removal does not constitute a "change in placement" as described below.

If the IEP Team, including the parents, determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and parents/guardians consent to a new Individualized Educational Program (IEP). The Team also must conduct a functional behavioral assessment and develop or revise a behavioral plan for the student as necessary.

A suspension of longer than ten (10) school days or a series of shorter term suspensions that constitute a pattern are considered to represent a change in placement. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school. Prior to a suspension that constitutes a change in placement, the student's Team must meet to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability or was the direct result of any failure by the school to implement the IEP.

Any student who is removed from school for a disciplinary offense for more than ten (10) consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under the school-wide education service plan, and will so be informed at the time of the suspension/expulsion. When a student with a disability is excluded from their program for more than ten (10) school days in the

school year, the district must provide the student with services to the extent necessary for progress in the general curriculum and/or towards Individualized Education Program (IEP) goals, as determined by the principal in consultation with at least one staff person who is a member of the student's IEP Team.

In the event a student possesses, uses, sells or solicits a substance or possesses a weapon, or seriously injures an individual at school or a school function, the District may place a student in an interim alternative education setting (IAES) for up to 45 school days. Hearing officers may also order the placement of a student in an appropriate IAES for up to 45 school days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent disagrees with the Team's decision on the manifestation determination or with a decision regarding placement, the parent has a right to request an expedited due process hearing with Bureau of Special Education Appeals. Additional information regarding the procedural protections for special education students can be obtained from the Director of Special Education at 978-264-4700, extension 3265.

### **Discipline of Students Subject to Section 504 of the Rehabilitation Act**

Discipline of students with disabilities under Section 504 of the Rehabilitation Act provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to more than 10 school days during a school year. Whether a pattern exists must be decided on a case-by-case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals with knowledge of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his/her education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students. Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities under Section 504 can be obtained from the Assistant Superintendent for Student Services at 978-264-4700, extension 3265.

### **Discipline of Students Not Yet Determined Eligible for Special Education**

The IDEA protections summarized in this policy for students who are eligible for special education also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the student was eligible for special education before the conduct that precipitated the disciplinary action occurred.

The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by the school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Additional information regarding the procedural protections for students with special education services can be obtained from the Director of Special Education at 978-264-4700, extension 3265.

#### **References:**

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973
- MGL Chapter 71, Section 37H, 37H ½, 37H ¾

### **NOTICE OF NONDISCRIMINATION**

The Acton-Boxborough Regional School District does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, pregnancy and pregnancy-related conditions, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

Any person having inquiries or complaints concerning the Acton-Boxborough Regional School District's compliance with Title VI, Title IX, Section 504, ADA or MGL ch. 76, sec.5 is directed to contact the Assistant Superintendent for Student Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the Acton-Boxborough Regional School District to coordinate the District's efforts to comply with these laws, or write to the Office for Civil Rights, J. F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.

Reference: ABRSC Policy AC

### **Distribution of Printed Materials and Circulation of Petitions**

Students are free to distribute handbills, leaflets, and other printed materials and to collect signatures on petitions concerning either school or out-of-school activities or matters of general interest to students. Although there shall be no prior censorship or requirement of approval of the contents or wording of such materials, the following criteria apply:

- a. All printed matter and petitions distributed or circulated on school property should bear the name of the sponsoring organization.
- b. Distribution of material or collection of signatures is limited to periods before school begins, after dismissal at the end of the day, and during lunchtime so as not to interfere with the regular school program.
- c. The place and manner of such activities may be reasonably restricted to permit the normal operation of the school to continue without interruption and to prevent the use of coercion in obtaining signatures on petitions.
- d. All posted notices must be approved in advance by an administrator. Notices must be on bulletin boards.
- e. In the case of petitions presented by students to the administration, students have the right to have their petitions considered and to receive a reply.
- f. The distribution or selling of material for monetary gain by an individual or organization that is not sanctioned by the school will not be allowed.

### **Dress Code**

The Fourteenth Amendment protects your right to choose hair length, clothing, and other aspects of your appearance. The school cannot interfere with this right by punishing you or restricting you from any school activities because of your appearance unless there is an overriding, legitimate school purpose, which the school can show to be more important than this right. Such legitimate school purposes include the concern



that your appearance poses a genuine threat to health or safety (for example, a bulky coat in gym or not wearing shoes) or damages school property (for instance, metal cleats or shoes). Another legitimate purpose is to prevent disruption. Disruptive clothing is considered clothing upon which any of the following is displayed: obscenities, words or symbols that will knowingly incite others, or words or symbols that put down (defame) the beliefs or heritage of others. Students will be asked to change or cover clothing that is considered a concern based on the definition above and/or the clothing causes a disruption to learning. Some school events and individual teachers may have additional rules regarding dress.

### **Pregnant/Parenting Students**

Pregnant and parenting students have a right to equal educational opportunities and their rights are fully protected by a federal law known as Title IX. The Acton-Boxborough Regional School District encourage any students who may be pregnant or who are parenting a child to inform their school counselor, the school nurse, or another appropriate school official, who will assist them and who will help ensure that they have full access to the same academic and extracurricular programs available to all students.

Should a physician deem it inadvisable for a pregnant student to attend school for an extended period of time, all services granted to homebound students under School Committee policies shall be made available.

### **Religious Holidays**

As stated in the ABRSD School Committee Policy, we recognize that our school community is comprised of individuals with diverse religious, ethnic, cultural, and social backgrounds. It is our intent to be respectful of the beliefs and practices of all our school community.

Consistent with this, the high school accommodates individual differences in religious observances. Thus, if a student is affected by a religious holiday that is not observed with a school wide closing, that student will be allowed to have extra time to complete assignments and assessments that conflict with their holiday observance even in the event that the student attends classes on that day. Assignments and tests should be made up according to the current absence policy.

Requests for modification of routine school expectations (homework, tests, etc.) should be made in writing to the teacher(s). Questions should be directed to the Associate Principal.

### **Restraint of Students**

The Acton-Boxborough Regional Schools comply with the Massachusetts Department of Education's restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. Conditions

School staff may use physical restraint only (1) when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

### **Complaints**

Students, parents or guardians who have a complaint regarding physical restraint procedures may request a meeting with the building principal to discuss their concerns. If the parents'/guardians' issues are not resolved at this level, they may request a meeting with the Superintendent or designee.

Additional information, including a copy of the regulations, can be obtained from the school districts' Director of Pupil Services at 978-264-4700, x3265. A copy of the regulations may also be obtained at: [www.doe.edu/1awsregs/603cmr46.html](http://www.doe.edu/1awsregs/603cmr46.html).

### **Search and Seizure**

Lockers assigned to students remain the property of the school and are therefore subject to inspection by school staff at any time.

In addition, a student and his/her personal possessions, including any car parked on campus, are subject to reasonable search, including without limitation the use of a breathalyzer, by school Officials when there is reasonable basis for believing that the search will produce evidence of a violation of school rules or of federal or state law.

### **Student Records**

The Acton-Boxborough Regional School Districts (ABRSD) adhere to the provisions of the Family Educational Rights and Privacy Act (FERPA) and Massachusetts laws and regulations in providing access to, and confidentiality of student records. In addition, the Acton-Boxborough Regional School Districts maintain student records using an electronic student information management system, PowerSchool. These electronic student records include the same documents that would otherwise be found in a paper version of the student record including, but not limited to, student photos, emergency contact cards, report cards, etc.

The Family Educational Rights and Privacy Act (FERPA) protects the privacy and confidentiality of student records. All of the FERPA protections apply to electronic student information management systems. As permitted by these laws, the ABRSD School Committees have designated selected student records to be "directory information." For elementary school students (APS), the following records have been designated as directory information:

- Name
- Address
- Telephone number

- Date of birth
- Grade
- Classroom assignment

For middle and high school students (ABRSD), the following records have been designated as directory information:

- Name
- Address
- Telephone number
- Date of birth
- Graduating class
- Team/class assignment (middle school)
- Participation in officially recognized activities and sports
- Honors and awards

The Acton and Acton-Boxborough schools will release the designated directory information without the consent of the parent or eligible student, unless the parent or eligible student provides the principal with written notice that he/she does not wish the school to release such information. The notice must be received annually by a date designated by the principal. As required by federal law, Acton-Boxborough releases the name, address, and telephone listing of secondary school students to military recruiters or officials of institutions of higher education, upon request. In the event that a parent or eligible student objects to the release of any of this information, the parent/eligible student must provide the principal with written notice of the objection annually by a date designated by the principal; otherwise the information will be released without further notice or consent.

Acton-Boxborough Regional schools also disclose all student records (which include health records and special education records, if any), without the consent of the parent/eligible student, to officials of other schools in which a student seeks or intends to enroll, upon receipt of a request from such school officials. To the extent required by applicable law, the Acton-Boxborough schools will provide parents/eligible students with an annual notice of their general rights relative to student records. The Superintendent will determine the content and method of such notice. Non-custodial parents must submit a written request for the student record to the school principal. The Acton and Acton-Boxborough schools will respond to the request in accordance with state and federal laws and regulations regarding access by non-custodial parents. Statutory References:

Family Education and Privacy Rights Act (FERPA): 20 U.S.C. §1232g, 34 CR §99

Massachusetts Student Records Regulations: 603 CMR 23.00, et seq.

Student Records Access for Non-Custodial Parents: General Laws, Chapter 71, §34H

Elementary and Secondary Education Act of 1965, as amended by NCLB, 20 USC 7908

### **Acton-Boxborough Regional Schools Annual Notice: The Family and Educational Rights and Privacy Act Massachusetts Student Records Regulations**

The Family Educational Rights and Privacy Act ("FERPA") and the Massachusetts Student Records Regulations ("Massachusetts Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered the ninth grade) certain rights with respect to the student's education records. A general

overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Records Regulations by contacting the Director of Pupil Services, 978-264-4700, extension 3265. These rights include:

1. The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. Massachusetts General Laws Ch. 71, Section 34H, however, provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building principal or the Director of Pupil Services.
2. The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended and why.
3. The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts Regulations authorize disclosure without consent.

Some of the Exceptions:

- One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. Such school officials include professional administrative and clerical staff who are employed by or under agreement with the Acton-Boxborough Regional Schools
- Acton-Boxborough Regional Schools also disclose all student records (which includes health records and special education records, if any) without parent/eligible student consent to officials of other schools in which the student seeks or intends to enroll, upon receipt of a request from such school officials.
- The Acton-Boxborough Regional Schools may disclose, without written consent, designated "directory information," which is information generally not considered harmful or an invasion of privacy if disclosed. The primary purpose of directory information is to allow the district to include this type of information from your child's records in certain school publications. Information that a district designates as directory information may be disclosed to outside organizations (for example, class ring manufacturers and yearbook publishers) without prior consent. Acton-Boxborough Regional Schools has designated elementary students' names, address, telephone number, date of birth, grade level, and classroom assignment as "directory information." Acton-Boxborough Regional Schools has designated middle and high school students' names, address, telephone number, date of birth, team/class assignment (middle school), graduation class, participation in recognized activities and sports and honors and awards as "directory information." In addition, federal law requires that Acton-Boxborough provide military recruiters or officials of institutions of higher education, upon request, with three categories of directory information - names, addresses and telephone listings - of all secondary students. If a parent or eligible student does not want the district to disclose any of the above director), information, the parent/eligible student must notify the building principal in writing by a certain date, otherwise the information will be released without further notice or written consent.

4. The **right to file a complaint** concerning alleged failures by the districts to comply with the regulations and laws governing student records. Complaints may be filed with

the Massachusetts Department of Education, 350 Main Street, Malden. MA 02148 and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901.

It should be noted that the Acton-Boxborough Regional School Districts (ABRSD) maintain student records using an electronic student information management system, PowerSchool. These electronic student records include the same documents that would otherwise be found in a paper version of the student record including, but not limited to, student photos, emergency contact cards, report cards, etc. The Family Educational Rights and Privacy Act (FERPA) protects the privacy and confidentiality of student records. All of the FERPA protections apply to electronic student information management systems.

### **Tests and Teacher Absence**

When a teacher is absent on or immediately prior to a scheduled test day, whenever possible they will let the Main Office know whether or not testing will be held as scheduled.

### **Assessment Postponement**

While teachers encourage students to complete assessments on time, there may be circumstances which warrant postponement. This policy is meant to assist you in balancing academic workload in healthy and responsible ways.

If you have three or more assessments due or taking place in one day, such as tests, papers, projects, labs, performance assessments, or announced quizzes, you can request a postponement. In making decisions about which assessment to postpone, students should prioritize taking summative assessments on time. A summative assessment is defined as an end-of-unit assessment that is used to evaluate student learning. Students should remember that the process is designed to balance academic obligations; extracurricular activities should not factor into the decision.

