

ATHOL HIGH SCHOOL

STUDENT HANDBOOK

2017-2018

www.arrsd.org/athol-high-school/

Main Office....978-249-2435 / (FAX) 978-249-2422

Guidance.....978-249-2436 / (FAX) 978-249-7217

Athletic Director.....978-249-2435 / (FAX) 978-249-2422

Cafeteria.....978-249-2438

District Mission Statement

The Athol-Royalston Regional School District is committed to providing challenging educational experience that inspires students to acquire the knowledge and skills to become responsible citizens in the global community.

Vision

The Athol-Royalston Regional School District in partnership with the community provides a safe, innovative, and vibrant learning environment for all students. We foster academic excellence by implementing best practices, improving facilities, appreciating diversity, and requiring accountability. Our graduates are life-long learners and discerning users of technology who exercise social and civic responsibility and adapt to an ever-changing world.

Non-Discrimination

Athol-Royalston Regional School District has a non-tolerance for any form of harassment or discrimination based upon race, color, national origin, sex, sexual orientation, gender identity, or religion.

At the request of a parent or student whose primary language is not English, a translated student handbook or student code of conduct will be made available by the District.

Dear Students and Parents of the Athol-Royalston Regional School District,

It is the hope and expectation of the District that all students have a welcoming, safe, positive, and productive 2017-2018 school year. In an effort to meet this goal, each school has developed a student handbook that provides all members of each school community with information regarding policies, procedures, and services. Handbooks are reviewed yearly by school councils and are ultimately approved by the Athol-Royalston Regional School Committee. It is the District's view that information and expectations outlined in this handbook will foster the appropriate school environment for students and their families, as well as teachers and administrators. Please be familiar with the information provided in this handbook, use it as a reference, and contact the building principal if you have any questions regarding its contents.

Sincerely,
The A.R.R.S.D. Administrative Team

| TABLE OF CONTENTS | PAGE |
|--|-------------|
| ACADEMICS | 11 |
| ACADEMIC ACHIEVEMENT AWARDS | 15 |
| ADD-DROP PERIOD | 21 |
| ADMINISTRATIVE DIRECTORY | 2 |
| ADVISORY | 11 |
| AFTER SCHOOL | 30 |
| AGE OF MAJORITY | 19 |
| ALTERNATIVE PROGRAM | 24 |
| ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT HANDBOOK POLICIES, LAWS, AND REGULATIONS | 61 |
| ASSEMBLIES | 29 |
| ATHLETIC EQUIPMENT | 32 |
| ATHLETIC ELIGIBILITY | 30 |
| ATHLETIC PROGRAMS | 31 |
| ATHLETIC USER FEE | 32 |
| ATTENDANCE | 16 |
| ATTENDANCE EXPECTATIONS | 16 |
| ATTENDANCE REQUIREMENTS | 18 |
| ATTENDANCE VIOLATION/LOSS OF CREDIT | 18 |
| BEFORE SCHOOL | 29 |
| BEHAVIOR CONFERENCES | 32 |
| BEHAVIORAL EXPECTATIONS | 33 |
| BULLYING | 50 |
| CAFETERIA | 29 |
| CELL PHONE REGISTRATION & RESTRICTION | 33 |
| CHAPTER 536 AN ACT PROHIBITING THE ACT OF HAZING | 54 |
| CHAPTER 622 | 68 |
| CHAPTER 722 – AN ACT INCREASING THE PENALTIES FOR DEFACING OR DESTROYING STATE, COUNTY OR MUNICIPAL PROPERTY | 55 |
| CHRONIC ABSENTEEISM | 19 |
| CLASS SCHEDULE & STUDENT COURSE LOAD | 11 |
| CLASSROOM ATTENDANCE POLICY | 17 |
| CLASSROOM EXPECTATIONS | 29 |
| CLUBS & ACTIVITIES | 33 |
| COLLEGE VISITATION PROCEDURE | 21 |
| COMMUNITY SERVICE | 12 |
| CONFERENCES | 34 |
| CORE VALUES | 3 |
| CORRIDOR PASSING | 29 |
| COURSE LEVELS & WEIGHTING | 13 |
| CREDIT RECOVERY/SUMMER SCHOOL | 24 |
| CRIMINAL HARASSMENT, PUNISHMENT | 54 |
| DAILY ATTENDANCE | 16 |
| DEFINITIONS OF BULLYING | 51 |
| DETENTIONS | 34 |
| DISCIPLINARY INFRACTIONS, EXPECTATIONS, AND CONSEQUENCES | 35-44 |

