

PRINCIPAL'S MESSAGE

Welcome to the Ottoson Middle School. We have prepared this handbook to provide you and your family with helpful information. In addition to explaining our guidelines and expectations we have included a planning section to assist you in organizing your class work and homework. Our goal is to provide every student with a successful educational program in a caring and safe environment. Our best wishes to you for an exciting, rewarding and enjoyable experience at the Ottoson Middle School.

Sincerely,

Eileen Woods
Interim Principal

Jack Flood
Assistant Principal

Maureen Murphy
Assistant Principal

Wendy Salvatore
Assistant Principal

Be the Best You Theme Shown by: Respect, Hard Work, Being Safe, Resilient, Empathetic, Responsible, and Collaborative.

VISION OF A OTTOSON GRADUATE

Ottoson Middle School graduates are lifelong learners who value and achieve high academic standards. They are responsible, inquisitive, and self-reliant individuals. Graduates are skillful communicators who think critically about the world around them. Our students remain determined, respectful, and resilient in the face of challenges. Ottoson students strive to be creative and collaborative decision-makers, who are culturally aware and mindful of themselves and others.

MISSION STATEMENT

At our middle school, we affirm that:

- All learners are provided with a rigorous, interdisciplinary academic program.
- All learners are exposed to a variety of disciplines that complement and enrich academic curriculum.
- All students develop a sense of community within a supportive school culture.
- All teachers are skilled at educating young adolescents, including developing cultural proficiency in their practice.
- All adult members of the school community recognize the varied academic, social, and emotional developmental needs of young adolescents.
- All teachers and administrators work collaboratively across disciplines and grade levels.
- Social-emotional learning along with health and wellness are promoted as integral components of the learning experience.

TABLE OF CONTENTS

3. Basic information, Hours, AM/PM Program, Clusters, Counselors, School Nurse
4. Elevator, Visitors, Lost & Found, Library/Media
5. Computer Use, Home school communication, Attendance, Illness
6. Absence, Tardy, Dismissal, Taking students out of school
7. Make-up work. Bad weather, Grades
8. Report cards, warning notices & progress reports, Extra Help, Agenda Book, Homework
9. Study habits, Programs/OSAC
10. Student expectations, Respect, Dignity, Phone policy, Technology and Valuables, Dress
- 11.. Corridors & passes, Bathrooms, Lockers Searches
- 12.. Cafeteria, Fire Drill, ALICE, Behavior, Citizenship Code.
13. Discipline, Suspension, Detention, Non-Discrimination, Harassment/Bullying
14. 37 H
16. 37 H $\frac{1}{2}$
17. Discipline of Special Education students
19. 504 discipline
20. Parent notification laws Harassment/Discrimination Policy
24. Frameworks/Bullying

25. Smoking policies

26. Reporting procedures

27. Hall pass

BASIC INFORMATION

School Hours

School hours are 8:00 a.m. to 2:26 p.m., Monday through Friday. Students may be required to stay after school for extra help or detention.

Students are not allowed to enter the building before 7:55 a.m. unless they have an AM/PM card or a pass from a teacher for extra help. During extreme weather conditions students may be allowed to wait in the main lobby at the discretion of administrators.

AM/PM Program

The AM/PM program runs social, sport, and special-interest activities before and after school. The hours are generally 7:00 - 7:55 AM and 2:30 - 3:30 PM. Membership is quarterly and there is a \$60 fee per quarter.

Some activities can be attended on a drop-in basis, while other activities have a limited number of slots and require a prior sign up. Some are offered daily, while others meet on a regular weekly schedule. Participating students may attend more than one activity. The actual list of activities varies depending upon student interest and staffing, and is posted in the main office. Students may also suggest or initiate new activities if they can find willing adults to supervise. The sign-up forms are distributed in homerooms and can be dropped in the designated box in the main office.

Clusters

Each grade is divided into several clusters. Students within each cluster share the same core teachers and attend most classes within a few adjacent rooms. Each cluster is like a small school within a large school.

Cluster placement is based on a number of factors, including balance of academic performance, peer relationships, special needs, and numbers of students.

Counselors/Social Workers

The role of the counselor is to assist students, parents and/or guardians, teachers, and administrators in addressing school and family needs. Every student is assigned a guidance counselor. You or your parents/guardians may contact the counselor at any time.