While students are expected to adhere to this process, extenuating circumstances will be considered. In such cases, students should plan to discuss their situations with counselors and teachers.

If you believe that you may need to postpone an assessment, you should inform your teachers as soon as possible - verbally and by submitting an Assessment Postponement Request Form by the end of the school day two days prior to the scheduled assessments. If postponing a Monday assessment, forms must be submitted by 8:30 AM on Friday to allow time for responses. A link to the Assessment Postponement Request Form is available on the ABRHS website.

### **Testing after Vacations**

Homework will not be assigned with the expectation that it be worked on and/or completed during any school vacations. Long-term projects assigned before vacation, tests, and major assessments cannot have a due date of or assigned earlier than the Thursday after vacation or three days after a vacation (after December break, February break, and April break). Please refer to the Homework and Assessment Policy for more specifics.

### **Tests, Quizzes and Homework Expectations during MCAS**

A reminder will be sent prior to each MCAS testing period regarding homework, test, and quiz policies. As a general policy, on the days of English, Math and Science MCAS testing, no tests or quizzes are to be scheduled for sophomores; no papers or lab projects are to be due from sophomores; and only limited homework is to be due from sophomores.

### **GENERAL EXPECTATIONS**

#### **ATTENDANCE**

Parents and guardians have access to their student's attendance records through the Parent Portal of PowerSchool (See PowerSchool access).

**Absences:** Parents are to notify the Main Office of all student absences. Parents should fill out the Attendance Form that can be found on the main page of the website under shortcuts. If a parent notification is not received, the absence will be recorded as unexcused. An unexcused absence will be defined as a truancy.

**Truancy Procedures:** Truancy notices are now delivered via abschools email. It is the student's responsibility to correct any attendance errors immediately after notification. In addition, prior to the end of the term, notification of truancy will be delivered in writing to the student either through the classroom teacher or the Dean of Students. If the student is able to provide appropriate documentation excusing him/her from the absence, the student must deliver this to the Main Office immediately. At the end of each term, three points will be deducted for each unresolved truancy in each class. Parents and students are strongly encouraged to use the PowerSchool attendance portal in order to monitor student attendance throughout the school year.

**Right to Earn Credit:** Each student shall be granted an opportunity to earn full credit for any course as long as his/her absences (excused or unexcused) do not exceed 20 days per full year course or 10 days per semester course.

- On the 21st absence from a full year class, the student is no longer eligible to earn five credits for that class.
- On the 11th absence from a semester class the student is no longer eligible to earn 2.5 credits for that class.
- On the 6th absence from a semester class meeting alternate days the student is no longer eligible to earn 1.25 credits for that class\*

\*In each of the above cases, the student is still eligible to earn a grade and maintain the ability to move on in a sequential class if his/her average permits. A passing grade in a required class will still count towards the student's graduation requirement.

### **Withdrawal from Class**

On the 26th absence from a full year class, the student will be withdrawn from the class with no eligibility to attend summer school.

On the 13th absence from a semester class, the student will be withdrawn from the class with no eligibility to attend summer school.

On the 8th absence from a semester class meeting alternate days, the student will be withdrawn from the class with no eligibility to attend summer school.

All absences, excused or unexcused will be counted towards the student's attendance requirements.

An Attendance Review Board, consisting of faculty and administration will be available to review individual cases in light of extenuating circumstances.

Parents and students will be notified during the year if student absences appear excessive. Parents are also encouraged to periodically contact their child's school counselor if there are concerns around student attendance. A record of the student's daily attendance will appear on quarterly report cards.

### **Physical Education**

Attendance requirements for physical education are described in Section III of the Student Handbook.

### **Dismissals**

If a student has an appointment requiring that he/she be released early, he/she must bring a note signed by a parent or legal guardian. The student needs to take the note to the Main Office prior to third period. The student will be dismissed without a note from home only in the case of an emergency. Students returning to school must check in at the Main Office when they arrive. Classes missed due to a student's failure to comply with the dismissal procedures will be considered trancies. Notes from parents dismissing their child after the absence has occurred will not be accepted.

If a student is sick, and the nurse determines that he/she should go home, the nurse will coordinate communication with home and officially dismiss the student. If the student arranges to go home directly with the parent, the parent must come into the main office, or call, to dismiss the student.

Students leaving campus with privileges are expected to return to class on time. In the event that a student is unable to return to a scheduled class, his/her parent must contact the Main Office on that day to excuse the absence.

### **Absenteeism and Participation in Extracurricular Activities and Field Trips**

Students are not allowed to participate in extracurricular activities if they are absent from school on that date unless the Principal or Associate Principal has given the student special permission. The student is considered absent if he/she misses more than one-half of a school day. Also, if a student is chronically absent (misses more than 10 days per semester or 10 days of a particular class) or chronically truant (unexcused absences from

any class more than three times per semester) he/she may not be allowed to participate in extracurricular activities for the rest of the semester. In addition to maintaining good attendance, students must be in good academic standing to participate in extracurricular activities and field trips.

### **Medical Reentry Meetings**

Medical reentry meetings are held in order to support a student's transition back to school after an extended absence. If a student is out of school for an extended period of time due to a physical or emotional medical condition that upon return to the school setting necessitates services such as mobility support, counseling, schedule changes, or other services or accommodations, the student's counselor will schedule a Medical Reentry Meeting. A parent or guardian must attend the meeting along with the student and must come prepared with medical documentation that indicates the child is able to return to school. Documents provided from medical personnel should also identify any services that would be helpful for the student upon reentry and may include discharge summaries and/or evaluations. School faculty and staff from nursing, counseling, and administration will meet with the student and his or her parent or guardian to create a plan to help to ease the transition back to the school setting. A Medical Reentry Meeting must be held prior to the student's return, as this is the best means by which to come up with a plan for a safe and effective transition back to school. A follow-up meeting may or may not be scheduled.

### **Tardiness**

School starts at 8:00 A.M. If students are going to be late to school they need to have parent/guardians fill in the DISMISSAL/TARDY FORM which can be found on the main page of the high school website under the shortcuts section. Students should check in at the Main Office when they arrive. Students who are late and did not have a parent/guardian fill out the form will be marked "U" (unexcused absence) at the attendance office. A "T" (excused tardy) will be recorded if the lateness is excused.

Teachers and Main Office staff will refer students who are chronically tardy, excused or unexcused, to the appropriate Dean of Students.

### **GENERAL BEHAVIORAL EXPECTATIONS**

Students are expected to conduct themselves in a manner that promotes a safe, orderly learning environment within the school, shows respect for the rights of others, and helps preserve the property and equipment provided for the use of students. Student efforts in meeting this expectation will minimize the need for school-directed discipline, and self-discipline should be each student's foremost objective.

Students who fail to meet the expectations set forth above may be subject to disciplinary action, including but not limited to the following: review of rules; warnings; loss of privileges; detention; community service; school service; suspension out of school; and expulsion. The student may also be removed or prohibited from holding an office in or participating in a co-curricular activity or organization.



Students may be disciplined for conduct (1) that occurs on school property or at school-sponsored events or (2) that is otherwise related to school. Students should be aware that surveillance cameras may be in operation at school or school sponsored events.

While this Handbook lists examples of prohibited conduct and potential consequences for engaging in such conduct, it is not possible to anticipate every circumstance that could result in discipline. Students should realize that if they engage in any behavior that is inconsistent with an appropriate educational environment, whether or not specifically listed in the Code, they could be subjecting themselves to disciplinary action.

### **Abusive or Obscene Language**

Students are not to use obscene or abusive language or gestures. Such behaviors will result in referral to the Dean of Students.

### **Academic Integrity/Cheating**

Students are expected to complete and pass in their own work. Please see Appendix 9 for the complete Academic Integrity Procedure.

### **Assemblies**

Student groups or classes are to sit in areas assigned by the teacher. Students are asked to listen quietly until the end of the program.

### **Care of Books and Other Property**

The person who is responsible will pay for books and other property that are damaged.

### **Cell Phones, Electronic Devices**

The purpose of the school day is to ensure that students have access to the teaching, learning experiences and knowledge that will prepare them for their life as responsible and respectful adults in college, the workplace and in their communities. In order to maintain the primacy of this academic experience, student cell phones and other personally owned devices used for communication and entertainment are not to be used in any class or study hall without the prior permission of the teacher. This permission should be sought for each specific occasion on which the student wishes to use their device.

In addition, the video, camera and real-time text capabilities of cell phones present the difficult challenge of ensuring continued high standards of Academic Integrity (see Appendix 9) and community expectations for privacy. In order to protect students from the appearance or allegations of AI violations, all cell phones and personally owned devices used for communication and entertainment should be stored in the student locker or backpack – not visible or audible in the classroom setting. Such devices are not to be used in any area where people have a reasonable expectation of privacy.

Should a student find it difficult to follow these guidelines, they may be asked to give their phone to a teacher or other staff member. On the first occasion, the cell phone may be taken until the end of the school day, on second and subsequent occasions; the issue may be referred to an administrator for further consequences. In addition, teachers are

allowed to ask students to turn their phones off or to gather cell phones in a central location during periods when tests and other assessments are given.

### **Classroom Expectations**

In order to maintain a positive learning environment, students who repeatedly exhibit disruptive behavior can expect the following consequences.

1. The teacher will speak to you about your behavior.
2. The teacher will notify your parents and counselor that there is a problem.
3. The teacher, administrator or counselor will arrange a conference including you, your parents, teacher, counselor and administrator. You may be given a suspension warning as well.
4. You may be assigned in-school suspension. Make-up work is allowed without the teacher's help. (The student must ask friends to see what assignments are due.) The teacher will deliver any tests and quizzes to the assigned study.
5. If difficulties continue you may be assigned out-of-school suspension. Parents are notified and another conference is scheduled.
6. Finally, you may be **withdrawn** from the course and sent to assigned study for that period for the rest of the year. You would receive a "W" for the course and earn no credits.

### **Detention**

Teachers may require students to stay after school or arrive early to school to deal with disciplinary issues. These include, but are not limited to, disruptive behavior, lack of preparation, truancy and tardiness to class. Students will be given a one-day notice in order to make necessary transportation or other arrangements. Students have to report to detention and are to be prompt and responsive to the teacher. Students who fail to respond to a teacher's detention may be referred to the Associate Principal for further disciplinary action.

### **Directed Study**

Freshmen are required to attend supervised study during unassigned time. Attendance is taken and monitored regularly. Students are expected to come prepared to study. Students may be issued passes to the library, counseling, or other legitimate resource as necessary. Students who are scheduled for directed study during the lunch periods (4-7) will not be issued passes to the library during their directed studies. All other students (10-12) may be assigned to directed study to fulfill 990 hour Time and Learning requirements, or to address attendance or other disciplinary issues at the discretion of the Associate Principal.

### **Eating**

Students are to eat and drink in the cafeteria or in designated outside areas. Students are not allowed to eat in the main entry hall, the classrooms, the academic hallways, the student centers, the auditorium foyer, or the library. All students are responsible for their own trash.

### **Fines**

Parking and smoking fines can be paid at the Campus Support Staff Office during regular school hours. All fines are to be paid prior to the end of the school year. In the event

that students continue to have outstanding fines or other obligations (uniforms not returned, lost books) after the close of the school year, notice of monies owed will be sent with the fourth term report card and the student's schedule for the following year will be withheld until all obligations are met. Pertaining to 12th grade students: transcripts will be withheld until all obligations are met. The administration office is open during the summer for payment of fines.

### **Forgery**

Any intentional use of a forged document, altering a document or tampering with school records is considered forgery and will be subject to disciplinary action. Forgery includes, but is not limited to, altering report cards, signing of a parent's name or initials to school required notes, forging or altering hall passes, and dismissal forms.

### **Gambling**

Student gambling is not allowed on school grounds or at school functions. The parent and the counselor will be notified of any violations.

### **High School Functions**

The school's "Standards of Conduct" will be in force at all school functions, extracurricular events, and interscholastic athletic events. Students who are considered disruptive will be asked to leave. Students who are removed from any school-sponsored event because of inappropriate behavior may be banned from attending such events for a period of time to be determined by the administration. Once a student leaves the activity, he/she will not be readmitted. After leaving a school event, students are not to loiter on school grounds.

Please note that many high school functions are for AB students only and may require a student identification card for entry.

School sponsored dances are for Acton-Boxborough students only. Student ID may be required. Under unusual circumstances the administration may waive this requirement. However, any request for a waiver must be submitted to the Associate Principal at least 10 days in advance.

### **Laser Pointers**

Given potential eye damage if misused, laser pointers are not to be brought to school without specific permission from the administration. If inappropriately used, laser pointers will be confiscated.

### **School Bus Behavior**

A school bus is an extension of the school. Students are expected to follow the school standards of behavior on the bus. Remember the bus driver must be in charge of the bus and its passengers in order to ensure student safety. The driver will report any problem to the administration, and disciplinary action will be taken. This could include losing bus privileges for a period of time.