| | |
|--|----------|
| DISCIPLINARY POLICIES, LAWS & REGULATIONS | 44 |
| DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION | 45 |
| DISCIPLINE OF STUDENTS ON 504 PLAN | 46 |
| DISCIPLINING STUDENTS WITH SPECIAL NEEDS | 44 |
| DISMISSAL FROM SCHOOL | 16 |
| DISRUPTION/HARASSMENT OF SCHOOL ACTIVITIES | 55 |
| DISTRIBUTION OF PRINTED MATERIALS | 60 |
| DUAL ENROLLMENT | 22 |
| DUE PROCESS/DUE PROCESS FOR SUSPENSIONS | 35/46-50 |
| EQUAL EDUCATIONAL OPPORTUNITIES | 69 |
| EQUAL OPPORTUNITY GRIEVANCE PROCEDURE | 68 |
| EXTRACURRICULAR ACTIVITIES AND ATHLETICS | 30 |
| EXTRACURRICULAR ACTIVITIES | 30 |
| EXTRACURRICULAR ACTVITIY ELIGIBILITY | 30 |
| FINAL COURSE GRADES | 14 |
| FIRE DRILLS/EVACUATIONS | 25 |
| FULL TIME DUAL ENROLLMENT | 22 |
| GENERAL INFORMATION | 27 |
| GRADE POINT AVERAGE & CLASS RANK | 13 |
| GRADING POLICIES | 15 |
| GRADUATION REQUIREMENTS | 12 |
| GRADUATION AND PROMOTION REQUIREMENTS | 12 |
| GUIDANCE/DEPARTMENT OVERVIEW | 20 |
| HARASSMENT & DISCRIMINATION | 59 |
| HEALTH & SAFETY | 25 |
| HOMEWORK | 15 |
| HONOR ROLL | 14 |
| HONORS ACADEMY | 16 |
| INCOMPLETE GRADES | 14 |
| INDEPENDENT STUDY | 22 |
| IN-SCHOOL RESTRICTION (ISR) | 34 |
| IN-SCHOOL SUSPENSION (ISS) | 34 |
| INTERNET USE POLICY | 56 |
| INTERNSHIP | 22 |
| INTERVENTION BLOCK | 11 |
| LEARNING EXPECTATIONS | 3 |
| LEARNING EXPECTATIONS ASSESSMENT RUBRICS | 4-10 |
| LIBRARY/MEDIA SERVICES | 28 |
| LOCKDOWN/STAY IN PLACE | 25 |
| LOCKERS | 27 |
| LONG-TERM ASSIGNMENTS | 15 |
| LOSS OF CREDIT | 18 |
| LOST & FOUND | 27 |
| MAKE-UP WORK | 16 |
| MID-YEAR & FINAL EXAMINATIONS | 14 |
| NATIONAL HONOR SOCIETY | 32 |
| NO SCHOOL/DELAYS | 25 |
| NON-CLASSROOM EXPECTATIONS | 29 |
| NON-DISCRIMINATION | 55 |
| NON-DISCRIMINATION & PROTECTION POLICIES, LAWS | |

