

Arlington Public Schools
2023-2024
Elementary School Handbook



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Entrance Age

In accordance with [School Committee Policy](#), incoming kindergarten students must be five (5) years old by August 31 of the year they will enter kindergarten. Students must be six (6) years old by August 31 of the year that they will enter First Grade.

Kindergarten Registration and Orientation

Registration and Orientation Activities for families with children entering kindergarten the following school year take place beginning in February. Specific information including dates and times for registration is posted on the Arlington Public Schools (hereafter APS) website [registration page](#). Information is also posted to local media outlets and mailed to known prospective K families.

School Hours

8:00AM-2:30PM Monday, Tuesday, Thursday and Friday.
Wednesdays are early release days: Dismissal at 1:00PM.

Attendance Policy and Procedures

To report a change in attendance (late arrival, early dismissal, or absence), please contact your child's school. Each school will have its own safe arrival policy and phone number to call posted on the website.

Regular and punctual school attendance is essential for success in school. APS recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Therefore, students may be excused temporarily from school attendance for the following reasons:

- illness or quarantine;
- bereavement or serious illness in family; and
- observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of their academic success. Parents can help their children by not allowing them to miss school needlessly. Accordingly, parents should provide a verbal or written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular

absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed six (6) or more unexcused school days (a school day shall be equal to two (2) or more hours in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Inclement Weather

Closings and delays are reported on the district website and on local TV channels and radio stations. In addition, parents will be notified by phone through the district's communications system. Schools may be delayed for one or two hours, or school may be canceled, due to inclement weather or other emergency situations.

Religious Observances

Student absences due to the observance of religious holidays are considered excused absences for the purpose of attendance. Ample and flexible accommodations will be made to assist students in making up class work with sufficient time to do so with the expectation that they will not be studying nor doing homework on religious observance days. On days of major religious observance where school is in session and it is expected that significant numbers of students will be absent, there will be no tests, quizzes or other such examinations scheduled. Religious observances will be taken into consideration when scheduling school activities such as testing, school photographs, after school, and evening programs.

Patriotic Observances

Students have the right to refrain from participation in the salute to the American flag, the Pledge of Allegiance, and the singing of the National Anthem. Students who choose to refrain from these activities should respect the rights and interests of others who do wish to participate and in a manner that does not disrupt the ceremonies. Schools may not

force the students who refrain from participation to leave the room or be punished in any manner.

Family Vacations

Families are strongly discouraged from scheduling vacations during school time, especially during the MCAS examination period. Family vacations are marked as unexcused absences, and contribute to chronic absenteeism. Please contact your child's school if she/he will be absent for a family vacation while school is in session. Students will be required to make-up any work or assessments missed during their absence.

Field Trips

The Principal reviews and approves all field trips. There are no special school funds for field trips. The cost of the trip, such as admission fees, bus transportation and insurance, are calculated and then divided among the participants. The schools do not make a profit from these trips. You are asked to pay a fee so that the school can cover the cost of the trip(s). Based upon financial need, scholarships are available to assist with costs related to any field trip. Please contact your child's teacher or building Principal for assistance with fee coverage.

You are not required to send your child on a field trip; participation is voluntary. However, a permission slip must be signed for any child to participate on a field trip. If your child does not attend a field trip, teachers at school will be available to supervise your child on the day of the field trip.

Field trip forms are available [on our website](#). Please speak to your child's teacher or building administrator if you have additional questions about field trips.

APS Meals (Breakfast and Lunch) Program

The State of Massachusetts and Federal Governments have included money in their budget to provide meals for all students at no cost for the 2023-2024 school year. Additionally, APS schools serve breakfast at no cost starting at 7:30am at all elementary schools. The APS Breakfast Program also provides morning activities and programming whenever possible.

Children from households that meet federal income guidelines are eligible for additional benefits (formerly free/reduced price lunches). Families may apply to participate in the program at any time during the school year. Only one application per family is required.

Please include information on all the children in the household. To apply for benefits tied to income, please complete and sign [this application](#) and return it to the school Principal.

Applications must be filled out each year, even if your child qualified last year. Please only fill out one application per household. Students who qualified last year will receive benefits for the first 3 weeks of school, until a new application is received. Please note that many students are directly certified to receive benefits. These letters will be sent out towards the end of August. If you receive a letter you do not need to send in an application. If you have any questions, please email schoollunch@arlington.k12.ma.us or call 781-316-3643. For application forms visit: [APS Food Service](#)

Any family or individual needing food assistance can receive food from Arlington EATS. Arlington EATS provides access to fresh produce, meat, dairy products, and a wide variety of pantry staples to any Arlington resident in need of food. In-person shopping is available by appointment. To make an appointment, call 339-707-6761. For those unable to access in-person shopping due to a medical condition or childcare, home delivery is available. Call 339-707-6761 to order food.

Student Insurance Program

APS offers low-cost accident insurance to the parents/guardians of all enrolled public school students. Parents /guardians are encouraged to purchase this insurance as financial protection against accidents, although this is a voluntary program. Families will receive information regarding this insurance in the fall of each school year.

Ensuring Safe Schools

All visitors must report to the school office upon arrival. You must check in with the administrative assistant. We do this to provide a safe and secure environment for all students and staff.

A safe and secure school is essential to the learning environment. We have implemented a program that includes safety and security audits, development of emergency plans and procedures, and training for staff to respond to incidents. This program has been developed with the assistance of the Arlington Police, Arlington Fire, and the Arlington Board of Health. We are grateful for their contributions.