### **Senior Class Dues**

Each member of the senior class participating in senior events and graduation exercises will be required to pay class dues. Dues are \$170 before November 1 and \$185 on or after

November 1. A payment plan can be arranged as necessary. Please see your counselor if you are in need of financial assistance.

### **Smoking or Chewing Tobacco on School Property**

The Surgeon General's Report states that smoking and chewing tobacco are bad for your health. As mandated by State Law, Acton-Boxborough is a smoke free environment. Acton-Boxborough prohibits the use of any tobacco product within the school buildings, the school facilities or on the school grounds or on school buses by any individual.

Recognizing that for many students smoking has already become an addiction, and therefore a medical as well as a behavioral issue, the school administration strongly recommends that students discuss the issue with their parents and physician. Numerous community programs exist to help support students who are trying to quit. In addition, smoking cessation programs are offered through the Acton-Boxborough school nurse and the Acton Board of Health.

Penalties:

Students observed smoking on campus will be issued a \$20.00 fine for each occurrence. The student will be referred to educational and health support services and parents will be notified by mail.

Students who do not comply with smoking regulations and related disciplinary procedures may be subject to suspension from school and/or mandatory participation in after school smoking cessation classes.

Fines are applied to Health Awareness Programs and parent notification.

\*Refer to Appendix 3 for a complete description of State Law

Given the potential disruption, the use of electronic cigarettes is prohibited in public areas in and around the high school.

### **Sportsmanship**

The Acton-Boxborough Regional High School Athletic Department believes that good sportsmanship represents a general feeling that athletic activities are played for the good of the game rather than the promotion of self.

Athletes who demonstrate good sportsmanship follow a code of conduct that is respectful of all people at the event including players, cheerleaders, officials and spectators. Good sportsmanship is demonstrated when spectators cheer for their team and not against the opposition.

According to the MIAA, **taunting** includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, gender, ethnic origin, or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal matters.

Examples of taunting include, but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by

ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including “in the face” confrontation by one player to another and over/straddling a tackled or fallen player.

In all sports, officials are to consider taunting a flagrant unsportsmanlike foul that disqualifies the offending bench personnel or contestant from that contest/day of competition on the first taunting offense. In addition, the offender shall be subject to existing MIAA sport specific Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.

At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators are subject to ejection from the game.

### **Student Privileges**

Juniors and seniors may apply for Extended Privileges. Eligibility requirements include academic standing, attendance, and administrative and parental approval. Juniors may apply starting the second week of the school year.

**Freshmen** are required to go to directed study with faculty supervision during all study periods.

**Sophomores**, during free periods, may go to the commons, the Counseling Center, one of the three Student Centers, the library or designated areas immediately outside the building. They may not leave school grounds during the day or loiter in the academic wings.

**Juniors and seniors** may apply for Extended Privileges. Eligibility requirements include academic standing, attendance, and administrative and parental approval. Juniors may apply starting the second week of the school year.

**Given Extended Privileges**, students may leave campus during any unassigned time. Students arriving on campus, or departing from campus, during class time are expected to be considerate of faculty and students in classes. They are to wait to enter the academic halls until passing time.

### **Student Identification Cards**

Student identification cards are issued each year in the fall. (This is also your library card.) You are requested to carry your card with you. If you lose your ID card you can obtain a replacement from the Campus Support Staff in the Faculty Support Center. There is a \$5.00 replacement fee.

### **Two-Way Radios**

Students are not to use two-way radios on campus during the school day. This potentially interferes with emergency communication on campus.

## **BEHAVIORS LEADING TO SUSPENSION AND EXPULSION**

Students are not to be on school grounds or at school events during the suspension period. Parents/ guardians are expected to meet with school administration prior to the student's returning to school. Legal action may follow any of these behaviors and financial restitution may be expected.

**File: JICH**

## **ALCOHOL, TOBACCO, AND OTHER DRUG USE BY STUDENTS PROHIBITED**

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

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

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

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L.71:2A; 71:96; [272:40A](#)

CROSS REFS.: Teaching About Alcohol, Tobacco and Drugs Policy, File; IHAMB Drug Free Workplace Policy, File: [GBEC](#)  
Tobacco Use on School Property Policy, File: ADC/GBED/JICG

**APPROVED: 6/29/16**

### **Violations will be treated as follows:**

1. The Acton Police will be called in accordance with the Chief of Police and Superintendent of Schools Memorandum of Understanding.
2. Your parents will be called to take you home. You are placed under automatic suspension.
3. Any substance or paraphernalia found will be turned over to the Acton Police for analysis. Violators will be subject to criminal prosecution as well as any school consequences.
4. All cases involving alcohol and illegal drugs are referred to the Student Assistance Team.

The Massachusetts Supreme Judicial Court recently affirmed the constitutionality of the Massachusetts “school zone” statutes, M.G.L. 94C, §32J, which establishes a **mandatory** two-year penalty for any person convicted of possession of a controlled substance with intent to distribute within 300 feet of a school. The ruling removes all doubt about the legal status of the statute. The school reserves the right to bring drug trained canine units into the school building without prior notification.

See also, ‘Under the influence’.

### **Bomb Threats**

Making a bomb threat under Massachusetts General Law 269-14 can result in a \$10,000 dollar fine and/or 20 years in State Prison. Any student involved in making a false threat will be suspended from school for 10 days, fined, and prosecuted to the fullest extent of the law. Anyone with information involving these incidents should report it to the main office.

### **Bullying**

Behaviors that are persistent, pervasive and chronic which intimidate and/or intentionally harm or threaten to harm someone who is perceived as weaker and vulnerable. Specifically, bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student’s education, threatens the overall educational environment, and/or substantially disrupts the operation of the school. These behaviors include maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual’s possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability. See Appendix 10.

### **Cyber-Speech**

Please be aware that Acton-Boxborough Regional High School may impose discipline on cyber-speech occurring outside of school when it:

- Constitutes a threat—an immediate, unconditional threat of violence directed at a person(s), and where conduct is directly linked to school, or
- Created or was reasonably expected to cause a material and substantial disruption to school’s operation or environment.

### **Dangerous Weapons**

Possession of a firearm or other dangerous weapon in any building or any school bus or on the grounds of any elementary or secondary school, including while in attendance at any school sponsored or related event, is a crime punishable by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. Possession of any weapon in school will minimally warrant a suspension from school and may be subject to expulsion and possible legal action.  
(Refer to Appendix 3 for a complete description of State Law)

**Disruption of school**

Disruption of school includes any act that is intended to interrupt or impede the normal operation of the school.

**Discrimination**

Students are protected from discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability. Discriminatory actions include physical or verbal conduct that is derogatory. For example, jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working/learning environment. **(See Nondiscrimination Notice, Section IV.)**

**False Fire Alarms**

Pulling a False Alarm under Massachusetts General Law 269-13 can bring a \$500.00 fine and up to one year in a House of Correction. Any student pulling a false fire alarm will be suspended from school for 10 days, fined, and prosecuted to the fullest extent of the law. Anyone with information involving these incidents should report it to the main office.

**Fighting**

Fighting is defined as any hostile physical altercation including pushing, shoving or wrestling.

**Harassment**

This may include but is not limited to threatening language or behavior, assault, inappropriate touching, intentionally impeding movement, continuing comments, gestures, or written communications of a suggestive or derogatory nature. (Including sexual harassment, see Appendix 5.)

**Hazing**

In accordance with Chapter 536 of the Acts of 1985, the practice of “hazing” is now a crime punishable by fine (up to \$1,000) and/or imprisonment (up to 100 days). Hazing, as defined by the statute, includes “...any conduct or method of initiation into a student organization...which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct will include whipping, beating, branding, exposure to weather, forced consumption of food, liquor, beverage, drugs...or any other brutal treatment or forced physical activity likely to adversely affect the physical health or safety of any such student or other person...” Hazing also includes subjecting a person to “mental stress, including extended deprivation of sleep or rest or causing extended isolation.” Those who organize or participate in “hazing” practices will be suspended from school immediately, and will be reported to the local police department for prosecution. (See Appendix 8.)

**Insubordination**

Failure to comply with directions of administration. Open and/or continued defiance. Obscene language directed at a staff member. Please note that if a student fails to give his/her name when requested by a staff member, this is considered to be insubordination.



### **Misconduct Outside of School**

Misconduct of a serious nature that has a direct relationship to the school may result in disciplinary action, even when the specific conduct does not take place on school property or at a school-related event.

### **Seniors, End of the Year Activities**

Seniors should be aware that if they are suspended during the final weeks of school or as a result of their behavior at any end of the year event, they may be prohibited from attending any or all of the end of the year events (the Prom, Community Service Day, Awards Ceremonies, Project Graduation and/or Graduation Exercises). Please note that this rule extends to underclassmen who are suspended and who intended to go to the prom as a date of a senior. A senior who is denied the privilege of participating in these end-of-the year activities shall not be refunded the price of tickets or cap and gown. If a student is denied the privilege of participating in graduation exercises his diploma will not be withheld, but will be awarded at a time specified by the Principal.

### **Stealing**

Theft of personal or school property, receiving stolen items or possession of stolen items. This includes unauthorized copying of computer software.

### **Threats**

This includes threats of violence or threats to damage property directed toward any member of the school community.

### **Under the Influence of...**

Use of alcohol or any illegal substance during the school day is a serious health and safety concern and will be treated accordingly. Students showing physical signs of being under the influence (slurred speech, blurry eyes, suspicious odor, or erratic behavior) of alcohol or any illegal substance will be escorted to the Administrative Office. If a student is suspected to be under the influence of alcohol or any illegal substance as described under **Alcohol and Illegal Drugs on the prior pages**, a school administrator may require the student to meet with the school nurse to better assess his/her immediate condition. If there is reasonable suspicion that a student is under the influence, he/ she will be subject to all search and seizure procedures as well as the disciplinary consequences outlined in Section IV of the handbook.

### **Vandalism**

Willful, malicious or careless actions leading to the destruction of, or damage to, school or personal property.

Any student who vandalizes a memorial on school grounds (e.g. the Gazebo, a Class Gift, etc.) will be subject to additional administrative action including full restitution and community service. The administration will consult the Memorial Committee for the cost of restitution and community service recommendations.

The administration reserves the right to discipline students who participate in off-campus activities that can reasonably be expected to result in retribution, causing vandalism, disruption and/or potentially dangerous situations at the high school.

**The Memorandum of Understanding** between the Chief of Police and Superintendent of Schools mandates that the school report the following incidents to the police department:

- a. possession, use, or distribution of alcohol by a student;
- b. possession, use, or distribution of an inhalant or any controlled substance, as defined in M.G.L. c.94C;
- c. any incident in which any individual is reasonably believed to be selling or distributing drugs or alcohol;
- d. any incident involving intentional assault or negligent behavior that results in personal injury;
- e. possession of a weapon, as defined in the school handbook;
- f. any incident involving domestic abuse, dating violence, or a violation of M.G.L. c. 209A order;
- g. any incident involving the serious physical or sexual abuse of a child (in addition to a report filed with the Department of Social Services);
- h. any incident involving an actual or suspected hate crime or violation of civil rights;
- i. any incident resulting in significant damage to municipal or private property;
- j. any bomb threat, fire, threatened or attempted fire setting, threatened or attempted use of an explosive device or hoax device;
- k. any creation or possession of a “hit list” of individuals targeted for violence or death;
- l. any threat, direct or indirect, against a student, school personnel or other school employee;
- m. any incident of “hazing”, involving a threatened or actual risk of physical or emotional harm to a student;
- n. any sexual assault, rape or incident of gender-based harassment.

## **TECHNOLOGY ACCESS AND RESPONSIBILITIES**

### **Smart phones, Computers, Internet, and Other Technology**

ABRHS recognizes that learning powered by technology can improve teaching and learning, personalize instruction, and equip students with 21st century skills. In order to achieve this mission, the district provides computers and a network infrastructure whose main purpose is educational. Class and course-related use will take priority and any non-educational use, even on personal computing devices, will be dependent on the availability of computers and network capacity. Students at ABRHS are responsible for understanding and abiding by a comprehensive set of guidelines for use of computers and network infrastructure found in the District approved Acceptable Use Policy (Appendix 11).

The following guidelines are designed to help you understand how to access the school’s technology, use it responsibly and abide by school guidelines regarding personal computing devices. Your cooperation and adherence to these guidelines and policies is a condition of continued access to the school’s technology resources.

Students may access computers and printers in the school library and counseling center;

A document storage folder is provided for all students. This folder is for school-related documents and projects. Storage of non-educational files in this location is not permitted and will be subject to removal.