| | |
|---|-------|
| & REGULATIONS | 55 |
| OBTAINING MAKE-UP WORK | 16 |
| OFFICERS | 33 |
| ONLINE COURSES (VIRTUAL HIGH SCHOOL) | 23 |
| OUT OF DISTRICT GUESTS | 30 |
| OUT OF SCHOOL SUSPENSION | 34 |
| PARTICIPATION IN SPECIAL ACTIVITIES DURING SCHOOL HOURS | 28 |
| PERSONAL PROPERTY | 27 |
| PLEDGE OF ALLEGIANCE | 16 |
| POLICIES & PROCEDURE SECTION 504 OF THE REHABILITATION ACT OF 1973 | 69 |
| PREGNANT STUDENTS IN-SCHOOL PROGRAMS | 69 |
| PROGRESSIVE DISCIPLINE | 35 |
| PROHIBITION AGAINST BULLYING AND RETALIATION | 50 |
| PROMOTION REQUIREMENTS | 12 |
| PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL | 58 |
| REGISTRATION OF NEW STUDENTS | 20 |
| REGULATIONS ON STUDENT RECORDS | 20 |
| RELATIONSHIP OF BULLYING LAW TO OTHER LAWS | 53/92 |
| RELEASE TIME FOR RELIGIOUS EDUCATION | 19 |
| REPORT CARDS & PROGRESS REPORTS | 14 |
| RESTORATIVE JUSTICE | 35 |
| RESTRICTED PASS | 33 |
| RIGHT OF APPEAL (ATTENDANCE) | 18 |
| RULES & REGULATIONS FOR LUNCH PERIODS | 30 |
| SANITARY FACILITIES | 29 |
| SCHEDULING | 21 |
| SCHOOL EQUIPMENT | 28 |
| SCHOOL NURSE | 25 |
| SCHOOL SONG & ALMA MATER | 1 |
| SCHOOL SEARCH & SEIZURE | 58 |
| SCHOOL TELEPHONES | 27 |
| SECTION 504 OF THE REHABILITATION ACT OF 1973 | 69 |
| SEXUAL HARASSMENT POLICY | 59 |
| SOCIAL PROBATION | 15/34 |
| STUDENT ADVISORY COUNCIL | 33 |
| STUDENT ANNOUNCEMENTS | 27 |
| STUDENT ARRESTED | 55 |
| STUDENT CODE OF CONDUCT | 33 |
| STUDENT DISTURBANCES | 55 |
| STUDENT PARKING | 27 |
| STUDENT PASSES | 29 |
| STUDENT TRANSFER/WITHDRAWALS | 21 |
| STUDENT TRANSFERS IN-COMING STUDENTS | 21 |
| STUDENT TRANSFERES OUT-GOING STUDENTS | 21 |
| SUMMER SCHOOL | 24 |
| TARDINESS TO SCHOOL/CLASS | 17 |
| TEST SCHEDULE | 21 |
| TRUANCY | 19 |
| UPDATE OF RECORDS | 20 |

| | |
|----------------------------|----|
| USE OF SANITARY FACILITIES | 29 |
| VISITORS/STUDENT SHADOWS | 27 |
| WITHDRAWAL FROM CLASSES | 20 |
| WITHDRAWAL FROM SCHOOL | 21 |
| WORK BASED LEARNING | 23 |
| WORK PERMITS | 28 |

STUDENT HANDBOOK

This handbook is a guide for students; the administration reserves the right to interpret the rules and information contained herein. Notification of changes in this guide will be made in writing as soon as possible.

The handbook is organized into eleven sections to try to help facilitate usage.

| | |
|--|---------|
| Academics | page 11 |
| Attendance | page 16 |
| Guidance | page 20 |
| Health & Safety | page 25 |
| General Information | page 27 |
| Classroom Expectations | page 29 |
| Non-Classroom Expectations | page 29 |
| Extracurricular Activities and Athletics | page 30 |
| Behavioral Expectations | page 33 |
| Disciplinary Policies, Laws and Regulations | page 44 |
| Non-Discrimination & Protection Policies, Laws & Regulations | page 55 |

In addition to this handbook, there is a district-wide booklet of policies and laws. This booklet is the Athol-Royalston Regional School District Handbook Supplement. Please refer to it for more information about equal access, attendance laws, immunization laws, special education, school searches, student records, and more.