Preparedness begins at home. We encourage every family to develop a family preparedness plan. It is also essential that parents become familiar with the APS

emergency plan and ensure that the emergency information on file with your child's school is up-to-date.

Curriculum, Assessments and Progress Reports

Curriculum Documents

All APS curriculum documents are aligned with the Massachusetts State Frameworks. For more information click on the following link: [State Curriculum Frameworks](#) which can also be found on the APS website. Family Curriculum Guides for each grade and content area can be found [here](#).

Curriculum information that is specific to content areas and grade levels is available in each of the elementary schools. In addition, classroom teachers will be providing specific information to families during orientation and Back-to-School night programs.

Assessments

Assessments are an important tool in education at all levels. They provide vital feedback regarding student performance, effectiveness of curriculum, and in determining how to better support all students in the learning process. Students in Arlington are assessed using classroom-based assessments, system-wide common assessments, as well as statewide tests (MCAS).

APS Common Assessments are administered town-wide throughout the year in Reading, Writing, and Math. Results of these tests provide important information regarding student progress and curriculum delivery. For more information regarding these assessments, see your classroom teachers.

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

1. Test all public school students in Massachusetts, including students with disabilities and limited English proficient students
2. Measure performance based on the Massachusetts Curriculum Framework learning standards
3. Report on the performance of individual students, schools, and districts

State Mandated Assessment Tests (MCAS) are administered in the spring of each year in grades 3, 4, and 5.

Grade 3 - ELA Reading, Mathematics

Grade 4 - ELA Reading Comprehension, Writing, Mathematics

Grade 5 - ELA Reading Comprehension, Mathematics, Science and Technology

Test results are forwarded to parents after the results are received from the state.

As required by the Education Reform Law, students must pass the Grade 10 tests in English Language Arts (ELA), Mathematics, and Science as one condition of eligibility for a high school diploma (in addition to fulfilling local requirements). In addition, the state assessment program is used to hold schools and districts accountable, on a yearly basis, for the progress they have made toward the objective of No Child Left Behind, that all students be proficient in Reading and Mathematics.

Progress Reports

Standards-based progress reports are placed in PowerSchool for students in grades 1-5 three times a year in December, March, and June. Schools will message families when these reports are available. Standards-based progress reports for students in Kindergarten are distributed two times a year in December and May.

The grade level progress reports and rubrics may be found on the APS website at [K-5 Progress Reports](#)

Parent Teacher School Conferences

In order to communicate with parents regarding their student's progress, parent-teacher school conferences are held at each school. The dates for these conferences are published on the district calendar which can be found [on our website](#). Each student's teacher will communicate with parents regarding parent-teacher conference registration.

Homework

Homework enriches and extends the learning experience of the school day and stimulates interest in learning outside of the classroom. Additionally, homework supports learning through practice and the development of study skills such as time management, independence, and growth in responsibility. Homework may be assigned in elementary school and should not exceed 10 minutes per grade level on an evening's assignment (first

grade: 10 minutes, second grade: 20 minutes, etc.). Daily reading at home with a parent or independently is strongly encouraged for students at all grade levels.

Metropolitan Council for Educational Opportunity (METCO)

APS participates in one of the nation's largest and longest running desegregation programs, known as METCO. The METCO program provides the opportunity for an integrated public school education for children of color from racially imbalanced schools in Boston by placing them in suburban schools. METCO also provides a new learning experience for suburban children and provides a closer understanding and cooperation between urban and suburban parents. There are no income requirements for participating urban families.

Student Support Services

Counseling

Counseling services are available in each elementary school to support students with school adjustment, social and emotional development, and normative life crises. Referrals are made through the classroom teacher, Teacher Assistance Teams and/or the school Principal.

MultiLingual Language Learners (MLL)

The MLL Department is responsible for providing English language instruction to MLL students. The current laws in the United States and in the State of Massachusetts require that MLL students receive special English instruction until they are proficient in English. School districts are required to identify children who can benefit from ELL services as they come into the district so they are first screened to assess their English proficiency.

Reading Intervention in Regular Education K-5

Multi-Tiered Systems of Support is a research based framework that APS uses to design and deliver reading and other content-area services to students. It utilizes the skills and training of classroom teachers, ELA teachers, ELA coaches, and special education staff for reading and core instruction.

Tier I reading instruction is the comprehensive literacy program which students receive in the general education classroom setting. In addition, the classroom teachers may give

supplemental, targeted support to students who are struggling to master the reading skills and concepts taught at that grade level.

Tier II is an intervention level of service for the students who have been identified as needing reading support based on district and state assessments. These students may receive additional support from the classroom teacher, the reading teacher, reading coaches, or special education staff.

Tier III is a more intensive level of support provided to students who have participated in sustained intervention and whose reading achievement has not improved. The services include an appropriate mix of phonics, fluency, and comprehension based on student need. It may also involve additional weekly sessions of interventions, depending on individual needs and student progress.

APS classroom teachers and service providers all provide support to learners at all three Tiers. We utilize flexible settings, such as centers, small groups in class, and small groups out of class to implement services at all tiers of instruction. For more information about reading intervention and programs, please reach out to your child's teacher or school Principal.

Student Support and Teacher Assistance Teams (SST/STAT)

Students experiencing learning difficulties can be helped through a wide array of instructional supports. Once a problem has been identified, teachers meet with the Principal and other teacher/specialists to explore classroom or school-based accommodations to help support the student. This instructional support can include, but is not limited to, reading intervention, accommodations to curricula, behavioral contracts, counseling, after-school help, and teacher/parent/guardian conferences. State law requires schools to meet the needs of students within the regular education program using instructional supports often referred to as Response to Intervention.