In order to be compliant with the Children's Internet Protection Act, all student computers are subject to remote monitoring and Web filtering by authorized staff. The school also reserves the right to inspect all student documents;

Students who need to access a document or presentation for use in class are encouraged to use their district-issued email account. For larger projects, students can also use a CD or a USB drive.

In order to protect school equipment, food and drink are not permitted in the library or computer labs and must be kept away from computer equipment in other areas of the school.

### **Email**

All students are issued an email account to be used for the purpose of communicating with teachers, administrators, counselors, librarians, school staff members and peers. Students are responsible for checking their school email account daily. If a student does not have access to school computers during the school day and does not have the necessary technology to do so at home, he or she is responsible for notifying an administrator or counselor so that accommodations can be made.

It is important to note that Internet and email messages are public communications and not considered private. All electronic mail messages and other use of electronic resources by the students are property of Acton-Boxborough Regional School District and may be disclosed to law enforcement, where appropriate, without prior consent of the sender or the receiver. Additionally, use of this service must be in full compliance with the Acton Public Schools/Acton-Boxborough Regional School District Anti-Bullying Policy (see Appendix 11).

### **Personally-owned Equipment**

Personally-owned computer equipment, smart phones or peripherals may be used in common areas of the school, including student centers, cafeteria and the library provided their use does not distract the student or others from academic study. Students may not use personally owned equipment, smart phones or peripherals in academic classrooms without the specific permission of the teacher. Students bear responsibility for any damage, theft or loss of personal equipment brought into school.

### **Etiquette/Online Safety/Plagiarism**

- Students online communications are expected to avoid use of profane language and other offensive means of communication. Be mindful of your digital footprint, understanding that anyone may conduct online "searches" of you. Poor judgment could negatively impact future opportunities.
- Students should assume that all materials available on the Internet are protected by copyright. When using on-line resources (text, graphics, multi-media files, etc) for school papers or projects, students are required to cite sources. The format for online citations can be found in the *Simplified Guidelines for Writing a Research Paper*, which is distributed to students, posted on the ABRHS Library website, and is available for on-site use in the high school library and computer labs.
- Accessing the school's network or equipment to create, access, download, edit, view, store, send or print materials that are illegal, offensive, harassing, intimidating,

discriminatory, sexually explicit or graphic, pornographic, obscene or otherwise inconsistent with the values and general standards of the school is prohibited.

- Use of the school's computers or network to access any of the following types of web sites is prohibited:

1. Any site displaying sexually explicit or pornographic content of any kind
2. Any site containing on-line games including, but not limited to, gambling, lotteries, sweepstakes, and other games of chance
3. Any site promoting violence, hate, the use of controlled substances, or other illegal activities
4. Any site promoting a multi-level marketing, home based business or other money-making scheme, mass solicitations (colloquially known as "spam"), chain letters.

### **Accountability**

Violation of the District Acceptable Use Policy (Appendix 11) or any of these guidelines may result in the loss of computer privileges, disciplinary action, and/or legal consequences. Specifically, the Acton-Boxborough Regional School District reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension or expulsion, for violations of this policy. The district will advise appropriate law enforcement agencies of illegal activities conducted through the district's Internet service, cooperating fully with local, state, and/or federal officials in any investigation related to illegal activities conducted through the service.

Simply put, access is a privilege subject to regulation, not an absolute right. **Access necessitates responsibility.**

## **SECTION V ADDITIONAL INFORMATION**

### **Change of Address and Other Pertinent Information**

You must contact the Counseling Department immediately for any change in address or custody/guardianship. For changes to other contact information, please update the Emergency Information section of the PowerSchool Parent Portal (see PowerSchool Access).

### **CORI (Criminal Offender Record Information) Checks**

The law requires schools to obtain all available criminal offender record information about any and all volunteers and employees, including all students 18 years and older, who “may have direct and unmonitored contact with pupils” under the schools’ supervision. Forms are available in the Administrative Office.

### **Driver’s Education**

The big advantage to taking driver’s education is that a student is allowed to obtain his/her license at age 16 1/2 instead of 17. Of course, to obtain the license early, a student must fill out several forms, make duplicates of each, and send them to the Registry of Motor Vehicles.

Most students take Driver’s Education. Driver’s Education is offered by Acton Boxborough Community Education, and a student must be 15 years and 9 months old to sign up. Driver’s Education first consists of 30 hours of classroom instruction. Then, after receiving a permit (at age 16), the student has 12 hours of actual driving with an instructor and 6 hours of “observation,” that is, watching another student drive around. Driver’s Education is also offered by private companies. After completion of a Driver’s Education program, application can then be made for the license at the Registry of Motor Vehicles. Changes in Driver’s Education requirements are subject to changes in state law.

### **Guests**

On certain occasions, it is appropriate to have a guest at school. In order to have a guest during the academic day, students must obtain permission in advance from an administrator. Students should pick up the Visitors Procedures Form from their Dean. This must be completed and approved in advance. If approved, guests must sign in at the Main Office and wear a visitor’s pass while in the building. Students are not to bring guests during testing periods or any day prior to a holiday or vacation.

### **No School**

In case of a school closing or delayed opening, we will initiate a ConnectEd call generally by 6AM. In addition, major radio and television stations will be notified for “no school” and “delayed opening” announcements. Information will be posted on our website, as soon as possible.

### **Residency**

Students are required to live in Acton or Boxborough in order to attend ABRHS. Exceptions are made through School Choice, homelessness, and special circumstance as approved by the Principal and the School Committee. All students are expected to maintain accurate home address information through the registrar.

### **Social Security Applications**

Most employers require that employees have social security cards when reporting for work. An application for a social security number may be made to Social Security Administration, 10 Kearney Square, Lowell, MA. Application cards may be obtained from the Counseling Department.

### **Soliciting From the Staff**

Requests to staff members for donations of food and money as well as the purchase of tickets and chances by representatives of the various classes, teams, and outside organizations shall be made by the organization's president, secretary, or authorized representative to the Teachers' Association President, or to the Principal. Students are not to solicit donations directly from teachers or other school department employees. This includes fundraising for the school or any related activities.

### **Withdrawing from School**

If you decide to leave school, either for work or any other reason, you must get a withdrawal form from the Administrative Office. This must be signed by the Principal, your counselor, all of your teachers, the nurse, the librarian, and returned to the Administrative Office. All books must be returned to your teachers. Any student withdrawing from school must be at least 16 years old and have written permission from parents if under 18 years old.

### **Work Permits**

Under Massachusetts law a certificate showing the applicant's age and education is required for employment of a person under age 18. Work permits may be obtained from the Counseling Department.

## **APPENDIX 1**

### **ACTON-BOXBOROUGH REGIONAL SCHOOLS** **EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL**

#### **PREAMBLE**

This agreement, among students, their parents or guardians and the Acton-Boxborough Regional Schools, is designed to serve several purposes. It is intended to influence students to make wise and legally sound decisions. It is also designed:

- To help ensure the physical and mental health of students.
- To enable student athletes and leaders to set an example of responsible behavior.
- To promote zero-tolerance of under-age (21 years) drinking, as defined by **federal and state laws**, as well as of the use of illegal and harmful chemical substances among our youth.
- To bind the community together in support of its students.

This agreement was first developed by the Massachusetts Interscholastic Athletic Association (MIAA), and was created pursuant to the rules of the MIAA. Our high school and junior high school membership in this association allows our athletic teams to compete in the Dual-County League. To maintain membership, we must adhere to and enforce the MIAA policy.

#### **RULE**

During the school year or from the first day of practice, if earlier, a student shall not, regardless of the quantity, use or consume\*, possess, buy, sell or give away any beverage containing alcohol\*\*, any tobacco product, marijuana, steroids or any controlled substance as defined under Mass. General Laws, Ch. 90D, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like, sometimes referred to as "huffing." This policy includes products such as "NA or near beer" and e-cigarettes.

\*It is in a student's best interest to take a breathalyzer to show proof that the student has not consumed or used a controlled substance. Refusing to take a breathalyzer when presented with the opportunity to do so could or may impact the school's investigation of an incident.

\*\*The use of wine or an alcoholic beverage for religious observances does not violate this agreement.

#### **PENALTIES**

##### **FIRST VIOLATION**

When the coach and/or athletic director and/or school administration find that a student has violated the above rule, the student shall lose eligibility to participate in his or her particular athletic activity. The student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the

student, these penalties will be determined by the season during which the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating 25% of the interscholastic contests in that season. Parents(s)/guardians(s) and counselors will be notified of such finding and the resulting action as soon as possible.

A student charged with violation of the above rule will first be given the opportunity to be heard and to present evidence in his or her defense before a finding for or against a student is made.



## **ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL**

A student may appeal a finding against him or her by following the procedure outlined in Section III of the ABRHS Student Handbook.

### **LEADERSHIP RULE**

If a student is serving in a leadership position at ABRHS at the time of a violation, the student will be immediately removed from that position for the remainder of the term of service. If that student would like to be eligible for a future leadership position at any time during his/her high school career, he/she must receive permission from the principal prior to the election or nomination. The principal (or his/her designee) will schedule a hearing to determine eligibility. During the hearing, the student will need to explain what he/she has learned from the experience, how he/she will prevent other students from engaging in this behavior, and why despite the infraction he/she should still be considered. In making the decision, the principal (or his/her designee) will consider the nature of the violation, the overall discipline record, reports from other school personnel, and the student's level of reflection. No student who has been in violation of the chemical health agreement may enter an election or nomination process without explicit, written permission of the principal.

### **SECOND AND SUBSEQUENT VIOLATIONS**

If a student is found to have violated the above rule a second or subsequent time, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season during which the violation occurs. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating 60% of the interscholastic contest in that season. Parents(s)/guardian(s), counselors and the ABRHS Student Assistance Team will be notified of such finding as soon as possible.

Upon the finding of a second or subsequent violation, the student may of his/her own volition become a participant in an approved chemical dependency program or treatment program. The student may be certified for reinstatement in MIAA activities after a minimum of 40% of the interscholastic contests in that sport. The director or a counselor of a chemical dependency treatment center must issue such certification. Such a program and certification must be confirmed and approved by the ABRHS Student Assistance Team. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating the 40% of the interscholastic contest in that season. Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the students next season of actual participation, which may affect the eligibility status of the student during the next academic year.

It is recommended that the student be allowed to remain at practice.

The first time a student athlete signs this agreement, he or she is considered to be bound by the agreement for his or her entire athletic career at the Acton-Boxborough Regional School System. However, each year the student athlete and parent must sign the agreement as reaffirmation of acceptance of the terms of the agreement.

**ACTON-BOXBOROUGH REGIONAL SCHOOLS  
EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL**

This agreement is reviewed yearly by the Local Alcohol and Drug Abuse Task Force of the Acton-Boxborough Regional Schools. A copy of the agreement can be obtained from the principal's office of the Acton-Boxborough Regional High School or the R.J. Grey Junior High School.

**SIGNATURES**

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences for my failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - ATHLETICS SENIOR HIGH SCHOOL.

---

Date

Student's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences for my child's failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL. I further certify that I am the legal guardian of the above-named student and that I am a legal resident of the Town of

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Date  
Signature

Parent or Guardian's

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL - and I understand its provisions, terms and

consequences. By signing my name below I agree to support this student in her/his effort to understand and comply with this agreement.

\_\_\_\_\_  
Date

Captain's Signature

\_\_\_\_\_  
Date

Coach's Signature

Reviewed by School Committee June 15, 1995, Revised June 6, 1996; March 24, 1997;  
February 1999; February 2000; June 2005

**APPENDIX 2**  
**ACTON-BOXBOROUGH REGIONAL SCHOOLS**  
**EXTRACURRICULAR AGREEMENT - Senior High**  
**To be Used For Any School-Sponsored Activity \***

**TO THE STUDENT:**

This agreement between you, your parent(s)/guardian(s), and the Acton-Boxborough Regional Schools is designed to serve several purposes. It is intended to influence students to make wise and legally sound decisions. It is designed:

- To help ensure the physical and mental health of students;
- To enable participating students and student leaders to set an example of responsible behavior;
- To promote zero-tolerance of under-age (21 years) drinking, as well as the use of illegal and harmful chemical substances among our youth;
- To bind the community together in support of its students' health.

**RULE**

During the school year, or from the first meeting of an extra-curricular activity, a student involved in this activity shall not, regardless of quantity, use or consume\*\*, possess, buy, sell or give away any beverage containing alcohol\*\*\*, marijuana, steroids or any controlled substance as defined under Mass. General Laws, Ch. 90D, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like, sometimes referred to as "huffing". This policy includes products such as a "NA or near bear" and e-cigarettes. Students using tobacco products within 100 feet of the school property (as described by Mass. General Laws, Ch. 71 Section 2A and 37H) will be subject to penalties

of this agreement. Smoking or any use of tobacco products is also prohibited during all school activities off school property.