SCHOOL SONG

Hail to old Athol High
To you with loyal hearts we'll do or die,
Onward, forever, to win the victory
To you standing on the hill
The air with many a cheer we'll fill
To bring vim and courage
To dear old A.H.S

ALMA MATER

Athol High, Alma Mater; standing under stately trees
Athol High, of our fathers; there our hearts will ever be.
Let the world grow cold around us, let the heavens cry above,
Athol High, Athol High, in your shadow there'll be love.

School Colors: Red and White
School Motto: Seek Knowledge to Better Serve
School Nickname: Red Raiders

ATHOL HIGH SCHOOL ADMINISTRATIVE DIRECTORY

**ATHOL HIGH SCHOOL
ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT
2363 MAIN STREET
ATHOL, MA 01331**

ATHOL-ROYALSTON REGIONAL DISTRICT ADMINISTRATION

| | |
|---|--------------------------|
| Darcy Fernandes, Superintendent of Schools | Telephone # 978-249-2400 |
| Kathryn Clark, Director of Pupil Services | Telephone # 978-249-2400 |
| Mary Jane Rickson, Curriculum Coordinator Grades 6-12 | Telephone # 978-249-2400 |

ATHOL HIGH SCHOOL ADMINISTRATION

| | |
|------------------------------------|---|
| Mitchel G. Aho, Principal | Telephone # 978-249-2435 Fax #978-249-2422 |
| David P. King, Assistant Principal | Telephone # 978-249-2435 Fax #978-249-2422 |

ATHOL HIGH SCHOOL BUILDING LEADERSHIP

| | |
|---|-------------------------|
| David P. King, Athletic Director | Telephone #978-249-2435 |
| Dan Bevis, Assistant Athletic Director | Telephone #978-249-2435 |
| Amanda Pagar Wein, Guidance Department Chair | Telephone #978-249-2436 |
| David St. Jean, English Department Chair | Telephone #978-249-2435 |
| Cheryl Jelley, Math Department Chair | Telephone #978-249-2435 |
| David Triozzi, Science & Technology Department Chair | Telephone #978-249-2435 |
| TBD, Social Studies & Foreign Language Department Chair | Telephone #978-249-2435 |
| Melissa Perez, Special Education Department Chair | Telephone #978-249-2435 |
| Alicia Piscitello, Unified Arts Department Chair | Telephone #978-249-2430 |

ATHOL HIGH SCHOOL GUIDANCE DEPARTMENT

Telephone # 978-249-2436
Fax #978-249-7217

Amanda Pagar Wein, Guidance Department Chair, Adjustment Counselor
Mary Ann Miller, Guidance Counselor A-L
Julia Aquadro, Guidance Counselor M-Z

CORE VALUES AND LEARNING EXPECTATIONS

ATHOL HIGH SCHOOL STATEMENT OF CORE VALUES

Athol High School is committed to providing the academic, civic and social foundation for students to become life-long learners and productive, creative and healthy citizens of a 21st century global society. We strive for students to understand the value of academic excellence, integrity, personal responsibility, self-discipline, and a strong work ethic.

ATHOL HIGH SCHOOL LEARNING EXPECTATIONS

Academic

Students will be able to:

Carefully and critically read for understanding and application.

Write effectively in a variety of forms.

Use a variety of technologies to appropriately retrieve, synthesize and communicate information.

Collaborate productively in a variety of learning environments.

Analyze, interpret, and evaluate problems using a variety of resources and strategies.

Civic/Social

Students will be able to:

Understand and exercise their rights and responsibilities as students and as citizens.

Demonstrate growth of character through personal responsibility, ethical behavior, and personal health and fitness.

Beliefs About Student Learning

At Athol High School we believe learning happens best when students...

- Develop a strong work ethic and sense of academic integrity.
- Take risks to push beyond current knowledge.
- Develop self-confidence, self-respect and dignity.
- Engage in goal setting, self-assessment and reflection.