Your counselor is the person to see for program changes, course selection, concerns about friends, family, faculty, or for general support and advice.

School Nurse

The Nurse's office is located in the main office. To see the Nurse, please ask your teacher and use a pass. If the Nurse is not in, please see the secretary.

Elevator

The elevator is only for students whose physical condition requires the use of an elevator. Elevator keys are issued in the morning and must be returned at the end of the day. If needed a student may bring one classmate with them in the elevator to help with books.

Visitors

When arriving, all visitors must use the entrance next to the main office and check in with the secretary. Students may not bring friends or relatives to class as guests unless permission is granted in advance by an administrator. All visitors are required to display an Ottoson Middle School visitors pass during school hours. *No students will be allowed to have family/friends from out of state/country visit school for more than one school day.*

Lost and Found

The "lost and found" is located in the main lobby. Cluster areas and the P.E. locker rooms also have lost and found bins. If you find anything that belongs to someone else, please bring it to the office so that it may be returned to its rightful owner.

Library/Media Center

The Library / Media Center hours are from 7:55 a.m. to 3:30 p.m. During those hours you may browse, do research, access references, and borrow material. The media specialists will be glad to assist you in finding information. They can also help you with the use of computers.

When classes are in session, you need to obtain a corridor pass from your teacher before you can come to the Media Center. Students may not cut through the Media Center at any time without permission.

Most items that you borrow are due back in two weeks, some items can only be taken out overnight. Although there are no fines for items returned late, you may lose your borrowing privileges, and you may have to pay for items lost or damaged. Please DO NOT bring any food or drink to the Media Center.

Computer Use

Mobile computer labs and desktop computers are available in classrooms, labs, and the Library/Media Center for you to use according to the rules of the supervising teachers. The Arlington Public Schools Network has been established for educational purposes (classroom activities, career development, research, and word processing), not for e-mail, chat rooms, games, social networking or commercial purposes.

To use the Internet on any Ottoson computer, you and a parent/guardian must have signed an Acceptable Use Policy Agreement Form. The policy itself can be viewed online on the district web site or in the school library. If you violate the policy or misuse computers, you will be denied access to computers and the Internet.

HOME-SCHOOL COMMUNICATION

Important Phone #'s

Absentee line

781-316-3744

Voice Mail line

781-316-3745

Good home/school communication is essential to a child's success in school. Teachers, guidance counselors, and principals can be reached via telephone and e-mail. You will find most contact information on the school website. Parents/guardians should also take advantage of the Fall Open House and teacher-parent conferences. The Principal also emails frequent newsletters and will send "Alert Now" messages to convey pertinent information.

Student Agenda Books also offer a convenient method of parent-teacher communication. At the bottom of each day's column is a special section in which parents/guardians and teachers can exchange notes. Parents/guardians should review the Agenda Book frequently.

ATTENDANCE

Illness

If you are sick, please stay home to recuperate and not risk infecting others. If you are not feeling well and you are not sure whether you should stay home, you may consult the Arlington Public School guidelines (on school web site). If you do stay home, please have your parent/guardian call the office to let us know before 8:15 a.m., and please note the parent/guardian must follow up with a written notice. If students attempt to dismiss themselves using their cell phones, disciplinary action may be necessary.

Absence

In case of unanticipated absence, please have a parent/guardian call and let us know before 8:15 a.m. (781-316-3744); and please remember that every absence must be explained in a written note signed by a parent or guardian and returned to your homeroom teacher within three days of the absence. A note is required even after a phone call. If you have not been called in absent and marked absent an automated call from "Alert Now" will be made. If a phone call is not received stating your child's absence, they will be considered truant.

Excessive absences will result in a parent/guardian conference to address the issue and may be reported to the school's truancy officer.

Tardy

If you arrive late, please go to the main office to fill out a tardy slip. The slip has two portions; one is kept in the office, the other you take with you to first show your teacher, then take it home to have it signed by a parent or a guardian. Please return the signed portion to your homeroom teacher the following day. Frequent tardiness will result in disciplinary action. Excessive tardiness will result in a parent/guardian conference to address the issue; excessive tardies may result in loss of student privileges. Excusable tardies are if you have a Doctor/Dentist appointment. Please bring a note documenting these appointments.