\* Students involved in athletics should see "Extracurricular Agreement – Athletics."

\*\* It is in a student's best interest to take a breathalyzer to show proof that the student has not consumed or used a controlled substance. Refusing to take a breathalyzer when presented with the opportunity to do so could or may impact the school's investigation of an incident.

\*\*\* The use of wine or an alcoholic beverage for religious observances does not violate this agreement.

## **CONSEQUENCES**

### **FIRST VIOLATION:**

When the extra-curricular activity's advisor or director and the school administration find that a student has violated the above rule, the student shall lose eligibility to participate in any and all activities for a period of two weeks. Activity advisors, parent(s)/guardians(s), counselors and the Acton-Boxborough Regional High School Student Assistance Team will be notified of such finding and the resulting action as soon as possible

### **LEADERSHIP RULE**

If a student is serving in a leadership position at ABRHS at the time of a violation, the student will be immediately removed from that position for the remainder of the term of service. If that student would like to be eligible for a future leadership position at any time during his/her high school career, he/she must receive permission from the principal prior to the election or nomination. The principal (or his/her designee) will schedule a hearing to determine eligibility. During the hearing, the student will need to explain what he/she has learned from the experience, how he/she will prevent other students from engaging in this behavior, and why despite the infraction he/she should still be considered. In making the decision, the principal (or his/her designee) will consider the nature of the violation, the overall discipline record, reports from other school personnel, and the student's level of reflection. No student who has been in violation of the chemical health agreement may enter an election or nomination process without explicit, written permission of the principal.

### **SECOND AND SUBSEQUENT VIOLATIONS:**

When the advisor or director and school administration confirm that a second or subsequent violation has occurred, and following an opportunity for the student to be heard, the student shall lose eligibility to participate in all extra-curricular activities for the next twelve (12) weeks. Parent(s)/guardian(s), counselor and the Acton-Boxborough Regional High School Student Assistance Team will be notified as soon as possible.

If the student, on her/his own volition, becomes a participant in an approved chemical dependency treatment program, the student may be certified for reinstatement in her/his extra-curricular activities after a minimum period of six (6) weeks. Such a program must be recommended and approved and the subsequent certification confirmed by the Student Assistance Team.

Consequences shall be cumulative only during one academic year. A period of consequences will extend into the next academic year if the consequences are not met during the current school year.

It is recommended that a student involved in Proscenium Circus, Band, and Academic Teams be allowed to attend rehearsals or practices in a non-participatory fashion while he/she is meeting the consequences of his/her violation.

The first time a student signs this agreement, he/she is considered to be bound by the agreement for the rest of his/her involvement in the extra-curricular activities offered in the Acton-Boxborough Regional School system. However, each year the student, parent, and activity advisor must sign the agreement as reaffirmation of acceptance of the terms of the agreement.

**This agreement is reviewed yearly by the Local Alcohol and Drug Abuse Task Force of the Acton-Boxborough Regional Schools. A copy of the agreement can be obtained from the principal's office of the Acton-Boxborough Regional High School.**

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT  
SENIOR HIGH EXTRA CURRICULAR AGREEMENT**

**SIGNATURES**

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS' EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL - and I understand its provisions, terms and consequences for my failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL.

Date

Student's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL- and I understand its provisions, terms and consequences for my child's failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL. I further certify that I am legal guardian of the above-named student and that I am a legal resident of the Town of

Date

Parent or Guardian's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL- and I understand its provisions, terms and consequences. By signing my name below I agree to support this student in her/his effort to understand and comply with this agreement.

Date

Faculty Advisor/Director

Reviewed by School Committee June 6, 1996. March 24, 1997; February. 1999; February 2000.

**APPENDIX 3**  
**MASS GENERAL LAWS CHAPTER 71, SEC. 37 H**  
**SCHOOL POLICIES AND DISCIPLINE**  
**(INCLUDING REGULATIONS ON STUDENT HANDBOOKS, WEAPONS,**  
**SMOKING, EXPULSION)**

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

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

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

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

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Mass. General Laws Chapter 71, Section 37H, as amended by Section 36 of Chapter 71 of the Acts of 1993 (the Education Reform Act), and further amended by Section 1 of Chapter 380 of the Acts of 1993.

**APPENDIX 4**  
**MASS GENERAL LAWS CHAPTER 71, SEC. 37 H 1/2**  
**FELONY COMPLAINT OR CONVICTION OF STUDENT; SUSPENSION;**  
**EXPULSION; RIGHT TO APPEAL Section 37H1/2. Notwithstanding the**  
**provisions of section eighty-four and sections sixteen and seventeen of**  
**chapter seventy-six:**

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

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

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

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later



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

**APPENDIX 5**  
**Combining Files: ACAB, JBA, GBA**

## **PROHIBITION OF HARASSMENT**

### **APPENDIX 6** **SEXUAL HARASSMENT**

The school district is committed to providing an educational environment that is free of sexual harassment. Sexual harassment compromises professional relationships and undermines the quality of the education environment. Sexual harassment is completely unacceptable and will not be tolerated in any form in the school systems.

The condoning of sexual harassment or the retaliation against an individual because he or she complains of sexual harassment or because he or she assists in the investigation of a complaint of sexual harassment is also prohibited.

#### **A. Sexual Harassment**

Employees, volunteers, contractors and students are prohibited from making unwelcome sexual advances or requests for sexual favors and from engaging in any other verbal or physical conduct of a sexual nature when those advances, requests or conduct have a purpose or effect of unreasonably interfering with the education of a student or the working environment of any employee of the school by creating an intimidating, hostile, humiliating or sexually offensive educational or working environment. Prohibited behaviors include, but are not limited to, leering, pinching, grabbing, suggestive verbal comments, off-color jokes, and pressure for sexual activity.

#### **B. Sexual Conduct Toward Students**

It is also a violation of the school district policy for any school employee, volunteer or contractor to make any sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature toward a student, whether or not unwelcome.

It is the policy of the School Committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. These steps or procedures are designed to correct, remedy and discipline violations of the policy.

### **COMPLAINT AND INVESTIGATION PROCEDURES**

If any student, employee, volunteer or contractor believes that he/she has been subjected to any form of sexual harassment, the individual should report the incident as promptly as possible (but no later than six months from the time of the incident.) A student should report the matter to a teacher or administrator with whom the student feels comfortable. An employee or volunteer should report the matter to the immediate supervisor or another administrator. A contractor should report to an administrator. The report should be written down immediately.

A complaint of sexual harassment by a student, or by a parent on the student's behalf, may also be made to any counselor or teacher. The report should be in writing. A counselor or teacher who receives such a complaint will notify the appropriate administrator to initiate an investigation.

At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. Either party may discuss the issue directly with the Superintendent.

The Title 9/622 Coordinator or Superintendent's designee will thereafter investigate the complaint and present findings to the Superintendent and the complainant within 15 days of receipt of the written complaint.

If the complainant is not satisfied with the response, he/she may submit a written appeal to the Superintendent within five days. The appeal should contain the specific reason why the complainant is dissatisfied with the response. The nature of the complaint, the parties involved, and the relief sought should also be delineated in the appeal. The Superintendent will consider the appeal and respond to the complainant after receipt of the appeal, normally within 15 days of receipt.

#### DISCIPLINARY ACTION

Any employee, volunteer, contractor or student found to have engaged in any form of sexual harassment will be subject to disciplinary action. In the case of a student, disciplinary action may include suspension and/or exclusion from school. In the case of an employee, disciplinary action may include suspension and/or dismissal. In the case of a volunteer or contractor, his/her services may be terminated.

Victims of sexual harassment are encouraged to find relief and closure through counseling service provided by the school district. Individuals who have been found to have engaged in sexual harassment may be required to seek counseling and provide documentation of involvement in a therapeutic intervention program as part of the disciplinary action.

### **APPENDIX 7** **SEX EDUCATION PARENT NOTIFICATION POLICY**

Pursuant to Chapter 291 of the General Laws of Massachusetts, the School Committees direct the Superintendent to ensure timely parental/guardian notification of any curriculum used in the Acton-Boxborough Regional Schools which primarily involves human sexuality issues or human sexual education.

This policy allows parents/guardians the flexibility to exempt their children from any portion or completely from the curriculum being offered. The Committees want to encourage the flow of information while recognizing the rights of parents.

The following courses may contain human sexuality issues or human sexual education:

Fundamentals of Science	
Senior Seminar	Anatomy and Physiology
Health/Fitness	Bioethics
Biology	Advanced Placement Biology

Parents with questions should contact the school nurse or Health Education Coordinator in order to review the material.

## **SEX EDUCATION**

### **PARENT NOTIFICATION PROCEDURES**

1. Central Office/Principals will notify parents in writing, through newsletters and posting, in advance, so that parents may review the materials that will be used. Parents should call the school nurse or Health Education Director in order to review the material.
2. Parents must write a letter to their child's Principal exempting them from participation.
3. No child exempted shall be penalized.
4. The school will determine which alternative experience will be offered.
5. Any appeal of decisions made should follow the Acton and Acton-Boxborough appeals process.

### **C.269, S.17.Crime of Hazing: Definition: Penalty**

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or any other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage or drug or other substance, or an other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1995, c.536; amended by St. 1987, c.665.

### **C. 269, S.18. Duty to Report Hazing**

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement Official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St.1985.c.536, amended by St.1987, c.665.

### **C.269.5.19, Hazing Statutes to Be Provided: Statement of Compliance and Discipline Policy Required**

Each institution of secondary education and each public and private institution of post secondary 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 regents of higher education and in the case of secondary schools, 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 regents 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. Added by St. 1995, c.536; amended by St. 1987. c.665.

**APPENDIX 9**  
**ACADEMIC INTEGRITY PROCEDURE**

*Academic integrity is integral to a successful academic experience and important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of an intellectual community and depreciates the achievements of the entire educational community. \**

In accordance with our mission statement, the Acton-Boxborough Regional High School believes in the academic, social, and ethical well being of our students. We expect our students to submit original work and to document sources appropriately. Attempted academic dishonesty, even if unsuccessful, will be treated as an academic infraction. While most students do adhere to the ethical practices discussed herein, the following procedure was developed in an effort to foster, teach, and encourage appropriate ethical behavior for all students.

### **I. Definitions of Academic Integrity Infractions**

A. **Cheating:** An act or attempted act by which a student deceives, acts dishonestly, or misrepresents work that he/she has produced on an academic exercise; or attempts to, or assists another to misrepresent his/her work.

Cheating *includes but is not limited to* the following examples:

1. Providing or receiving information about all or part of an exam, including answers (e.g., telling or texting someone in a subsequent period what was on your exam, or being told this information);
2. Copying from others;
3. Collaborating on a test, quiz, homework assignment, or project with others without authorization;
4. Using unauthorized materials to complete an exam or assignment;
5. Programming of notes, formulas, or other aids into a programmable calculator, electronic dictionary, or other electronic device without prior authorization;
6. Using a communication device such as a cell phone, pager, PDA, or electronic translator to obtain or share unauthorized information before, during, or after an exam;
7. Using online resources such as websites or e-mail while completing an online exam or in-class writing assignment without the permission of the teacher;
8. Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own;
9. Taking an exam for another student or permitting someone else to take a test for you;
10. Allowing others to do research, writing, or completion of an assignment; e.g.,
  - a. Using the services of a commercial term paper company,
  - b. Using the services of another person (family member, tutor, content expert, native speaker, etc.) inappropriately, without acknowledgement;

11. Submitting substantial portions of the same academic work for credit in more than one course without consulting the second teacher;
12. Using invented information or the falsification of research or other findings;
13. Submitting a paper or other academic exercise of false or fictitious data, or deliberately and knowingly distorting the true nature, origin, or function of such data;
14. Changing, altering, or being an accessory to the changing, or altering of a grade or an answer on a graded test or assignment;

*\*College Student Development and Counseling Program Handbook. MA: Northeastern University Bouve College of Health Sciences, 2013.*

15. Copying and pasting text from any internet source or copying from any non-internet source without proper attribution/citation/documentation;
16. Omission of a Work(s) Cited entry when citing any outside source;
17. Gaining or providing unauthorized access to examination materials.

B. **Plagiarism:** The inclusion of another's words, ideas, data, or artistic productions as one's own work. This covers unpublished as well as published sources.

Plagiarism includes but is not limited to the following examples:

1. Quoting another person's words, sentences, paragraphs, or entire work without acknowledgment of the source;
2. Utilizing another person's ideas, opinions, theory, or structure without acknowledgment of the source;
3. Using resources on a task that is to be completed without resources;
4. Listing sources in a bibliography not used in the academic exercise;
5. Submitting as your own any academic exercises prepared totally or in part by another, when collaboration is permitted; (The acceptable terms of the collaboration and expectations for each student in the collaborative group will be determined by the teacher.)