At Athol High School we believe learning happens best when Athol High School staff...

- Provide an atmosphere of mutual respect.
- Connect learning to the world beyond high school.
- Have clear expectations for student academic performance.
- Provide individual support in and beyond the class period.
- Connect learning between subjects, courses and content areas.
- Inspire students to learn and make learning interesting and engaging.
- Model behaviors, actions and thinking for students.

Athol High School
Learning Expectation Assessment Rubric
Collaborate Productively in a Variety of Learning Environments
[Collaboration]

| | Advanced | Proficient | Needs Improvement | Deficient |
|-------------------------|--|---|--|--|
| Participation | Consistently accepts and fulfills individual role with group. Extensively contributes knowledge, opinion, and skills. | Frequently accepts and fulfills individual role within group and consistently contributes knowledge, opinion, and skills. | To some degree, accepts and fulfills individual role within group and occasionally contributes knowledge, opinion, and skills. | Rarely accepts and fulfills individual role within group and seldom, if ever, contributes knowledge, opinion, and skills. |
| Organization | Consistently remains on task, completing work thoroughly. Is consistently punctual with deadlines and demonstrates exceptional preparation and planning. | Frequently stays on task, completing work. Is mostly punctual with deadlines and demonstrates appropriate preparation and planning. | Stays on task at times, but is inconsistent with regard to the meeting of deadlines. Further work in preparation and planning needed. | Does not stay on task and ignores deadlines. Preparation and planning virtually nonexistent. |
| Respect/Maturity | Consistently values the knowledge, opinions, and skills of all group members and encourages the contributions of all. Is respectful of the work environment. Demonstrates integrity and self-discipline. | Values the knowledge, opinions, and skills of group members. Is respectful of the work environment and demonstrates positive personal behavior. | Sometimes values the knowledge, opinions, and skills of group members. Further demonstration of a respect for the work environment needed. | Does not reflect a value for the knowledge, opinions, and skills of others. Demonstrates a lack of respect for the work environment. |
| Leadership | Consistently willing to take a leadership role, keeping others on track. Is positive and encouraging with others. | Takes an appropriate role in the group. Supports others by being positive and productive. | Is somewhat positive and productive with others in the group setting. | Detracts from the group dynamic and distracts others in the work setting. |
| Creativity | Is innovative in the group setting and is keenly aware of the benefits that collaboration can yield. | Demonstrates critical thinking and sees the potential value of individuals working together. | Can sometimes reflect creative ideas that assist the group. | Seldom offers ideas that assist the group in its goals. |

Athol High School
Learning Expectation Assessment Rubric
Analyze, Interpret, and Evaluate Problems Using a Variety of Resources and Strategies
[Critical Thinking]

| | Advanced | Proficient | Needs Improvement | Deficient |
|--------------------------------------|--|--|--|---|
| Identifying Problems | Identifies and defines multiple and/or complex problems. | Is able to identify and define a problem. | Capable of identifying and defining simple problems. | Incapable or unwilling to identify and define problems. |
| Brainstorming Strategies | Is able to brainstorm a variety of complex and sophisticated solutions. | Can brainstorm possible solutions. | Generally relies on the easiest or quickest solution. | Unable or unwilling to consider solutions. |
| Organizing Information | Identifies a variety of potentially important information, gathers highly relevant information and organizes it effectively. | Identifies, gathers, and organizes information that is important to solve a problem. | Has difficulty identifying, gathering, and organizing information important to solving a problem. | Cannot effectively identify, gather, and organize information to solve a problem. |
| Using Logical Progression | Independently creates and carries to completion complex, multi-step tasks. | Carries out multi-step tasks appropriately. | Can complete some tasks but needs frequent monitoring and assistance. | Unable or unwilling to take needed steps with a task. |
| Recognizing Fact from Opinion | Distinguishes subtle differences between fact and opinion, and able to articulate thoughts on why one differs from the other. | Able to use evidence to distinguish fact from opinion. | Can sometimes discern fact from opinion. | Has difficulty discerning fact from opinion. |
| Use of Reason | Uses sound and thorough reasoning and able to make subtle connections. | Consistently able to use reasoning and to make connections. | Has some difficulty using reasoning and making more obvious connections. | Uses questionable reasoning and unable to make connections. |
| Appropriate Risk | Chooses most challenging learning experiences and participates in a way that advances critical thinking. Learns from mistakes. | Takes academic risks by welcoming challenge. Participates actively and learns from mistakes. | Avoids academic challenge and often unwilling to engage in tasks. | Unwilling to take on academic challenges. |
| Select/Test Solutions | Selects, justifies, and evaluates a sophisticated and accurate solution and is able to test, analyze, and adapt that solution. | Selects, justified, and evaluates an accurate solution and is able to test and analyze a possible solution | Has difficulty identifying an accurate solution. Is quick to select or dismiss possible solutions and tends to rely on others. | Unable or unwilling to test any solutions. |