Dismissal

If you have to leave before the end of the school day, you must bring a note from home and take it to the main office before the start of the school day. You will be asked to fill out a dismissal form. That form has two sections. The top section will be attached to the note from home, and will be kept in the office. The bottom section you are to take with you and show it to the teacher whose class you are going to leave. Next, take the bottom section home; have it signed by a parent or a guardian, and return it to your homeroom teacher the following day.

Please remember that due to safety concerns, you cannot be dismissed based solely on a telephone call. A parent or guardian must come into the main office to dismiss a student. Please schedule appointments outside of school hours whenever possible.

Taking Students Out of School

Vacations during the regular school session and early departures for or late returns from scheduled vacations are strongly discouraged. To do otherwise gives the impression that daily attendance is not of the highest priority. Class discussion and classroom interactions often provide the main focus for learning and cannot be replicated through out-of-class make-up assignments. A student who has frequent absences from school can never make up the instruction and learning that took place during the classes he/she missed. **ABSENCES FROM SCHOOL FOR VACATION PURPOSES ARE NOT EXCUSED.** Schoolwork will be made available upon the student's return from vacation.

Make-up Work

It is the responsibility of the student to make up any work that has been missed when a student is absent. If a student is absent for an extended period of time due to illness or injury, it is the responsibility of the parent/guardian to notify the guidance office as soon as possible to request assignments. **Any request for homework for absent students requires a twenty-four (24) hour notice.**

Bad Weather

An "Alert Now" message will be sent in the event of any school closings or delays. School closings or delays are also reported at www.town.arlington.ma.us and on local media stations. For a recorded message call 781-316-3510.

STUDENT EXPECTATIONS- ACADEMIC PERFORMANCE

Grades

Grades are based on a variety of assessments such as quiz and test results, homework, projects, portfolios, and class participation. Grades **A, B, and C**, are passing grades, while grades **D, F, and I** require that you attend extra help. Grades have the following interpretation:

A = Excellent Superior work. Indicates excellent effort and accomplishments.

B = Good Better than average. Indicates good effort and consistently good work.

C = Satisfactory Average. Above minimum standards.

D = Below average Low passing. Improvement needed in effort.

F = Failing Failure to meet passing standard.

I = Incomplete Incomplete work. Requirements of the subject have not been met due to excused absence.

Students have 10 days after the close of the marking period to make-up work. The parent portal is used to keep parents updated about student grades. Teachers are requested to update the online grade book regularly.

Report Cards

Quarter grades and final grades are available on the grade portal in November, January, April, and June. If you do not have access to a computer, please notify the office at 781-316-3744. Grades are updated at various times by the teachers throughout the term.

Warning Notices and Progress Reports

If during the year a student's grades, effort, or participation is inadequate or incomplete, a written warning may be issued from a teacher. Such a warning must be signed by a parent or guardian and returned within three days to the teacher who issued it. Such a warning also means that you need to seek extra help and work hard to improve your grade.

Extra Help

If you need extra help after school, please ask your teachers about the days and times when they are available to provide extra help.

Agenda Book

Please record all your homework assignments and projects in the Agenda Book. It will help you keep track of these assignments and projects, and will let parents/guardians monitor your work. To replace an agenda book there will be a \$5.00 charge. If locks need to be replaced they are also \$5.00.

Homework

Completing homework assignments is very important and it counts towards your grades. It is expected that one to two hours of solid work every evening. What matters is not the time you spend, but the quality of work you do. If you find yourself frequently spending a lot more than two hours, please talk to your teachers or your guidance counselor. If you were absent or forgot the assignments, you may still be able to get them from the following sources:

*call a friend in your team

*check your cluster web site if there is one. Parents/guardians, if your child reports not having any assigned homework they should perform one hour of reading.

Homework make-up

Homework missed due to absence has to be made up when you come back. In extreme situations, your teachers may give you more time or may waive or modify some of the assignments. Please consider calling classmates for getting a lead on the missed assignments; also, many clusters have their own web sites.