## II. **ACADEMIC INTEGRITY POLICY**

Teachers are expected to report all Academic Integrity infractions to their Department Leader and the appropriate Dean so that appropriate follow up may be done. ABRHS is piloting this method of capturing Academic Integrity infraction data for consistency in reporting and consequences for infractions.

A. After the teacher speaks with the student, consults with the department leader, and contacts home, the range of consequences may include:

- A verbal warning to the student and a written warning from Dean;
- A grade reduction on the assignment or assessment; a written warning or violation form submitted to the Dean (teacher will notify parent/guardian);
- A grade of zero (0) for the assignment or assessment with no opportunity to make up the work in any way, including extra credit



work; a violation form submitted to the Dean; teacher will notify parent/guardian;

- Student may forfeit membership to the National Honor Society.

### III. STEPS FOR STUDENTS TO SUBMIT AN APPEAL

- A. If a student denies the charge or questions the consequence(s) of the Academic Integrity infraction, the student may request an appeal with the Administration. The due process rights of students will be ensured.
- B. The student must follow the steps below:
  1. The student must complete a letter of appeal explaining the circumstances surrounding the infraction/ incident.
  2. The student must submit the appeal form to the Associate Principal within two (2) weeks of receiving an infraction notification. **If the student chooses not to submit a written letter of appeal within two (2) weeks, the student forfeits the opportunity to appeal.**
  3. After the appeal is reviewed by the Associate Principal, the student will be called to meet. The student may be accompanied by parent/guardian or school counselor.
  4. After the hearing, the Associate Principal will determine if the conduct warrants an infraction, and if the infraction requires the filing of a warning or a violation. If the Associate Principal finds in the favor of the student, the infraction will be removed from the file, and there will be no record of the infraction on the student's temporary record.
  5. The decision of the Associate Principal may be appealed to the Principal within five (5) school days.

### **APPENDIX 10**

### **JICFB File: JICFB**

## **BULLYING PREVENTION AND INTERVENTION POLICY**

*The Acton-Boxborough Regional School District (hereinafter referred to as “The District”) recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District expects that all members of the school community will treat each other in a civil manner with respect for differences and strives to provide and maintain safe and supportive learning and working environment for all students and employees. The District will not tolerate any unlawful or disruptive behavior that causes physical or emotional harm and absolutely prohibits bullying, cyber-bullying and retaliation. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians and students, including conduct between/among all parties.*

*M.G.L. c. 71, § 37O protects students from student-on-student and staff-on-student bullying, cyber-bullying and retaliation. In accordance with this state law, bullying and cyber-bullying of the district’s students are prohibited:*

- (i) 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 the school district; or through the use of technology or an electronic device owned, leased or used by the school district and*
- (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.*

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

*M.G.L. c. 71, § 37O defines bullying as “the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:*

- (i) causes physical or emotional harm to the victim or damage to the victim’s property;*
- (ii) places the victim in reasonable fear of harm to himself or of damage to his property;*
- (iii) creates a hostile environment at school for the victim;*
- (iv) infringes on the rights of the victim at school; or*

- (v) *materially and substantially disrupts the education process or the orderly operation of a school.”*

*Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.*

*Cyber-bullying, as defined in M.G.L. c.71, s. 37O is “bullying through the use of technology or any electronic communication, which shall include, but 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 also includes:*

- (i) *the creation of a web page or blog in which the creator assumes the identity of another person;*
- (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 above in clauses (i) to (v), inclusive, of the definition of bullying; and*
- (iii) *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 above in clauses (i) to (v), inclusive, of the definition of bullying.”*

*Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.*

#### *Reporting Potential Bullying or Retaliation:*

*A culture of openness is considered the most effective means for countering bullying behavior. It is the responsibility of each member of the school community: students, staff and parents to report instances of bullying or retaliation, with the understanding that such reports will be listened to and taken seriously.*

- a. *Any school staff employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying or retaliation shall immediately report it to the principal or designee. This includes bullying of a student by another student or by a staff member.*
- b. *Oral reports made by or to a staff member shall be recorded in writing.*
- c. *The District will make a variety of reporting resources available to the school and home community including, but not limited to, an incident reporting*

*form, a voice mailbox, a dedicated mailing address and an email address. Reports of bullying and/or retaliation, reported by students, parents or guardians, or other non-school staff, may be made anonymously but no disciplinary action will be taken against an alleged aggressor solely on the basis of these anonymous reports.*

- d. *Reports by school staff, parents or guardians and others generally should be made to the principal or designee. However, if the principal is the alleged aggressor, the report should be made to the Superintendent. In such circumstances, the Superintendent or designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target. If the Superintendent is the alleged aggressor, the report should be made to the School Committee, which shall then be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target.*

#### *Responding to Potential Bullying or Retaliation by A Student:*

*Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Principal or designee will take steps to promote safety during the course of and after the investigation, as necessary for all parties involved.*

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

#### *1. Investigative Procedures for Potential Bullying or Retaliation:*

*Each school is required to investigate in a timely manner and determine whether or not bullying or retaliation has occurred. This requires a determination as to the nature of the incident (bullying v. peer conflict). Once determined, outreach to the target and family shall occur concurrently with a commitment to addressing the needs of the target, identifying and educating bystanders, and providing formative/educational consequences for aggressors.*

*Steps to be taken should include:*

- a. *Determine the nature, chronicity, and severity of the presenting situation.*

- b. *Identify aggressor(s), target(s), and bystanders*
- c. *Provide a safety and comfort plan for the target(s).*
- d. *Identify whether or not the bullying has occurred on or off campus.*
- e. *Immediately remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.*
- f. *Have conversations with all parties.*
- g. *Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.*
- h. *Establish a timetable for following up with parents, especially parents of target(s).*
- i. *Collection and documentation of data.*

*Non-Classroom Supervision:*

*Each school must supervise non-classroom areas. The review and exchange of information regarding non-classroom areas are important to:*

- a. *Determine “hot spots” that bullying and/or retaliation may more likely occur.*
  - b. *Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger students.*
  - c. *Consider adult density in “hot spots” if necessary.*
- 2. Consequences from Findings:*

*Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the District use a range of responses that balance the need for accountability with the need to teach appropriate behavior M.G.L. c. 71 § 370(d)(v). Skill building approaches include offering individualized skill-building sessions based on our District’s anti-bullying curricula, providing relevant educational activities for individual students or groups of students, in consultation with our counselors and psychologists, implementing a range of academic and non-academic positive behavioral support to help students understand pro-social ways to achieve their goals, meeting with parents and guardians to engage parent support and to reinforce the anti-bullying curricula and social skills building activities at home, adopting behavioral plans to include a focus on developing specific social skills, and making a referral for evaluation.*

*If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance the Plan and with the school’s or district’s code of conduct.*

*The federal Individuals with Disabilities Education Act (IDEA) and Section 504, which should be read in cooperation with the State laws regarding student*

*discipline, govern discipline procedures for eligible students with disabilities protected by these laws.*

*If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, the student may be subject to disciplinary action.*

*Consequences for bullying or retaliation should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences may be disagreeable or uncomfortable but should not involve revenge or hostile punishment.*

*Consequences should consider these specific issues:*

- a. *Nature, severity, and chronicity of the behavioral impact on the target*
- b. *Degree of physical, psychological, social harm on the target*
- c. *Student's age, development and degree of maturity*
- d. *Surrounding circumstances and context in which the incident(s) occurred*
- e. *Prior disciplinary history and continuing patterns of behavior*
- f. *Relationship between and among the parties involved*
- g. *Context in which the alleged incident(s) occurred*
- h. *The need to balance accountability with the teaching of appropriate behavior.*

*The appropriate range of consequences, subject to due process where appropriate, is as follows:*

- a. *Verbal reprimand*
- b. *Temporary removal from the classroom*
- c. *Loss of privileges, including before and after school activities*
- d. *Time-out*
- e. *Notice to parent*
- f. *Supervised break times*
- g. *Detention*
- h. *In-school suspension*
- i. *Out-of-school suspension*
- j. *Reassignment of seats in lunch, bus, class, etc.*
- k. *Reassignment of classes*
- l. *Referral to an outside agency*
- m. *Reassignment to another school or another mode of transportation*
- n. *Expulsion*
- o. *Report to law enforcement*

*In addition, formative activities will be given, which may include:*

- a. *Reparation to the target (recognizing that direct apology may be contraindicated)*
- b. *Completion of curricular based assignment(s)*
- c. *Meeting with Civil Rights Coordinator*
- d. *Completion of community service designed to help the aggressor understand and respect differences; written report required by the aggressor*
- e. *Therapeutic support for both aggressor and targets*

### 3. Notification Obligations:

*Notice to another school or district: If an incident of bullying or retaliation involves students from more than one school district, commonwealth charter school, or non-public school, a school administrator shall promptly notify the appropriate administrator of the other school or district so that both may take appropriate action.*

*Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations of 603 CMR 49.00, including 49.05 paragraph 4:*

*“A principal's notification to a parent about an incident or a report of bullying or retaliation must comply with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.”*

*The Principal or designees will notify the parents/guardians of the acts the District has taken to prevent further acts of bullying and retaliation through consequences and formative activities, as discussed above. Moreover, the school will notify the parents/guardians about the range of services, including, but not limited to, counseling (guidance, adjustment counseling, school psychology intervention) both individually and in group, social groups (social skills building, social pragmatic groups), friendship groups, discussion groups, role-playing groups, etc. that are specifically designed to address issues of bullying and retaliation. These individual and group interventions are designed to teach generalization skills. Staff will be given time to regularly communicate and collaborate with each other to ensure consistent reinforcement of a student's specific skills, adjust the school environment to meet that student's needs, and be notified to prevent any further acts of bullying and retaliation. Specialists will consult with staff to help students becoming targets and/or aggressors. These acts will be discussed openly with the parents/guardians to establish a trusting relationship between home and school.*

*Notice to law enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the student aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirement of 603 CMR 49.00.*

*In making these determinations, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the*

*school resource officer and the Superintendent or designee. At all times, schools will remain sensitive to the confidentiality of all parties, but may not be able to preserve fully the confidential nature of the allegation.*

#### *Responding to Allegations of Bullying by School Staff*

*Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.*

*A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.*

*Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.*

*In the event a designated school official determines that the staff member has engaged in bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.*

*In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.*



*School-wide Bullying Prevention and Intervention Program*

*All Acton-Boxborough Regional Schools will include a bullying prevention and intervention plan that is proactive and educational, in keeping with the guidelines published by the Department of Elementary and Secondary Education. The district is committed to supporting each school in their adoption of a school-wide bullying prevention and intervention program by providing the necessary funding, training and staff time. Each school is directed to develop or adopt a research based bullying prevention curriculum that includes the major components listed in the Bullying Prevention and Intervention procedures. Additionally, bullying prevention and intervention will include a team approach for the systematic tracking, monitoring and evaluation of the school based Bullying Prevention program with special emphasis on analyzing incidents for systemic intervention at the school building level and the school system at large.*

*Each Team will:*

- *Consist of members appointed by the principal including but not limited to the following constituents: Building Principal or Assistant Principal, Teacher representative(s), Counselor/Psychologist/Special Educator.*
- *Additional collaboration from Pupil Services administration and/or School Nurse.*
- *Meet a minimum of two times during the school year.*
- *By the beginning of the school year:*
  - *Distribute Policy and procedures to all students, parents, faculty and staff (student handbook, annual written notice, website, employee handbook, etc.)*
  - *Notify the Superintendent of Schools in writing of their school's compliance with this Policy and submit a copy of the bullying prevention and intervention procedures adopted for each school.*
- *Yearly, monitor and review the effectiveness of the Bullying Prevention and Intervention Procedures.*
- *By June of each year, provide a brief annual summary to the Superintendent of Schools regarding the implementation of the Bullying Prevention and Intervention Policy with recommendations for building based enhancements/improvements.*

*The Superintendent or designated representative has operational responsibility for the District's implementation of the Bullying Prevention and Intervention Policy.*

*See Procedures at JICFB-R*

**File: JBA, ADA**

**CROSS REFS.: AC, Nondiscrimination**

**ACAB, Sexual Harassment**

**JICFA-E, Hazing**

***Revised: 12/2/10***  
***Approved: 4/30/15***

**APPENDIX 11**

Acton-Boxborough Regional School District  
16 Charter Road  
Acton, MA 01720  
Telephone: 978-264-4700

**Bullying Prevention and Intervention Plan**  
Acton-Boxborough Regional School District

December 2, 2010  
Approved March 18, 2011  
Updated August 2014 and March 2015

In June 2008, the Acton-Boxborough Regional School District established a Bullying Prevention and Intervention Task Force, including parents, guardians, teachers, administrators, counselors, and law enforcement. As a committee, our goal was to ensure ownership for our Bullying Prevention and Intervention Plan, reflecting a safe environment built on respect for differences and comprehensive in scope. The Acton-Boxborough Regional School District's Bullying Prevention and Intervention Plan applies to students and school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. This document is posted on the Acton-Boxborough Regional Schools website and was distributed to community partners for public access. The Acton-Boxborough Regional School District Bullying Prevention and Intervention Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. 71, § 15

File: JICFB-R

*Acton-Boxborough Regional School District*  
BULLYING PREVENTION AND INTERVENTION PLAN

**Statement of Purpose:**

The school district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Acton-Boxborough Regional School District is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of the District's comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

Leadership at all levels will play a critical role in the development and implementation of the Bullying Prevention and Intervention Plan (“Plan”) in the context of the District, school and community efforts to promote a positive environment (wellness, safety initiatives, demographic study, etc.), through public involvement in developing the Plan, assessing needs and resources, and planning and oversight.