Athol High School
Learning Expectation Assessment Rubric
Carefully and Critically Read for Understanding and Application
[Reading]

| | Advanced | Proficient | Needs Improvement | Deficient |
|------------------------------------|---|---|---|--|
| Comprehension | Uses active reading strategies independently, understands abstract concepts, makes sophisticated inferences, and demonstrates a mature understanding of material. | Uses active reading strategies with some support and is able to understand material and find meaning. | With support and/or significant effort, is able to understand most essential elements of material. | Shows limited and/or inaccurate understanding of written text. |
| Fluency | When applicable, reads aloud with strong and accurate expression, even with sophisticated language. | When applicable, reads aloud with appropriate expression and knowledge of vocabulary. | When applicable, reads aloud with a limited understanding of appropriate expression. | When expected, student is unable to properly articulate the reading of a given text. |
| Vocabulary | Readily uses advanced knowledge of prefixes, suffixes, and roots to understand vocabulary in unfamiliar material. | Uses knowledge of prefixes, suffixes, and roots to understand vocabulary in unfamiliar material. | Occasionally uses knowledge of prefixes, suffixes, and roots to understand vocabulary in unfamiliar material. | Is unable to access knowledge of prefixes, suffixes and roots to understand vocabulary in unfamiliar material. |
| Detail/Evidence | Readily identifies relevant and pertinent information necessary to draw appropriate and mature conclusions. | Identifies the relevant and pertinent information necessary to draw accurate conclusions. | Occasionally, or with support, identifies the relevant and pertinent information necessary to draw conclusions. | Rarely identifies the relevant and pertinent information necessary to draw conclusions about a given text. |
| Essential vs. Non-Essential | Easily and quickly distinguishes relevant aspects of the text, even those subtle in nature. | Accurately identifies pertinent information from the less essential. | With some guidance and/or considerable effort, can distinguish key vs. superfluous information. | Even with considerable support, the reader is unable to identify areas of a given text that are more meaningful than others. |
| Theme/Main Idea | In a sophisticated manner, Identifies author's intent on meaning or message and can articulate thoughts clearly. | Identifies main idea of a text and can speak to author intent. | Can identify author intent or the main idea/message in a work with some guidance. | Despite assistance, cannot understand author intent or the meaning/message of a text. |
| Point of View/Bias | Possesses knowledge and context of material that allows for a mature analysis of the text with regard to potential bias. | Successfully Identifies a writer's point of view and can discern potential writer bias. | Accepts most information as factual and has some difficulty discerning potential author bias. | Is generally unable to identify writer bias, even when abundantly clear. |
| Making Connections | Is able to draw sophisticated connections between studied texts and other texts, ideas, or events. | Is able to see connections between a studied text and other material, ideas, or events. | Occasionally sees how the ideas of written text connect to other works, ideas, or events. | Has significant difficulty seeing how a studied text has any meaning beyond itself. |