Study Habits

Good study habits will make you a better student. Here are some suggestions:

- ◆ Record your assignments in this agenda book and be sure you understand your assignments before you leave class.
- ◆ Never be afraid or embarrassed to ask for clarifications. Teachers actually like to be asked when you don't understand something, because they see that you are responsible.
- ◆ Think about the big picture of what the teacher is trying to teach, not just the details of the specific assignment.
- ◆ Read for meaning and take notes. This will help you learn more and perform better on tests.

- ◆ Prepare for your work far in advance so you can meet deadlines. Gather the necessary materials. Think of all that has to be done and make a plan.
- ◆ Be proactive and don't procrastinate. Don't leave long-term assignments until the day before they are due.
- ◆ Be sure you have an adequate work surface free of clutter and distractions.
- ◆ Establish a regular time for studying and be sure to get adequate sleep.
- ◆ Use a teacher's grading policy to prioritize your work.

PROGRAMS AND STUDENT ACTIVITIES

The Ottoson Middle School offers a multitude of programs and activities for students. All of these programs and activities can be found on the OMS website.

Ottoson Student Advisory Council (OSAC)

The Ottoson Student Advisory Council (OSAC) addresses student concerns. The goal of this council is to create a forum where you are free to express your ideas and to explore ways to put these ideas into action. Some of the projects that you may initiate include student dances, social events, fund-raisers, community outreach, and charity events. OSAC is open to all students in grades 6 - 8. If you are curious, friendly, imaginative, and energetic, OSAC may be just the place for you!! OSAC will meet on a weekly basis after school. This is an opportunity to help make Ottoson an even more student-friendly community.

STUDENT EXPECTATIONS - CONDUCT

Respect and Dignity

Everyone has the right to be treated with respect and dignity. We are all part of the same community. The surest way to gain respect is to be respectful of everyone around you.

Responsibilities

We all share responsibilities for making our school a safe and enjoyable place of learning. Please do your part by working hard and by behaving well. Please remember that teachers and administrators have the responsibility of maintaining order in classrooms and safety in the building. Be responsible for your own actions and be helpful to others by reporting unsafe behaviors to an adult in the building.

Phone Policy

Classroom phones are not to be used by students. Student cell phones must be turned off and out of sight unless an OMS staff member has granted permission otherwise. Students must communicate with parents/guardians through school phones only. Students may not use their cell phones to call home if they are not feeling well. They must see the Nurse. Students who do not follow these expectations will have their phones temporarily confiscated and may be subject to disciplinary action. Students are not to text and/or call parents during the day.

Technology and Valuables

BYOD Devices are allowed to be used during the school day. Students are discouraged from bringing in valuables or large sums of money. The school does not accept responsibility for lost or stolen items.

Dress Guide

School is a public forum where appropriate attire is expected. Students are expected to dress in good taste and take pride in their personal appearance. To strengthen the link between these responsibilities, and to ensure the wellbeing of the entire student body, basic guidelines of dress have been established and must be followed by all students. Excessively tight, short or revealing clothing is not allowed. These guidelines include safety, cleanliness, neatness and decency.

Dress Expectations:

- ◆ Safe and proper footwear.
- ◆ No clothing that is imprinted with vulgar or obscene language or artwork that relates to alcohol, drugs, or smoking.
- ◆ No hats, bandannas, and other headgear.
- ◆ Chests, stomachs, and buttocks must be fully covered at all times.
- ◆ No excessively tight clothing.
- ◆ Undergarments should not be visible at any time. Straps less than two fingers must be covered.
- ◆ No sunglasses.
- ◆ No slippers, face paint or costumes.

Please Note: The school administrators have the final decision on the suitability of what you are wearing, and will base his or her decision on safety or potential disruption to the educational process. Students who fail to meet student dress requirements will be asked to put on clothes that meet the code and may face disciplinary consequences.

Corridors and Corridor Passes

The daily schedule allows for three minutes to pass from one class to the next, so please walk quickly while respecting other students, teachers, guests, and property. When classes are in session, any student outside of a classroom must have a corridor pass.

Bathrooms

When in class, please ask your teacher for a pass to go to the bathroom. Students must sign in and sign out of class. If you notice a lack of supplies or any other problems, please report it immediately to your teacher. When using the bathrooms, please behave appropriately and respect the facilities.