The Plan was developed in consultation and collaboration with teachers, school staff, professional support staff, administrators, community representatives, including parents and/or guardians, and local law enforcement agencies. A task force was developed which represented a wide variety of positions to make our plan representative of all constituencies. The task force provided public notice and a public comment period before adopting the policy voted on by the School Committee.

This Plan was part of the District’s blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of our other initiatives listed above. School leaders, with input from home and school, assessed the adequacy of current programs, reviewed current policies and procedures, reviewed available data on bullying and other behavioral incidents, and assessed available resources (and funding) for curricula options, training programs, and behavioral health services. As part of this review, we have set priorities for the review of School Committee policies and subsequent procedures that affect these initiatives that promote a safe environment. Extensive collaboration is done with our community law enforcement agency.

Consequently, this Plan is a comprehensive approach to addressing bullying and cyber bullying, and the District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence.

Major components include:

- Development of a community culture that publicly communicates that bullying is unacceptable in any form.
- Commitment to creating a safe and supportive environment for vulnerable populations in the school community.
- Commitment to a pro-social, research-based curriculum and/or program that promotes positive peer relations.
- Commitment to addressing the needs of the target concurrently with the on-going investigation and response to the bully.
- Annual discussion of the Bullying Prevention and Intervention Plan with students (no later than October 1st of each year).
- Adequate supervision of students to address bullying prevention and intervention.
- Ongoing training and support of teachers and school staff in the use of proactive and effective strategies for responding to bullying and supporting bystanders and targets.
- Systematic review of the overall bullying prevention and intervention approaches used by the school.

As required by M.G.L. c. 71, § 370, this Plan was initially developed with various constituencies; Acton and Acton-Boxborough administrators, faculty and staff, interested community representatives, students, parents, guardians, and the Acton and Acton-Boxborough School Committees. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The Principals are responsible for the implementation and oversight of the Plan at their respective buildings.

### **Definitions:**

In order to work as collaboratively and as effectively as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor is a student or a member of a school staff who engages in bullying, cyber-bullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c.71 § 370, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c.71 § 370 for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71 § 370, is 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 a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

### **Relationship to Other Laws:**

Consistent with state and federal laws, and the policies of the District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, gender identity, disability, ancestry or sexual orientation (Title VI, Title IX, Section 504, ADA, MGL.ch.76, sec.5). Nothing in this Plan prevents the District from taking action to remediate discrimination or harassment based upon a person's membership in a legally protected category under local, state, or federal law, or the District's policies.

Additionally, nothing in this Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L., c.71, §§ 37H, 37H1/2, 37H3/4, M.G.L. c. 71 §§ 41, 42, 42D, other applicable laws, District policies, or collective bargaining agreements in response to violent, harmful, disruptive or other inappropriate behavior, regardless of whether the Plan covers the behavior.

Bullying behaviors generally are persistent, pervasive or chronic which intimidate and/or intentionally harm or threaten to harm someone in a physical/emotional manner. Bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts or gestures or any combination thereof, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student's education, threatens the overall educational environment, and/or substantially disrupts the orderly operation of the school.

These behaviors include physical or emotional harm to the target or damage to the target's property, placing the target in reasonable fear of harm to himself or herself, or of damage to his or her property, creating a hostile environment for the target, or infringing on the rights of the target at school. Specific examples include but are not limited to maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual's possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability. Retaliation is prohibited and includes any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians, and students, including conduct between/among all parties.

Peer conflict involves disagreement and oppositional interactions which are situational, immediate, and developmentally appropriate. These latter behaviors, with adult guidance and modeling, assist in developing new skills in social competency, learning personal boundaries and conflict resolution strategies.

As defined in the Bullying Prevention and Intervention Policy, bullying can be any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:

- a. Placing a student, school volunteer or school employee in reasonable fear of harm to his or her emotional or physical well-being or damage to his or her property,
- b. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target,
- c. Interfering with a student, school volunteer or school employee having a safe environment that is necessary to facilitate educational achievement, opportunities or benefits,
- d. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school employee, or school volunteer,
- e. Infringing on the rights of the other student, school volunteer or school employee at school, or
- f. Materially and substantially disrupting the education process or the orderly operation of a school.

### **Policies and Procedures for Reporting and Responding to Bullying and Retaliation**

#### **A. Planning and Oversight:**

The building principal or designee is ultimately responsible for the following tasks under the Plan:

- a. Receiving reports on bullying or retaliation;
- b. Collecting and analyzing school-wide data on bullying to assess the present level of need and measure improved outcomes;
- c. Annually reporting the school's bullying incident data to the Massachusetts DESE and administering a DESE-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in the school at least once every four years beginning with the 2015-2016 school year;
- d. Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- e. Implementing the ongoing professional development that is required by law;

- f. Identifying support strategies that respond to the needs of targets and student aggressors;
- g. Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- h. Amending the student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated; and,
- i. Leading the parent or family engagement efforts and drafting parent information materials.

The Director of Technology will be responsible for updating the Acceptable Use Policy.

## **B. Reporting Potential Bullying or Retaliation:**

A culture of openness is considered the most effective means for countering bullying behavior. It is the responsibility of each member of the school community: students, staff and parents to report instances of bullying or retaliation, with the understanding that such reports will be listened to and taken seriously.

- a. Any school staff that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying or retaliation shall immediately report it to the principal or designee. This includes bullying of a student by another student or by a staff member.
- b. Oral reports made by or to a staff member shall be recorded in writing.
- c. The District will make a variety of reporting resources available to the school and home community including, but not limited to, an incident reporting form, a voice mailbox, a dedicated mailing address and an email address. Reports of bullying and/or retaliation, reported by students, parents or guardians, or other non-school staff, may be made anonymously but no disciplinary action will be taken against an alleged aggressor solely on the basis of these anonymous reports.
- d. Reports by school staff, parents or guardians and others generally should be made to the principal or designee. However, if the principal is the alleged aggressor, the report should be made to the Superintendent. In such circumstances, the Superintendent or designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target. If the Superintendent is the alleged aggressor, the report should be made to the School Committee, which shall then be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target.



### **C. Responding to Potential Bullying or Retaliation by a Student:**

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Principal or designee will take steps to promote safety during the course of and after the investigation, as necessary for all parties involved.

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

#### **1. Investigative Procedures for Potential Bullying or Retaliation:**

Each school is required to investigate in a timely manner and determine whether or not bullying or retaliation has occurred. This requires a determination as to the nature of the incident (bullying

v. peer conflict). Once determined, outreach to the target and family shall occur concurrently with a commitment to addressing the needs of the target, identifying and educating bystanders, and providing formative/educational consequences for aggressors.

Steps to be taken should include:

- a. Determine the nature, chronicity, and severity of the presenting situation.
  - b. Identify aggressor(s), target(s), and bystanders
- c. Provide a safety and comfort plan for the target(s).
- d. Identify whether or not the bullying has occurred on or off campus.
  - e. Immediately remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.
- f. Have conversations with all parties.
  - g. Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.
- h. Establish a timetable for following up with parents, especially parents of target(s).
  - i. Collection and documentation of data.

#### Non-Classroom Supervision:

Each school must supervise non-classroom areas. The review and exchange of information regarding non-classroom areas are important to:

- a. Determine “hot spots” that bullying and/or retaliation may more likely occur.
- b. Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger students.
- c. Consider adult density in “hot spots” if necessary.

#### 2. Consequences from Findings:

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the District use a range of responses that balance the need for accountability with the need to teach appropriate behavior M.G.L. c. 71 § 370(d)(v). Skill building approaches include offering individualized skill-building sessions based on our District’s anti-bullying curricula, providing relevant educational activities for individual students or groups of students, in consultation with our counselors and psychologists, implementing a range of academic and non- academic positive behavioral support to help students understand pro-social ways to achieve their goals, meeting with parents and guardians to engage parent support and to reinforce the anti- bullying curricula and social skills building activities at home, adopting behavioral plans to include a focus on developing specific social skills, and making a referral for evaluation.

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance the Plan and with the school’s or district’s code of conduct.

The federal Individuals with Disabilities Education Act (IDEA) and Section 504, which should be read in cooperation with the State laws regarding student discipline, govern discipline procedures for eligible students with disabilities protected by these laws.

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, the student may be subject to disciplinary action.

Consequences for bullying or retaliation should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences may be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

Consequences should consider these specific issues:

- a. Nature, severity, and chronicity of the behavioral impact on the target
- b. Degree of physical, psychological, social harm on the target
- c. Student's age, development and degree of maturity
- d. Surrounding circumstances and context in which the incident(s) occurred
- e. Prior disciplinary history and continuing patterns of behavior
- f. Relationship between and among the parties involved
- g. Context in which the alleged incident(s) occurred
- h. The need to balance accountability with the teaching of appropriate behavior.

The appropriate range of consequences, subject to due process where appropriate, is as follows:

- a. Verbal reprimand
- b. Temporary removal from the classroom
- c. Loss of privileges, including before and after school activities
- d. Time-out
- e. Notice to parent
- f. Supervised break times
- g. Detention
- h. In-school suspension
- i. Out-of-school suspension
- j. Reassignment of seats in lunch, bus, class, etc.
- k. Reassignment of classes
- l. Referral to an outside agency
- m. Reassignment to another school or another mode of transportation
- n. Expulsion
- o. Report to law enforcement

In addition, formative activities will be given, which may include:

- a. Reparation to the target (recognizing that direct apology may be contraindicated)
- b. Completion of curricular based assignment(s)
- c. Meeting with Civil Rights Coordinator
- d. Completion of community service designed to help the aggressor understand and respect differences; written report required by the aggressor
- e. Therapeutic support for both aggressor and targets

### 3. Notification Obligations:

Notice to another school or district: If an incident of bullying or retaliation involves students from more than one school district, commonwealth charter school, or non-public school, a school administrator shall promptly notify the appropriate administrator of the other school or district so that both may take appropriate action.

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations of 603 CMR 49.00.

The Principal or designees will notify the parents/guardians of the acts the District has taken to prevent further acts of bullying and retaliation through consequences and formative activities, as discussed above. Moreover, the school will notify the parents/guardians about the range of services, including, but not limited to, counseling (guidance, adjustment counseling, school psychology intervention) both individually and in group, social groups (social skills building, social pragmatic groups), friendship groups, discussion groups, role-playing groups, etc. that are specifically designed to address issues of bullying and retaliation. These individual and group interventions are designed to teach generalization skills. Staff will be given time to regularly communicate and collaborate with each other to ensure consistent reinforcement of a student's specific skills, adjust the school environment to meet that student's needs, and be notified to prevent any further acts of bullying and retaliation. Specialists will consult with staff to help students becoming targets and/or aggressors. These acts will be discussed openly with the parents/guardians to establish a trusting relationship between home and school.

Notice to law enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the student aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirement of 603 CMR 49.00.

In making these determinations, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer and the Superintendent or designee. At all times, schools will remain sensitive to the confidentiality of all parties, but may not be able to preserve fully the confidential nature of the allegation.

#### **D. Responding to Allegations of Bullying by School Staff**

- Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.

- A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.
- Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.
- In the event a designated school official determines that the staff member has engaged in bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.
- In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

#### **E. Problem Resolution System:**

Any parent wishing to file a claim/concern or seeking assistance outside of the school district may do so with the MA Department of Elementary and Secondary Education Problem Resolution System (PRS). Information about the PRS can be found at <http://www.doe.mass.edu/pqa> or individuals may send emails to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or may call 781-338-3700. In addition, the Superintendent's office has hard copies of information about the PRS.

Collaboration with Families:

The Acton-Boxborough Regional Schools, in collaboration with parent associations, will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or individual school.

Each year the Acton-Boxborough Regional Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that is being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The schools or district will send parents written notice every year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The District will further post the Plan and related information on its website.