Athol High School
Learning Expectation Assessment Rubric
Write Effectively in a Variety of Forms
[Writing]

| | Advanced | Proficient | Needs Improvement | Deficient |
|---------------------|--|--|---|---|
| Purpose | Is keenly aware of the purpose of the writing assignment and makes a conscious effort to engage the reader in a meaningful way. When necessary, the writing is driven by a precise and sophisticated thesis statement. | Has a strong understanding of the writing task and is aware of his or her audience. When required, writing is driven by a clear and arguable thesis statement. | Reflects a limited understanding of the purpose of the writing task. When needed, the thesis statement is either incomplete or overly vague. | Does not demonstrate an understanding of the purpose of the writing task and/or cannot articulate ideas in a sufficiently clear manner. |
| Organization | Goes beyond a formulaic approach to the planning of the writing (unless otherwise directed) and organizes ideas in a thoughtful and effective manner. Arrangement of ideas leaves a powerful impression on the reader. | Uses a clear and effective organizational approach. Ideas are easily followed. It appears as though careful planning took place prior to the writing. | Reflects a lack of proper planning and organization needed to convey information effectively. | Ideas are haphazardly presented and little to no planning is evident. |
| Development | Provides detailed evidence and careful explanations to support ideas. When expected, relevant research is presented and sources are documented properly. | Uses sufficient support and development for the assigned task. When expected, research is presented and sources are documented. | Does not provide adequate details or development to fully support the purpose of the writing. When expected, research is lacking or documentation of sources is poor. | Does not provide ideas or evidence to support purpose of the writing. |
| Coherence | Expresses ideas logically and/or creatively (depending on the purpose of the assignment) and presents thoughts in an impressive manner, staying focused throughout. | Expresses ideas effectively and clearly, leaving the reader with a clear understanding of the ideas presented. A clear consistency of purpose is present in the writing. | Leaves a reader with questions regarding the thoughts that are presented. Goes off-topic at various points in the writing. | Expresses ideas haphazardly, leaving the reader with considerable confusion. |
| Fluency | Is sophisticated in the use of language, using words and phrases accurately and powerfully. | Selects and uses words and phrases accurately and effectively. | Is understandable, but lacks precision and clarity in the use of language. | Writes without control or command of language. |

Athol High School
Learning Expectation Assessment Rubric
Understand and Exercise Their Rights and Responsibilities as Students and as Citizens
[Responsibility]

| | Advanced | Proficient | Needs Improvement | Deficient |
|--|---|--|--|---|
| School Rules and Expectations | Always adheres to the rules outlined in the student handbook. | Nearly always adheres to the rules outlined in the student handbook. | Generally adheres to the rules outlined in the student handbook. | Rarely adheres to the rules outlined in the student handbook. |
| Understanding of Course and/or Teacher Expectations | Always adheres to course expectations as outlined by the teacher. | Nearly always adheres to course expectations as outlined by the teacher. | Generally adheres to course expectations as outlined by the teacher. | Rarely adheres to course expectations as outlined by the teacher. |
| Involvement in the School Community | Is actively involved in the school community, making important contributions and/or demonstrating leadership. | Is involved in the school community through participation in organizations and activities. | Will on occasion get involved in school groups or activities, but is often on the periphery of meaningful involvement. | Rarely, if ever, makes any attempt to be involved in any school groups or activities. |
| Citizenship | Is actively involved in the community, making important contributions and/or demonstrating leadership. | Is involved in the community through participation in organizations and activities. | Will on occasion get involved in the community, but is often on the periphery of meaningful involvement. | Rarely, if ever, makes any attempt to be involved in the community. |