Lockers

Backpacks, jackets, hats, and other items you carry to and from school should be kept in lockers during the school day. You may go to your locker only before and after school and during the mid-day locker break. Please keep your locker locked at all times and do not share your combination with anyone else. Student lockers are school property and not the personal property of the student. Know that your locker may be subject to search by authorized personnel at any time. Every locker needs to have a lock on it at all times. Combination locks will be given to every student. If lost, students must purchase a replacement lock from the school for \$5.00.

Searches

Students who are found off school grounds, in any out-of-bounds areas, or around a classroom where a theft occurs are subject to search by authorized personnel. In addition, if a school administrator has reason to believe that a student has violated any of the rules in this handbook they may exercise the right to search a student and/or their personal property.

Cafeteria

During lunch, the cafeteria should be a quiet, orderly place where students enjoy lunch and conversation. Horseplay, loud or inappropriate behavior, food throwing, and other disturbing behavior is prohibited. Students engaging in such behavior face disciplinary action, including suspension, and the possible loss of the privilege of eating in the cafeteria. Students are not allowed to take food, drinks, straws, or utensils out of the cafeteria and do not bring books into the cafeteria.

Fire Drills/Evacuation/Alert, Lockdown, Inform, Counter, Evacuate (ALICE)

For everyone's safety, it is of the utmost importance that fire drills/evacuations/ALICE protocols be executed expeditiously and taken seriously. Follow teachers' instructions, stay in line, and proceed in an orderly manner without conversations. Students who do not conform to expected procedures are subject to immediate suspension from school. Fire drill and evacuation regulations are posted in every room.

Behavior Outside of School

When you are outside of school, you are still a member of the Ottoson Middle School community. You are a representative of our school, so please act in a way that will make others think well of our school. Be concerned about your safety and safety of fellow students to and from school. Students can be subject to disciplinary action for inappropriate behavior off of school grounds.

Citizenship Code

Students at the Ottoson Middle School are governed by a citizenship code that was established through input from teachers, parents/guardians, students, and administrators.

During the first few days of school this citizenship code is explained thoroughly as part of your orientation. We have adopted the following citizenship code to insure that every student has the opportunity to pursue their studies and activities in an atmosphere of harmony and consistency.

The following General Citizenship Guidelines are examples of possible offenses. Administrators may impose disciplinary actions for other offenses as necessary.

Discipline

Suspension or Expulsion/Police Involvement

- ◆ Assaulting/threatening school personnel
- ◆ Assaulting/threatening another student
- ◆ Possession/use of alcohol, drugs, or fireworks
- ◆ Harassment/Bullying
- ◆ Possession of a firearm, knife or other weapon
- ◆ Possession/use of cigarettes matches and/or lighters
- ◆ Vandalism
- ◆ Theft

Suspension

- ◆ Fighting
- ◆ Destruction/defacing of school property including textbooks and library books
- ◆ Refusing to obey an instruction from a teacher and/or administrator
- ◆ Disrupt operation of school assembly/classroom instruction

Detention

- ◆ Class disruption
- ◆ Out of class without a pass
- ◆ Class cut
- ◆ Inappropriate behavior during a fire drill
- ◆ Gum Chewing
- ◆ Failure to report after school
- ◆ Improper use of Technology
- ◆ Cheating
- ◆ Plagiarism
- ◆ Disrupt operation of school assembly/classroom instruction

Harassment and Bullying

If you are being harassed or bullied you should:

- ◆ Ask the person to stop.
- ◆ Inform the harasser/bully or a friend how you feel
- ◆ Tell a trusted adult in the school.

- ◆ Keep a record of the actions of the harasser/bully (how, where, when, what, and any witnesses) and your responses and actions.

Please Note: If the above has not stopped the harasser/bully, keep a copy of the recorded behaviors and take it to the main office. Arlington Public School System is committed to providing a safe education for all and we will do whatever it takes to stop any form of harassment/bullying. The Arlington Public Schools Harassment and Bullying policy is listed below.

"Bullying" is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

"Harassment" includes communication such as, jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based on race, color, religion, national origin, age, gender, sexual orientation or disability.

Bullying and Harassment shall be prohibited on school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the 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.

Nothing contained herein shall require schools to staff any non-school related activities, functions or programs. Refer to Chapter 92: 37H , 37H $\frac{1}{2}$.