#### Access to Resources and Services:

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. In this regard, the Acton-Boxborough Regional Schools will refer families/guardians of targets and student aggressors to a variety of appropriate resources within the District. The Acton-Boxborough Regional Schools utilize school counselors and school psychologists who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. The Acton-Boxborough Regional Schools utilize a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. Translators are provided as needed. In some cases, families/guardians of targets and student aggressors will be referred to appropriate counseling services outside the school. The District will have the upmost respect and sensitivity for families of targets and student aggressors and offer help for families to determine the appropriate service for them.

As required by M.G. L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. All special education staff is annually trained on this requirement.

All resources are evaluated on design engaging to students, in keeping with the District's core values, and culturally and linguistically appropriate and linked to community service agencies.

#### Ongoing Academic and Non-Academic Activities for Students:

Bullying prevention curricula will be informed by current research (evidence-based), which, among other things, emphasizes the following approaches:

- a. Using scripts, role plays, and social stories to develop skills;
- b. Empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- c. Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- d. Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- e. Enhancing students' skills for engaging in healthy relationships and respectful verbal and written communications; and,
- f. Engaging students in a safe supportive school environment that is respectful of diversity and difference.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives.

- a. Setting clear expectations for students and establishing school and classroom routines;
- b. Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- c. Using appropriate and positive responses and reinforcement, even when students require discipline;
- d. Using positive behavioral supports;
- e. Encouraging adults to develop positive relationships with students;
- f. Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- g. Using positive approaches to behavioral health, including collaborative problem- solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- h. Using the Internet safely; and
- i. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

#### Ongoing Professional Development:

In general, professional development opportunities will establish a common understanding of tools necessary for staff to create a school climate that promotes safety, constructive management for classroom behaviors, civil communication, empathy and respect for differences. Specifically, the District will provide an annual school based bullying prevention and intervention training each year for all employees to include staff duties under the Plan (found also in the District employee handbook and code of conduct), an overview of the steps that the Principal and/or designee will follow upon receipt of a report, and an overview of the bullying prevention curricula to be offered at all grades. All staff members hired

after the start of the school year is required to participate in school-based training during the school year in which they are hired.

The content of such on-going professional development will include:

- a. Developmentally appropriate strategies for immediate, effective interventions to prevent and/or stop bullying incidents,
- b. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying,
- c. Research findings including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment,

including, a particular focus of the student on the autism spectrum or students whose disability affects social skill development, information on the incident and nature of cyber-bullying, and internet safety as they relate to cyber-bullying.

- d. Ways to prevent and respond to bullying or retaliation for students with disabilities, which must be considered in the development of the student's Individualized Education Programs (IEPs).
- e. Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors

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

## **APPENDIX 12**

File: IJND

### **EMPOWERED DIGITAL USE - ACCESS TO DIGITAL RESOURCES**

The Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner. The Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student



instruction that develops skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with Massachusetts Curriculum Frameworks and standards.

### **Safety Procedures and Guidelines**

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

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

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

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

### **Empowered Digital Use**

All elementary students must agree to and sign the Empowered Digital Use form prior to the student being granted any access to digital resources and digital networks. The Empowered Digital Use Student Contract form, which specifies guidelines for using digital resources and district networks, must also be signed by the parent or legal guardian.

Parent/Guardians of students in the Junior High and High School are required to check the box on the District's School Permissions Form on the PowerSchool Parent Portal indicating that they and their child have access to the District's digital resources and networks, and they will comply with the policies as outlined in their student handbook. These records shall be kept on file as a legal, binding document. In addition, Junior

High and High School students are verbally reminded throughout the year that they are responsible for reading and complying with the technology policies and procedures found in the handbooks.

### **Community Use**

Community members may have access to the Internet and other electronic information sources and programs available through the District's technology system, provided they abide by the rules of usage established by the Superintendent or designee.

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

Individuals who violate District rules and/or perform illegal activities governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies. Illegal activities may also be subject to law enforcement.

Individuals may be asked to reimburse the District for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

### **Audit of Use**

All digital information sent, received or stored on any school district accounts, hardware or devices, is subject to the MA Public Records Law and should not be considered private.

LEGAL REFS: 47 USC § 254  
CROSS REFS: Employee Technology Acceptable Use Policy,  
File: GBEE Empowered Digital Use Student  
Contract, File: IJND - E  
APPROVED: 6/23/16 (File: IJNDB was deleted)

## **APPENDIX 13**

File: IHAMB

### **TEACHING ABOUT ALCOHOL, TOBACCO, AND OTHER DRUGS**

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and other drug prevention education programs in grades K-12.

The alcohol, tobacco, and other drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and other drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or other drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and other drug use among children and youth.
- To increase students' understanding of the legal implications as well as the social, physical, emotional and psychological impacts of alcohol, tobacco, and other drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and other drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent or designee.

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

LEGAL REFS.: M.G.L. 71:1 ;71:96

CROSS REFS: GBEC, Drug Free Workplace Policy  
JICH, Drug and Alcohol Use by Students  
ADC/GBED/JICG, Tobacco Use on School Property/Smoking on

School Premise

Approved: 5/19/16

#### **APPENDIX 14**

### **Student Academic and Course Change Calendar – 2021-22**

<b><u>Term 1</u></b>	<b><u>45 days</u></b>	
<b>Term 1 begins</b>		<b>8/30/21</b>
<b>Sem course enrollment credit cutoff</b>		<b>9/29/21</b>

<b>Interim reports issued</b>	<b>10/6/21</b>	
Drop sem course w/ no W end of Q1)	11/1/21	(up to 5 days before
Cutoff date to request to audit a course end of Q1)	11/1/21	(up to 5 days before
Course change hold period*	11/2/21-11/16/21	
<b>Term 1 ends</b>	<b>11/8/21</b>	(Monday)
Report cards and transcripts issued seniors 11/17/21)	11/19/21	(Parent portal open for
 <b>Term 2</b>		
<b>45 days</b>		
<b>Term 2 begins</b>	<b>11/9/21</b>	
7-Pt bump cutoff issued)	11/29/21	(5 days after Q1 grades
Last day to w/draw from a semester course issued)	11/29/21	(5 days after Q1 grades
<b>Interim reports issued</b>	<b>12/14/21</b>	
Change/drop year-long course w/ no W end of Q2)	1/14/22	(up to 5 days before
Course change hold period*	1/15/22-1/31/22	
<b>Term 2 ends</b>	<b>1/24/22</b>	(Monday)
Report cards and transcripts issued seniors 2/1/22)	2/3/22	(Parent portal open for
Senior transcripts sent	2/3/22	
 <b>Term 3</b>		
<b>45 days</b>		
<b>Term 3 begins</b>	<b>1/25/22</b>	
Sem course enrollment credit cutoff	2/10/22	
<b>Interim reports issued</b>	<b>3/3/22</b>	(Thursday, 8am, 23rd
day of term)		
Drop sem course w/ no W end of Q3)	3/25/22	(up to 5 days before
Course change hold period*	3/26/22-4/12/22	
<b>Term 3 ends</b>	<b>4/4/22</b>	(Monday)
Transcripts sent (if requested) seniors 4/13 /22)	4/14/22	(Parent portal open for
Report cards issued	4/25/22	
 <b>Term 4</b>		
<b>45 days</b>		
<b>Term 4 begins</b>	<b>4/5/22</b>	
<b>Senior interims issued</b>	<b>4/29/22</b>	(Friday, 8am,
13th day of term)		
Last day to withdraw from a class (yr or sem) issued)	5/2/22	(5 days after Q3 grades
<b>Gr. 9-11 interims issued</b>	<b>5/9/22</b>	(Monday, 8am, 19th day
of term)		
Senior Internships (tentative dates)	5/9/22 - 5/27/22	
<b>Seniors: Last Day Class</b>	<b>5/27/22</b>	(Friday)

Graduation Day	6/3/22	(Friday)
Last day (Early Release)**	6/15/22	(Wednesday)
Report cards and transcripts issued**	6/22/22	

\*Students should follow a handwritten schedule until the new schedule is processed. Please note: course change deadlines are particularly important for seniors as term grades are reported on senior transcripts.

\*\*End of year dates will advance by one day for each unscheduled no school day.

File: EEAEB

## **APPENDIX 15**

### **SECURITY CAMERA SYSTEMS**

#### **I. PURPOSE**

The Acton Boxborough Regional School District uses video cameras throughout the District for the purpose of enhancing school safety and security. The objective is to

promote and foster a safe and secure teaching and learning environment for students and staff, to improve public safety for community members who visit or use our school property, and diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable in each building by authorized designees only.

## II. GENERAL STATEMENT OF POLICY

### A. Signage and Notification:

Appropriate signage will be posted at relevant entrances to school buildings and on school buses that notify students, staff and the general public of the District's use of security cameras. Students will receive additional notification at the beginning of the school year regarding the use of security cameras in the schools, on school buses and on school grounds. Such notification will include, but not be limited to, student handbooks.

### B. Camera Placement:

1. The security camera system may be installed in public areas only. These areas include school buses, grounds, athletic areas, exterior entrances or exits to school buildings and large gathering spaces such as classroom corridors, cafeteria, lobby and main entries.
2. Restrooms, changing rooms, nurse's offices and locker rooms are excluded from security camera use.
3. Security camera usage is prohibited in any space where there is a reasonable expectation for privacy. However, this policy does not preclude the District from placing cameras in such areas when there is a reasonable suspicion of activity that violates the law or is a violation of school policy and such a request is made by the building administration.
4. This policy does not prohibit the use of cameras for legitimate educational purposes, including but not limited to student performances.

### C. Use of Video Recordings

1. The Superintendent or his/her expressly authorized designee shall oversee video surveillance. The Superintendent shall develop procedures for accessing video surveillance information. However, recorded information will be available for use as necessary by appropriate school officials, and/or law enforcement personnel.

2. Security Camera System will be in operation and may be monitored by school personnel throughout the calendar year.

D. Data Storage:

1. All video recordings are stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for no fewer than 30 days and appropriately destroyed/deleted.

Video that is used as evidence in a student discipline matter will be considered part of that student's record and will be retained in accordance with student record laws and regulations.

2. Information obtained through video surveillance may only be used for training, visitor management, disciplinary investigations, security or law enforcement purposes. No sound is to be monitored or recorded in connection with the video surveillance system.

3. Any video recordings used for security purposes on school buses, in school buildings or grounds are the sole property of the Acton- Boxborough Regional School District. Release of such videos will be made only as permissible pursuant to applicable law and with the permission of the Superintendent or his/her designee.

Legal References:

Family Educational Rights and Privacy Act

State Laws and Regulations regarding Student Records

Reviewed 6/6/13

Approved 1/15/14

## **APPENDIX 16**

### **Suicide Prevention and Awareness Education and Supports**

Protecting the health and well being of all students is of utmost importance to the school district.

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends.
2. The secondary Counseling Chairperson is the suicide prevention coordinator for the high school and serves as a point of contact for students in crisis and to refer students to appropriate resources.
3. When students are identified as being at risk, they will meet with a school counselor, school psychologist, or school social worker, who, in collaboration with their families, will work to help connect them to appropriate local resources.
4. Students will have access to resources which they can contact for additional support, such as: The National Suicide Prevention Lifeline (1-800-273-8255 / [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)).
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. For a more detailed review of policy changes, please refer to the district's full suicide prevention procedures.

#### **School Issues and People to Contact**

Academic difficulty	Course teacher, counselor, Academic Support Centers
Athletics questions	Steve Martin, Director of Athletics
Attendance	Deb Trentsch, Jeanne Potter in the Main Office, or your Dean
College information	Your counselor or other Counseling Department staff
Computer Assistance	Instructional Technologist in Library
Concerns about yourself or another student	Counselor, Administrator



(personal, emotional, alcohol, drugs, other)	
Course schedule	Your counselor or other Counseling Department staff
Daily Announcements	Good Morning AB email
Driver Education	Community Education Office 978-266-2525
Elevator key	Main Office
Extracurricular activity questions	School Website -student activities - Ms. Dempsey - Counseling
Grade error	Course teacher, Department Leader, Administrative Office
Illness or injury	Health Office
Job information	Genevieve Hammond
Locker or lock problem	Ru Sweeney, Room 117N
Lost & Found	Student Center South or Administration Office
Medication questions, storage	Health Office
National Honor Society information	Mary Price Maddox
Parking questions	Campus Support
Problems with a teacher	Teacher, Department Leader, counselor
Question about rules	Student Handbook; Associate Principal; Dean
Research help	Library staff
Sexual harassment	Any teacher, counselor or administrator with whom you feel comfortable
Suggestion for school improvement	Student Council, School Council, any administrator
Supplies, pen, paper, etc.	School store
Testing, make-up	Course teacher
Theft	Dean
Transcript or other student records	Jane Link, Registrar's Office
Volunteer information	Melissa Dempsey, Counseling Center