Each of Arlington's schools has a TAT made up of teachers and specialists who serve as an important resource. The TAT often develops additional instructional support activities to help the student better access the general curriculum. Typically, TAT members review student data, documents, and interventions used within regular education. If the documentation shows that the instructional support services are producing positive results, and the student is making effective progress in the regular education setting, no further intervention is necessary. If, however, the documentation shows that the student is not responding to the interventions, a referral may be made for a Special Education

Evaluation. Parents or guardians have the right to refer a student for a special education evaluation as well, including when students are receiving interventions..

Special Education

If a student is found eligible for special education services through district evaluation, an Individualized Education Program (IEP) will be developed by the IEP team to address the individual instructional needs of the student. Special Education in Arlington is provided as one aspect of a continuum of supportive services and programs. It is Arlington's philosophy that ALL students can learn and should be full participants in the life of the school.

For more information on the referral process, please contact the building Principal, building team chairperson, or the Assistant Superintendent of Student Services.

Health & Nursing Services

Each school has an assigned qualified nurse who is trained and certified in the specialized practice of school nursing that advances the wellbeing, academic success, and lifelong achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy and learning.

Arlington school nurses provide:

- Illness care
- Injury prevention and treatment of injuries that occur in school
- Medication administration and monitoring
- Individualized health care planning and case management for students with special healthcare needs
- Health counseling and health promotion
- Management of student health records
- Health screenings (vision, postural, hearing, height, weight, substance use)
- Communication with students, parents, the school community and health care providers
- Communicable disease prevention and control
- Access to health care services and insurance
- Emergency preparedness and response

Student Attendance During Illness

There are times when a student should remain at home for their own welfare and the protection of other students. Your student should remain at home if they have:

- Uncontrollable and/or productive cough
- Fever over 100.0 degrees fahrenheit within past 24 hours
- Vomiting or diarrhea within past 24 hours
- Sore throat and swollen glands
- Undiagnosed rash or skin eruptions
- Earache, severe headache or drainage from eyes

Students should remain home for 24 hours after an acute illness or after starting antibiotics for a diagnosed infection. They should also be fever free for 24 hours without the use of fever-reducing medication (acetaminophen, ibuprofen, etc). These absences will be excused with appropriate documentation.

Re-Entry after Prolonged Medical Absence

Re-entry meetings are put into place before a student returns to the school environment from a medical or psychiatric hospitalization. Participants include the parents/guardians, the student, an administrator, the school nurse and the school counselor. The school requests that the parent/guardian provide a written statement/discharge plan from the student's physician for the team's consideration in planning and coordinating appropriate services and in assessing health needs for the student.

Exclusion from School

To comply with MA General Laws, Chapter 71, Section 56, if a student is found to be suffering from disease, injury or illness requiring treatment or further evaluation, the parent/guardian or emergency contact will be notified by the school nurse, Principal or designee to request immediate dismissal of their student to seek proper care.

Communicable Diseases

The spread of communicable diseases can be controlled by the use of good infection control practices. In the school setting, age appropriate immunization is the key in preventing the transmission of vaccine preventable diseases. Proper hand hygiene, standard precautions, appropriate cleaning and disinfecting are effective methods for

preventing the spread of most infectious diseases. These practices are implemented consistently in the Arlington Public Schools.

A student showing symptoms of any communicable disease for which health officials order isolation is required to be kept out of school as long as the student's illness is considered to be contagious. If symptoms develop at school, parents/guardians will be notified that the student must be taken home. In case of contagious or infectious disease, the school nurse shall notify health officials as required by MA DPH.

Healthcare Provider Notes

For health and safety reasons, communication between the home and school nurse's office is very important. Parents/guardians are responsible for reporting all student injuries and important medical information (head injuries, fractures, sprains, lacerations requiring sutures, surgeries, serious illnesses, all hospitalizations, etc.) to the school nurse as soon as possible. Healthcare provider notes, indicating physical restrictions or limitations, are required for all students returning to school with any activity restricting device, such as crutches, casts, slings, braces, etc.

Medication Policies

If the child requires epinephrine (EpiPen, Auvi-Q, etc) and/or an Individual Health Care Plan (for ex. asthma, Life Threatening Allergies, Diabetes, Seizure Disorder), please contact the school nurse as soon as possible to discuss and have the appropriate forms signed. You or a responsible adult whom you designate should deliver the medicines to the school in a pharmacy or manufacturer-labeled container. Please ask your pharmacist to provide separate bottles for school and home. No more than a thirty-day supply of medicine should be delivered to school. Parents/guardians must provide consent at the beginning of every school year for their student to receive over-the-counter medications, such as acetaminophen and ibuprofen.

Daily Medication

In order to ensure the health and safety of children requiring medication during the school day, the following procedures must be followed:

- The Health Office requires that the following forms be completed and returned to the nurse before medication is given at school:
 - Signed consent by the parent/guardian to give the medication

- Medication order signed by the child's physician. The medication order should be taken to your child's licensed prescriber (doctor, nurse practitioner) for completion and returned to the school nurse. This order must be renewed as needed and at the beginning of each academic year.
- Please visit the [Health & Nursing Services](#) page on the APS website to access Medication Permission forms.