Section 37H - The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 370 and shall include the student-related sections of the bullying prevention and intervention plan required by said section 370. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs, standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Code of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 370. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

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

(a) Any student who is found on school premises or at school-sponsored or school-related events including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to

marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school related events, including athletic games may be subject to expulsion from the school or school district by the principal.

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

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

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

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

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year; the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsions. The results of the analysis shall be publicly reported at the school district level.

Section 37H $\frac{1}{2}$ 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 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 or an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

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

hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

Discipline of Special Education Students

The Individuals with Disabilities Education Act (20 U.S.C., §1400 et seq.) and related regulations (34 C.F.R. §300 et seq.) ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below.

Short term removals. Students 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, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's Individualized Education Program ("IEP") goals, as determined by the Principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

Change of Placement. A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a "change in placement." Prior to a suspension that constitutes a change in placement, the student's Team, including the student's parents, must convene 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.

Results of the Manifestation Determination. If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an

appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

Exception for Drugs, Weapons and Serious Injury. Regardless of the Team's decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Bureau of Special Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from **insert name and phone number.**

Discipline of Students Whose Eligibility for Special Education is Suspected

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is "deemed to have knowledge" that the child was eligible for such services 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 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 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 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.

Discipline of Students with Disabilities Under Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 ("Section 504") 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 schools 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 knowledgeable 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 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.

PARENT NOTIFICATION LAW

In accordance with the Parental Notification Law relative to sexuality education in schools (MGL 71 Section 32a), Arlington School Committee has adopted the following policy: "It is the policy of the Arlington Public Schools to notify parents and guardians if and when curriculum primarily involves human sexual education or human sexuality issues. Parents and guardians may exempt their children from any portion of said curriculum through written notice to the school principal. No child so exempted shall be penalized by reason of such exemption. To the extent practical, program instruction materials for said curricula shall be made reasonably accessible to parents, guardians, educators, school administrators, and others for inspection and review.

Kindergarten through Grade twelve sexuality education may include topics such as puberty, dating, abstinence, relationships and communication skills, pregnancy, birth control, abortion, homosexuality, prevention of HIV/AIDS and other sexually transmitted infections and prevention of sexual abuse.

In Grades Kindergarten through six, students participate in the Great Body Shop curriculum, Child Assault Prevention Program, Human Growth and Development Program, and science studies.

Middle School students participate in Health, Child Care, and Science classes as well as school wide assemblies. At the High School, programs include Life Issues I, Junior/Senior Health Seminar, Young Adult Living, Child Study, Preschool Theory, Biology, Anatomy and Physiology and Introduction to Behavioral Science courses as well as school wide assemblies and field trips.

Parents who desire additional information or would like to view curricular materials may contact the building principal.

**ARLINGTON PUBLIC SCHOOLS
K-12 HARASSMENT AND DISCRIMINATION POLICY****Arlington Public Schools
Nondiscrimination Statement**

"The Arlington Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation, in accordance with Chapter 622 of the Acts of 1971 (M.G.L. c.76, §5), Chapter 151B and 151C of the General Laws."

- Revised, voted and adopted by the Arlington School Committee April 10, 2014.

Title I: *Title I of the Americans with Disabilities Act of 1990*

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title VI: *Title VI of the Civil Rights Act of 1964*

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin.

Title IX: *Title IX of the Educational Amendments of 1972*

Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

Section 504: *Section 504 of the Rehabilitation Act of 1973*

Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.

504 Coordinator, Roderick MacNeal Jr. - rmacneal@arlington.k12.ma.us
Arlington High School - 781-316-3523

MGL, Ch. 76, Section 5: *Massachusetts General Laws, Chapter 76, Section 5*

Prohibits discrimination in all public schools on the basis of race, color, sex, gender identity, national origin, religion and sexual orientation.

The Coordinators of the above statutes are as follows:

Arlington Public Schools Individual School Principals

Title II: *Title II of the Americans with Disabilities Act of 1990*

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

**POLICY PROHIBITING HARASSMENT
BASED UPON PROTECTED CLASSIFICATIONS**

A. INTRODUCTION

The Arlington Public Schools is committed to maintaining a school environment free of harassment and discrimination based on race, color, national origin, sex, gender identity, sexual orientation, disability, age or religion. Harassment based upon these protected classifications by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is strictly prohibited. It is the goal of the Arlington Public Schools to prevent harassment through on-going and appropriate means of developing and maintaining staff and student awareness, staff training, and policy dissemination. However, should an incident of harassment occur, the school district will take prompt steps to prevent recurrence and to ensure that individuals impacted are not restricted from participating in their education or work with the Arlington Public Schools.