Short Term Prescription Medication

No medication should be brought to school, unless prescribed to be given at school. In order to protect all school children, the following procedure is used when a student must take a medication during school hours on a short-term basis:

1. Parents/guardians are requested to ask the physician if it is possible to prescribe the medication other than during school hours.
2. If the medication must be taken during the school hours, the parent/guardian will provide no more than a 10 day supply.
3. The accurate dose will be sent in a container labeled by the pharmacy with the following information: name of child, name and dosage of medication, date prescribed, and name of prescribing physician.
4. The parent/guardian will send a note/email to the nurse giving permission to take the medication as prescribed. The school nurse or designee will dispense the medication.
5. If the medication is for more than ten days a form will be sent home to be completed by the physician and returned to the nurse.
6. Over the counter medications are not encouraged to be administered in school, except in unusual circumstances and only by the nurse with written permission.
7. Metered dose inhalers prescribed for asthma and epinephrine prescribed to prevent anaphylaxis may be carried by a student and self-administered with written permission and after discussion with the school nurse.
8. Students are not allowed to have medications in their possession at school, unless they have permission for self-administration per the discretion of the school nurse and in compliance with MDPH medication administration regulations 105 CMR 210.000.

Students With Life Threatening Allergies (LTA)

Please see the following APS School Committee Policies, which outline APS's approach to accommodating the needs of students with life-threatening allergies:

- [JLCCB Students with Life Threatening Allergies](#)

- [JLCCB-E Protocol and Guidelines for Students with Life Threatening Allergies](#)

Immunizations

Immunizations for all students must be completed for school entry and updated as required by the Massachusetts Department of Public Health. Massachusetts law allows two types of exemption: 1) religious exemption from physical examinations or screenings, upon written request of a parent/guardian and/or 2) medical exemption, upon written request of your child's physician. Students with exemptions may be subject to exclusion during disease outbreaks. Immunization exemptions are required to be completed annually.

Rights of Students with AIDS or HIV Infection

If a student has AIDS or is infected with HIV, the virus that causes AIDS, that student has certain rights under the law. Also, the Massachusetts Department of Education and Massachusetts Department of Public Health have a written policy that informs schools how they should act in order to protect those rights. The following is a summary of that policy:

1. Every school age child has the right to a public education.
2. A student with AIDS or HIV infection has the right to keep their medical condition private.
3. If a parent tells someone at school that a student has AIDS or HIV infection, they should not tell other people without that parent's permission.
4. A parent may give people at school permission to tell certain other people that a student has AIDS or HIV infection by saying so in writing.

The Massachusetts General Laws, Chapter III, Section 70F, prohibit health care providers, physicians, and health care facilities (including school-based clinics) from disclosing HIV test results, or even the fact that a test has been performed, without a specific, informed, written consent of the person who has been tested. Please note: HIV/AIDS information is not considered part of the student health record.

Child Abuse/Neglect Reporting Policy And Procedures

School personnel are mandated to report suspected child abuse or neglect pursuant to M.G.L. c. 199 section 51A. The Principal/designee will:

- Communicate child abuse/neglect procedures to the school staff annually.
- Ensure that all professionals understand that they must notify the Department of Children and Families (DCF) immediately if they suspect that a child has been or is at risk of being abused or neglected. In the alternative, the staff member may

report the matter to the Principal or designee, who will then take responsibility for filing the report.

Freedom of Dress

Faculty and staff are committed to an environment that supports self-expression and mutual respect. We support our students' right to freedom of expression. We want our students to dress each day to be comfortable, confident, and ready to learn. We encourage students to express their individuality through their choices of clothing.

We also must acknowledge our responsibility to maintain an environment that is healthy and free from substantial disruption or harassment. Student clothing and shoes should conform to reasonable standards of health, safety, and cleanliness. Students should refrain from wearing clothing to school and school events that display words or symbols expressing prohibited behavior, illegal activities, obscenity, or targeting other groups and individuals.

We understand that standards of dress and expression are complex and these expectations touch on safety and self expression. The administration is authorized to take action in instances where individual dress does not meet the stated requirements. We are committed to approaching these standards with an attitude of learning and mutual respect.

Parent Involvement

Volunteers

There are many opportunities for volunteering. Please contact your PTO or classroom teacher for more information. All volunteers must submit a CORI check. The CORI is required even for a one-time event. CORI forms are located in each elementary school office.

Parent Teacher Organization (PTO)

The PTO organizes most of the fundraising and special events at each elementary school. Parents and teachers are strongly encouraged to join the PTO and become active members. It is a great way to volunteer for one hour or the entire school year. PTO meetings are typically held once a month. Committee chairs, the Principal, and teachers report and evaluate past activities and discuss current and upcoming activities. Students

and teachers rely on their PTO for support in numerous ways. Parent volunteers are appreciated. Please contact your school's PTO, classroom teacher, or Principal to learn more..

- Bishop Elementary: <http://bishopschoolpto.weebly.com/>
- Brackett Elementary: <http://brackettelementary.org/PTO>
- Dallin Elementary: http://www.arlington.k12.ma.us/dallin/pto_gettinginvolved.php
- Hardy Elementary: <http://www.hardyschool.com/pto>
- Peirce Elementary: <http://peirceschool.info/volunteering/>
- Stratton Elementary: <http://strattonpto.org/wordpress1/>
- Thompson Elementary: <http://www.thompsonschoollpto.org/>

School Councils

According to MA State Law (Chapter 71, Section 59C), every public school in the Commonwealth must have a School Council consisting of the school Principal, who co-chairs the council, parents of students attending the school who are selected through an election by parents, teachers who are elected by the teachers in the school, and members of the community. The council meets regularly with the Principal of the school to assist in the identification of the educational needs of the students attending the school, to review the annual school budget, and to formulate a School Improvement Plan (SIP). For more information on the School Council in your neighborhood school, go to the individual school websites.

SEPAC (Arlington Special Education PAC)

SEPAC is a parent volunteer group that acts as an advisor to and provides resources for parents and children with disabilities in APS. For more information, visit the website [SEPAC](#) or email arlingtonsepac@yahoo.com

Student Rights and Responsibilities

Right to an Equal Education

Federal and State Laws prohibit discrimination in education. All students are guaranteed “an adequate publicly supported education to every child resident.” This right cannot be denied “on the basis of national origin, sex, gender identity, sexual orientation, economic

status, race, religion, and physical or mental handicap.” APS has established policies that ensure compliance to these laws.

Non-Discrimination

APS is committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. APS does not exclude from participation, deny the benefits of APS from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. The full non-discrimination policy of APS [can be accessed here](#).

Resources for reporting concerns related to this policy include:

- APS Individual School Principals (contact information on the [APS website](#) under “schools”)
- 504 Coordinator: Alison Elmer, Assistant Superintendent of Student Services: aelmer@arlington.k12.ma.us
- Civil Rights Coordinator: Dr. Mona Ford Walker, Deputy Superintendent: mfordwalker@arlington.k12.ma.us

Rights of Homeless Children

Students who have been displaced from their home and do not have a permanent place of residence are guaranteed the same rights to an education as every other student under the McKinney-Vento Homeless Education Act. Students have the right to:

- Go to a public school, including preschool
- Obtain school meals
- Receive transportation, if requested
- Participate in school programs (athletics, clubs, and other student activities)
- Receive the same support and services provided to all students, as needed

Right to Privacy

The Federal Family Educational Rights and Privacy Act, (FERPA), sometimes called the “Buckley Amendment” requires schools to protect the privacy of student records, and gives parents and students rights including inspection and review of student records. The

Massachusetts Student Record Regulations are consistent with the FERPA statute and regulations.

Confidentiality of Student Records

Authorized personnel of the school to which a student seeks or intends to transfer may have access to the student's record without the consent of the eligible student or parent. This information serves as notice that the APS forwards student records to schools in which the student seeks or intends to enroll without obtaining specific consent from the parent/guardian. Should you choose to opt out of this, please contact your building Principal.

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

School systems are required to provide for the security and confidentiality of student school records. Under these laws, the school Principal or their designee is responsible for the privacy and physical security of all student records maintained in the school and any computerized systems.

All information and data contained in or added to the student record shall be limited to information relevant to the educational needs of the student. Information and data added to the temporary record shall include the name, signature, and position of the person who is the source of the information, and the date of entry into the record. Standardized group test results that are added to the temporary record need only include the name of the test and/or publisher and date of testing. Screening and assessment records are accessible by the screening team, the child's teacher, any specialists involved in the assessment process (testing or implementation of services), and the school Principal. Screening and assessment results are used to identify areas where a student may need additional testing, intervention, or other support services that will assist in the learning process.

Amending the Student Record

The eligible student or the parent has the right to add information, comments, data, or any other relevant written material to the student record. The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not

be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

1. If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the Principal or their designee to make the objections known.
2. The Principal or their designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the Principal or their designee shall promptly take such steps as may be necessary to put the decision into effect.

Inspection of Record

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within ten days after the request, unless the parent or student consents to a delay. The parent and eligible students have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials. The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Destruction of Records

Regulations require school authorities to destroy a student's temporary record no later than seven years after the student transfers, graduates or withdraws from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

Non-Custodial Parents Rights

As required by General Laws Ch. 71, Section 34H, a parent who does not have physical custody of their child ("non-custodial parent") may have access to the student record in accordance with law and Department of Education Regulations. The APS district encourages all parents to be involved in and informed about the education of their

children. A non-custodial parent will be eligible to obtain access to the student record unless:

- The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- The parent has been denied visitation, or
- The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

School officials are required to contact the custodial parent when they receive such a request in order to provide that parent an opportunity to provide information that may impact the noncustodial parent's eligibility for access. Information may not be provided to non-custodial parents until they have complied with the statutory requirements. Questions about this process should be directed to the building Principal.

Discipline

APS believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

While this section provides examples of conduct that is prohibited, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including exclusion from school. Even misconduct that does not take place in school or at a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

In determining the consequences for particular misconduct, administrators consider all relevant circumstances, including the nature of the offense and its potential impact on our district's mission in providing an appropriate educational environment for students, as well as factors relating to the individual student. Such factors may include but are not limited to the student's past conduct (i.e., under concepts of progressive discipline repeated violations may result in more significant discipline), the student's willingness to

take responsibility for their conduct and to avoid recurrence, as well as the presence of potential mitigating factors.

Suspension or Expulsion

Under M.G.L. Ch. 71, §§37H, students are subject to suspension or expulsion (i.e., permanent exclusion) by the Principal for the following conduct:

- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Possession of a dangerous weapon*
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons,” administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapons will be turned over to the Police Department.

Students are also subject to suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H½.

Due Process - M.G.L. c. 71, § 37H

Any student who is charged with a violation of § 37H 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 § 37H. If a student is suspended for more than 10 school days under § 37H or expelled from a school district pursuant to these provisions, the student shall have the right to appeal to the Superintendent. The student shall have ten days from the date of the suspension/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 is not limited solely to a factual determination of whether the student has violated any provisions of this section.