B. DEFINITION OF HARASSMENT

In General Harassment includes unwelcome communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, national origin, sex, gender identity, sexual orientation, disability, age or religion, when such communication or conduct is sufficiently serious to deny or limit the ability of an individual (1) to participate in or benefit from applicable educational programs or school sponsored-events or (2) to perform his or her duties as an employee or other participant.

By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another. Therefore, prior to engaging in particular conduct, individuals are expected to consider how their words and actions might reasonably be viewed by others.

Sexual Harassment. While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.

The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.

Such conduct interferes with an individual's job duties, education or participation in extracurricular activities.

The conduct creates an intimidating, hostile or offensive work environment or school environment.

C. HARASSMENT AND RETALIATION PROHIBITED:

Harassment in the work place or school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is prohibited.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

D. REPORTING HARRASSMENT

Students:

A student who believes that he or she has been subject to harassment should report the matter to a teacher, counselor or administrator, who in turn will notify the building principal. In the alternative, a student may report the matter directly to the building principal.

Employees and Others:

All Arlington Public Schools employees and others in the school environment who observe or become aware of potential harassment must promptly notify the building principal or his designee. All adults in the school environment are expected to take every report of harassment seriously.

Employees or others in the school environment who believe that they have been subject to harassment should report the matter to the building principal. If an individual is not assigned to a particular school, if the individual does not wish to discuss the issue with the building principal, or if the building principal does not address the problem in an effective manner, the individual should inform an identified central office administrator, as published annually on the District's website. Any allegation of harassment by the Superintendent should be reported to the Chair of the School Committee.

E. INVESTIGATIONS AND CLOSURE OF COMPLAINT

The Arlington Public Schools will promptly investigate complaints of harassment in accordance with its Complaint Procedure found at Policy ACA-R. If the district determines that harassment has occurred,

it will take appropriate action to prevent recurrence and to ensure that individuals who have been impacted are not restricted from participating in their education, work, or other activities within the Arlington Public Schools. In certain cases, the harassment of a student may constitute child abuse under Massachusetts law. The Arlington Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. In addition, the district will report conduct of a serious nature to law enforcement if it is determined that criminal charges may be pursued. 3 When an investigation has been completed, school personnel will inform the complainant of the results, subject to confidentiality requirements. For example, school officials will generally not inform the complainant of disciplinary action taken against another individual, unless it involves a stay-away order or other directive the complainant should be aware of in order to report violations. School personnel will also file a report with the Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622.

F. STATE AND FEDERAL AGENCIES

The Arlington Public Schools urges all individuals in the school community to bring any complaints of harassment or other discrimination to the attention of school personnel so that they can address the issue as appropriate. Individuals may also make inquiries regarding the filing of a complaint with the following agencies: Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148 (telephone 781-338-3000) (fax 781-338-3391) (TTY 1-800-439-2370); Massachusetts Commission Against Discrimination ("MCAD"), One Ashburton Place, Boston, MA 02108 (telephone 617-994-6000) (fax 617-994- 6024) (TTY 617-994-6196); the United States Department of Education, Office for Civil Rights (OCR), 5 Post Office Square, 8th Floor, Boston, MA 02109 (telephone 617-289-0111) (fax 617- 289-0150) (TTY 1-800-877-8339); and the Equal Employment Opportunity Commission, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (telephone 1-800- 669-4000) (fax 617-565-3196) (TTY 1-800-669-6820).

Arlington School Committee, Revised, voted and adopted by the Arlington School Committee April 10, 2014.

ANTI-BULLYING POLICY

Pursuant to the Commonwealth of Massachusetts this Act of 2010 in regarding bullying in schools, students taking part in "bullying" like behavior may be subject to severe disciplinary action.