Any school district that suspends or expels a student under this section shall allow for the student to make academic progress as described below. Students who are suspended for more than 10 consecutive school days or expelled will be provided educational services 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 the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Due Process - M.G.L. c. 71, § 37H ½

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(s)/guardian(s) within three (3) 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 (5) calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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 (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) 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 and alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a 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 allow for the student to make academic progress as described below. Students who are suspended for more than 10 consecutive school days or expelled will be provided 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 the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Removal Pending Disciplinary Hearing for Statutory Offenses

For statutory offenses covered by M.G.L. c. 71, § 37H and § 37H1/2 (possession of a dangerous weapon, possession of a controlled substance, possession of a dangerous weapon, assault on school staff and/or felony charges/conviction), the Principal may exclude the student from school on a short-term basis (not to exceed 10 school days), pending a formal hearing. Prior to removal pending a hearing, the Principal shall provide written notice to the student and parent/guardian that includes:

1. a description of the offense;
2. the reason for the removal pending hearing;
3. a statement of the duration of the removal pending hearing (not to exceed 10 school day);
4. notice of the formal hearing and due process rights, in compliance with M.G.L. c. 71, § 37H and/or § 37H1/2, as applicable (see above); and,
5. a statement that the student has the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal pending hearing.

The Principal shall also make reasonable attempts to contact the student and the parent/guardian to describe the offense and give the student and the parent/guardian an

opportunity to explain the circumstances, prior to removal of a student pending a disciplinary hearing. If the Principal is not able to contact the student and the parent/guardian to provide this opportunity, the Principal may delay this opportunity to after the issuance of the notice of exclusion pending hearing, if the Principal deems the delay necessary to avoid danger or substantial disruption.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Conduct Other than Statutory Offenses

Conduct of concern in a school setting that is not covered by M.G.L. c. 71, §37H and 37H½ may result in disciplinary action up to and including long term suspension (up to 90 days) from school. The decision-maker at a student meeting or discipline hearing under M.G.L. ch. 71, §37H ¾, when deciding consequences for the student, shall consider ways to re-engage the student in the learning process (including but not limited to positive behavior interventions and support models). Students shall not be suspended from school until alternative remedies have been employed and their use and results documented. Alternative remedies may include but not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The decision-maker may determine that suspension is the only appropriate consequence in the following situations: (1) the specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive; and (2) the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while at school.

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.

Suspension

School staff may use suspension from school not only as a deterrent to inappropriate behavior, but also to address the needs of students adversely affected by the inappropriate behavior of others. However, school staff seek to use alternatives to suspension whenever effective and appropriate to the circumstances. Except in the case of the “Statutory Offenses” as described in M.G.L. Ch. 71, §37H and 37H1/2 and set forth below, students may not be suspended more than 90 days in a school year, and school staff will consider alternatives to suspensions of more than 10 days, including but not limited to the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Any student who is suspended from school will be given the opportunity to make up school work as needed to make academic progress. If the student is excluded from school for more than ten (10) consecutive days the student will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.

The following are examples of behaviors that may lead to suspension and/or expulsion from school. However, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including suspension or expulsion.

- Physical and/or verbal assault on an adult or student (includes fighting).
- Verbal threats (verbal, written, electronic or otherwise) made to any student or staff member.
- Bullying.
- Remarks, gestures or physical contact, the display or circulation of written materials or pictures derogatory to either gender, gender identity, or sexual orientation or to racial, ethnic, religious, age, ancestry or disability groups.
- Pulling a false fire alarm, starting a fire, or making a bomb threat.
- Possession of controlled substances (drugs), alcohol, cigarettes (including vapor devices).
- Possessing dangerous items (e.g., knives, guns, look-alike guns, weapons, explosives, matches, harmful chemical substances).
- Using or copying the academic work of another and presenting it as their own without proper attribution.
- Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.

- Vandalism, malicious destruction of property or stealing, including school property.
- Any behavior that causes disruption to the learning process and/or school environment.

School Principals retain the authority to discipline students for any other misconduct not specifically listed above that they deems inappropriate or disruptive.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: 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 the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, 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 Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses, **but not for more than 10 days consecutively or cumulatively.**

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

The Principal shall inform the student of the disciplinary offense charged and the basis for the charge, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal determines that the student committed the disciplinary offense, the Principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the Principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. The Principal shall 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, if such meeting has not already occurred.

Principal's Hearing - Short Term Suspension of up to 10 days

For short term suspensions out of school, a Principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The Principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

- 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 Principal 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; and
- f. the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

For long term suspension, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;

3. 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; and
4. the right to cross-examine witnesses presented by the school district; and
5. the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall 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 Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Students shall not be suspended from school until alternative remedies have been employed and their use and results documented. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: 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 the long-term suspension will

remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

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

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall 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 shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Academic Progress

Any student who is suspended or expelled from school for any reason shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Education Services

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

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

Discipline of students with Special Needs

The Individuals with Disabilities Education Act (20 U.S.C., §1400 et seq.) and the related regulations (34 C.F.R. §300 et seq.) (“IDEA”) provides 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.

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 Bodily 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 a 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 the special education department.

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 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 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.

Search

School administrators are authorized to search students and/or their personal property if there is a reasonable basis for believing that the search will reveal evidence of a violation of school rules or the law. All lockers, desks, and school-issued electronic devices are the property of APS, not the student. Therefore, they are subject to be searched by authorized personnel at any time.

School officials are authorized to question students about information that is relevant to the performance of their duties, including enforcement of school rules pertaining to students, staff, or others.

Tobacco Use

Use of any tobacco products, including but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, and snuff and electronic cigarettes, electronic cigars, vaping materials (regardless of the substance involved), electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

Freedom from Corporal Punishment

Maintaining discipline on school property shall never include the right to inflict corporal punishment on any student.

Personal Electronic Devices

APS recognizes the importance of technology and encourages responsible and appropriate use of electronic devices for instructional purposes. However, APS strongly believes that classroom instruction should not be interrupted and students should not be distracted by personal electronic devices during school hours. Therefore, the use of personal electronic devices, including but not limited to cell phones, smart watches, and other personal technology devices is prohibited in the school and classroom.

Bullying

APS is committed to maintaining a school environment where students are free from bullying and the effects of such conduct. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics.

The above language is intended to be consistent with the APS's Policy Addressing Bullying and the APS's Bullying Prevention and Intervention Plan. A copy of the complete plan is available at: [APS Bullying Prevention and Intervention Plan](#)

The Principal 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. To report a possible bullying incident, click the the following link: [Reporting Form for Allegations of Bullying or Retaliation Related to Bullying](#)

Bullying: Definitions

Bullying is the repeated use by one or more students or by a member of the school staff including, but not limited to, an educator, administrator, a 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 of gesture or any combination thereof, directed at a victim that causes one or more of the following:

- A. Physical or emotional harm to the targeted student or damage to their property;

- B. Places the victim in reasonable fear of harm to him/herself or of damage to their property;
- C. Creates a hostile environment at school for the targeted student;
- D. Infringes on the rights of the victim at school; or
- E. Materially and substantially disrupts the educational process or the orderly operation of the school.

Bullying is different from peer conflict. It is generally characterized by multiple instances of targeted behavior over time. Bullying may include conduct such as hitting and shoving; pressuring a student into taking an action they do not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyberbullying is bullying through the use of cell phones, computers or other technology and may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, text messages, or blogs; creating websites or blogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, blog, or posting by which the creator/author impersonates another person.

Hostile Environment is a circumstance 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. The targeted student becomes so concerned about bullying that they are unable to participate in and concentrate on academic and other school activities.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. It involves a student or staff member "getting back at" a student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

APS prohibits bullying (including cyberbullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any property next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;

- through use of any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student; infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

How to Report Bullying

Students who believe they are the targets of bullying or retaliation, or who know about bullying conduct should report the conduct to their Principal. Students may also report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Principal (or to a member of the Superintendent's staff if appropriate). Any community member may fill out the reporting form linked above and on our website, which reports instances of bullying directly to the Deputy Superintendent of Teaching and Learning. Students are urged to report all conduct that is of actual concern to them.

Non-Discrimination Policy Including Harassment and Retaliation

APS will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, APS will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action.

Any member of the school community who is found, after investigation, to have engaged in any form of discrimination, including harassment or retaliation, against another member of the school community, will be subject to consequences determined appropriate by the administration. Such consequences may include restorative measures and corrective action, and/or student discipline or staff disciplinary action, up to and including termination of employment.

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related

conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of APS; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.

"Title IX Sexual Harassment" means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct on the basis of sex that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;
- Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act (20 U.S.C. 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 12291(a)(8), (10) & (30)).

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the APS Protocol for Investigating Sexual Harassment and Retaliation Pursuant to Title IX.

Resources

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for APS, and can be reached at:

Dr. Mona Ford Walker, Deputy Superintendent of Teaching and Learning
Arlington Public Schools
869 Massachusetts Avenue
Arlington MA 02476
781-316-3523

Inquiries about laws, statutes, regulations and compliance may be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr

Investigation

Any individual who believes they have been harassed or who has witnessed or learned about the harassment of another person in the school environment should inform the Principal as soon as possible. If the individual does not wish to discuss the issue with him/her, or if s/he does not address the problem in an effective manner, the individual should inform the Deputy Superintendent at the contact information listed above.

APS will promptly investigate every complaint of harassment. If it determines that harassment has occurred, it will take appropriate action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements.

In certain cases, the harassment of a student may constitute child abuse under Massachusetts Law. The APS will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

Closure of a Complaint

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622.

The APS urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can resolve the issue. The state agencies responsible for enforcing laws prohibiting harassment are the Massachusetts Commission Against Discrimination (MCAD), located at One Ashburton

Place Boston, Massachusetts and the Massachusetts Department of Elementary and Secondary Education 75 Pleasant Street, Malden, MA 02148. The agency responsible for enforcing federal laws prohibiting harassment in the employment context is the Equal Employment Opportunity Commission, which is located at One Congress Street, Boston, MA and in the educational context is U.S. Department of Education, Office for Civil Rights, <https://www2.ed.gov/about/offices/list/ocr/index.html>.

Sexual Harassment and Title IX

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in APS. The alleged harassment must involve conduct that occurred within APS programs or activities, on premises owned or substantially controlled by APS, and/or under circumstances where APS exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is explicitly understood to be in effect while students are on school grounds, School District property or property within the jurisdiction of the district, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity or expression, creed, color, citizenship, national origin, residency status, sexual orientation, religion, marital status, military status, sources of income, or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.
- Student-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.
- Harassment as described above may include, but is not limited to:
 - Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
 - Repeated remarks of a demeaning nature;
 - Implied or explicit threats concerning one's grades, achievements, or other school matter.
 - Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others. The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include Principals or their designees. The superintendent will recommend, in consultation with the Principals, opportunities to the designated recipients for appropriate training. Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. [119, Section 51A](#), requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and

responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate. Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

Notice of Sexual Harassment

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

Due Process Protections

Due process protections include the following:

1. A presumption of innocence throughout the grievance process, with the burden of proof on the school;
2. A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
3. The preponderance of the evidence, subject to limitations;
4. The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
5. Written notice of allegations and an equal opportunity to review the evidence;
6. Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
7. Equal opportunity for parties to appeal, where schools offer appeals;
8. Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but

the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination.

9. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the Principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

Record Keeping Requirements

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was

filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by APS to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

APS Title IX Coordinator: Dr. Mona Ford Walker, Deputy Superintendent:
mfordwalker@arlington.k12.ma.us

The Complainant may also file a complaint with:
The Mass. Commission Against Discrimination,
1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.

The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

Pets

Parents and children are reminded that pets are not allowed on school property. This is both a safety issue and a health concern. Please do not walk dogs or other animals on the school grounds. This also applies to families when dropping off and picking up their children

Parent Notification Relative to Sex Education

It is the rights of parents and guardians of our students to determine whether or not their children will participate in curriculum that primarily involves human sexual education or human sexuality issues. At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. If planned curriculum

changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation. Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable.

Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

Community Resources

Arlington has many resources for you and your family, listed here:

Arlington Boys & Girls Club: As a nonprofit institution, the Club is committed to affordable opportunities for enriching constructive activities that many children would not otherwise have.

Arlington Center for the Arts: The Arlington Center for the Arts (ACA) is a 501 (c) (3) non-profit arts organization that offers more than 250 programs annually in the visual, literary, and performing arts, many of which are free to the community. Programs include classes and workshops for adults and children, vacation arts programs for students aged 4-14, art exhibits, theater and music performances, lectures, arts festivals, and many more programs designed to make art accessible to all.

Arlington Children's Theater: ACT, a non-profit organization run entirely by parent volunteers, hires professional theater artists to work with the children to bring high production values to the shows.

Arlington Community Television: Public, Educational and Governmental Access Television on RCN, Comcast, and Verizon.

Arlington Education Foundation: AEF is a 501(c)3 corporation that raises money to support and enrich the Arlington Public Schools.

Arlington Family Connection: Non-profit organization for families with children ages six and under in Arlington.

Arlington Friends of the Drama AFD Theatre (Arlington Friends of the Drama) has presented award-winning productions to the community for 85 years. Actors, production staff, behind the scenes supporters, and members are always welcome.

Arlington Historical Society: The Arlington Historical Society promotes and encourages knowledge of the history of the Town of Arlington from its earliest days (1635) to modern times. It preserves, documents, and shares Arlington history through exhibits at the Smith Museum, through conserving and offering tours of the Jason Russell House, an eighteenth century home and Revolutionary War battle site, and by hosting a yearly lecture series, school group visits, and academic and family researchers.

Arlington Hockey and Figure Skating Club: Offers programs for children 5 – 19 in figure skating and hockey.

Arlington Housing Authority: The Arlington Housing Authority operates several housing assistance programs, which provide direct housing in government-owned developments or subsidized housing in privately owned dwellings for persons of low or very low income.

Arlington Recreation Commission: Arlington Recreation, a self-sustaining department of the town of Arlington, offers safe, quality and affordable programs and facilities for citizens of all ages and abilities. Staff members are qualified professionals, dedicated to serving the community with excellence and pride.

Arlington Youth Consultation Center (AYCC): AYCC works towards the treatment, prevention, and resolution of problems relating to the children and youth of the Town, and advises and assists other agencies concerned with such matters. AYCC provides counseling services (individual, group, and family), crisis intervention services, referral services, and pharmacological services to children and youths and families. The services are available to all Arlington residents whose problems involve children and adolescents ages 3 to 21. Located at 670R Massachusetts Avenue. Call 781-316-3255.

Child At Risk Hotline: The Department of Children and Families (DCF) is the Massachusetts state agency responsible for protecting children from child abuse and neglect. To report abuse or neglect, call the Child-at-Risk Hotline anytime of the day or night at 800-792-5200.

Child Care Resource Center Inc. CCRC works to ensure that children thrive. Promote the care and education of all children through advocacy and programs that serve families, professionals and communities.

The Children's Room: Center for Grieving Children and Teenagers, Inc. 819
Massachusetts Ave. Arlington, Massachusetts 02476 781-4741

Fidelity House: Fidelity House is dedicated to meeting the needs of Arlington families by providing flexible, diverse and quality programs for all ages. Youth development is the primary purpose of the center. Its mission is the promotion of good citizenship, increasing self-reliance and furthering the social, physical and emotional growth of the individual.

Little Fox Shop: A volunteer-run children's resale shop in support of the Fox Library. The shop carries an array of children's toys, books, games, clothes, infant equipment, and maternity wear. Quality donations are accepted and volunteer opportunities are available.

Fox Library: The Fox Branch of the Robbins Library has a variety of fiction and nonfiction titles for adults, young adults and children, as well as newspapers and magazines. Small collections of videos and Large Type Print books rotate from the Robbins Library to the branch on a regular basis. CD-ROM games for children are available to borrow. Infant-toddler programs, preschool story times and sing- alongs are offered

Robbins Library: The library maintains a high quality collection of current materials to meet residents' desires for leisure reading, listening and viewing, recreational and cultural enrichment.

Walking in Arlington: A group concerned about issues involving pedestrians.