Arlington Public Schools
869 Massachusetts Avenue, Arlington, MA 02476
Telephone 781-316-3500 Fax 781-316-3509

NOTICE TO PARENTS/GUARDIANS
PARENT NOTIFICATION LAW

In accordance with the Parental Notification Law relative to sexuality education in schools (MGL 71 Section

32a), the Arlington School Committee has adopted the following policy:

"It is the policy of the Arlington Public Schools to notify parents and guardians if and when curriculum primarily involves human sexual education or human sexuality issues. Parents and guardians may exempt their children from any portion of said curriculum through written notice to the school principal. No child so exempted shall be penalized by reason of such exemption. To the extent practical, program instruction materials for said curricula shall be made reasonably accessible to parents, guardians, educators, school administrators, and others for inspection and review."

The Arlington Public Schools Curricula is aligned with the National Health Frameworks. At the Ottoson Middle School, health topics are taught in Health/Physical Education, Family and Consumer Science, and Science courses as well as school wide assemblies and field trips. Middle School health topics include Violence Prevention, Substance Use Prevention, Relationships and Communication Skills, Growth and Development, Reproduction/Sexuality, AIDS/HIV, Pregnancy, Birth Control, Mental Health, Prevention of Sexual Abuse, Physical Activity and Fitness, Disease Prevention/Control, Safety and Injury Prevention, Ecological Health, Community/Public Health, Personal Wellness, sexual orientation and current topics in the media. A Youth Risk Behavior Survey is administered every two years.

Acts of Bullying (including cyberbullying) and Retaliation are Prohibited. Massachusetts Defines Bullying as:

Repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim (student) that:

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

o (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Reporting: Students or parents that are aware of bullying should report it to their grade level administrator or the principal. Reports can be made orally or in writing. A Bullying report form is attached at the end of this document and more are available in the main office or online at:

http://www.arlington.k12.ma.us/eforms/parent_forms/Bullying_-_Initial_Suspected_Bullying_Report.pdf The grade level administrator will be responsible for taking steps to investigate and address bullying and retaliation. They will take steps to ensure the safety of the target, and will notify parents of the aggressor and the target of confirmed cases of bullying and retaliation. Please click on the following link to read the district's Bullying Prevention Plan in its entirety: [Arlington Bullying Prevention Plan](#).

SMOKING/TOBACCO USE

The possession and/or use of any vaping materials (regardless of the substance involved) and tobacco products within the school buildings, school facilities, on school grounds, on school buses by an individual, at school sponsored events, including school personnel and students, is prohibited at all times.

Smoking cessation classes are available to all students after school during the school year.

These excerpts are taken directly from the Town of Arlington Board of Health regulations. The public regulations on tobacco use will be enforced within the buildings and on the grounds of Arlington High School.

TOWN OF ARLINGTON BOARD OF HEALTH RULES AND REGULATIONS RESTRICTING SMOKING AND DISTRIBUTION OF TOBACCO AND TOBACCO PRODUCTS WITHIN THE TOWN OF ARLINGTON

SECTION 3.0 PROHIBITION ON SMOKING IN PUBLIC PLACES

No person shall smoke in any public place. Schools. It shall be unlawful for any person, including all teaching and non-teaching personnel to smoke in any public or private school, on school grounds or school buses at any time.

SECTION 5.0 PUBLIC PLACES/WORKPLACE ENFORCEMENT

(A) Any person who smokes in a non-smoking area shall be subject to a fine of \$100.00 for each violation.

All students caught in violation of this policy will be issued a \$100 fine. For a first offense the fee will be waived if the student completes the consultation and education provided within 21 days. For any subsequent violations in the school year a \$100 ticket will be issued. No report cards, schedules, diplomas or transcripts will be issued until any and all fines are paid in full.

Revised and Approved by Arlington School Committee: June 8, 2017

REPORTING FORM FOR ALLEGATIONS OF BULLYING OR RETALIATION RELATED TO BULLYING

1. Name of Person Filing the Report: _____

(Note: Reports may be made anonymously (unless reporter is staff member or administrator), but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous complaint)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a: Student Staff member (specify role) _____

Parent Administrator Other (specify) _____

Your contact information/telephone number:

4. Information about the Alleged Incident

Name of Alleged Target (of behavior): _____

Name of the Alleged Aggressor (Person who allegedly engaged in the behavior):

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s): _____

Please list names of people who saw the incident or have information about it:

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used, if possible). Please use additional space on back if necessary.