Athol High School
Learning Expectation Assessment Rubric
Demonstrate Growth of Character through Personal Responsibility, Ethical Behavior, and Personal Health and Fitness
[Character]

| | Advanced | Proficient | Needs Improvement | Deficient |
|------------------------------------|--|---|--|---|
| Personal Responsibility | Demonstrates an admirable level of integrity and is a role model for others. | Demonstrates integrity and makes appropriate decisions. | Occasionally makes decisions that could be regarded as questionable or misguided. | Is chronic in his or her misbehavior, making decisions that can be construed as destructive to themselves and/or others. |
| Ethical Behavior | In the school and in the community, the student would be regarded as a model individual with regard to decision-making and behavior. | Is generally regarded as a quality individual, based on the behaviors that he or she exhibits in the school and in the community. | Occasionally makes questionable decisions that have a negative effect on the individual and others in the school and in the community. | Regularly makes questionable decisions that have a negative effect on the individual and others in the school and in the community. |
| Personal Health and Fitness | Consistently engages in behavior that promotes positive physical and emotional health. | Typically engages in behavior that promotes positive physical and emotional health. | Engages in behavior that negatively affects the quality of the individual's personal health or the health of others. | Clearly engages in behaviors that place the individual and others at significant health risk. |

Athol High School
Learning Expectation Assessment Rubric
Use a Variety of Technologies to Appropriately Retrieve, Synthesize, and Communicate Information
[Technology]

| | Advanced | Proficient | Needs Improvement | Deficient |
|--|--|--|--|--|
| Knowledge of Technological Hardware | Understands and is able to use technological equipment appropriately and independently and only requires support in cases of malfunction. | Understands and is able to use technological equipment appropriately and rarely needs support. | Has a limited understanding of the technology that is used and may need support. | Does not understand the technology that is required for a given assignment and regularly needs support. |
| Use of Software/Internet Programs | Understands and is able to use software independently and only requires support in cases of malfunction. | Understands and is able to use software appropriately and rarely needs support. | Has a limited understanding of the software that is used and may need support. | Does not understand the software that is required for a given assignment and regularly needs support. |
| Access and Use of Information | Is sophisticated in the manner in which he or she searches for information and can skillfully determine the quality of the information that is found. When required, student is able to document information properly. | Is able to properly search for accurate information and can discern quality research from irrelevant or suspect information. When required, student can acknowledge sources correctly. | Searches for information but has difficulty determining which sources and information are appropriate for a given purpose. Has difficulty acknowledging sources correctly. | Cannot properly search for information for a given purpose. Has little ability to properly document information. |
| Responsible Behavior | Complies with the safe, responsible, and ethical rules regarding the use of technology. | Mostly complies with the safe, responsible, and ethical rules regarding the use of technology. | Inconsistently complies with the safe, responsible, and ethical rules regarding the use of technology. | Rarely complies with the safe, responsible, and ethical rules regarding the use of technology. |

ACADEMICS

CLASS SCHEDULE AND STUDENT COURSE LOAD

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 |
|---------------|-----------------------|-------|-------|-------|-------|--------------------|-----------------------|
| 7:40 – 8:32 | A | B | C | D | E | A | A |
| 8:35 - 9:27 | B | C | D | E | A | B | B |
| 9:27 - 9:32 | Morning Break | | | | | | |
| 9:35 - 10:27 | C | D | E | A | B | C | C |
| 10:30 - 11:22 | D | E | A | B | C | D | D |
| 11:25 - 12:39 | E | A | B | C | D | E | E |
| 11:25 -11:47 | 1 st Lunch | | | | | | |
| 11:50 - 12:12 | 2 nd Lunch | | | | | | |
| 12:15 – 12:39 | E | A | B | C | D | E | E |
| 12:42 – 1:10 | E-INT | A-INT | B-INT | C-INT | D-INT | F 12:42-1:34 | F 12:42-1:34 |
| 1:13-2:05 | F | F | F | F | F | F-INT 1:37-2:05 | ADVISORY 1:37-2:05 |

Athol High School has a six period schedule. The daily schedule consists of five classes of 52 minutes in length and one class 80 minutes in length. The schedule rotates over a seven-day cycle so that all courses have the opportunity to make use of the extended block. One period is fixed at the end of the day to facilitate coordination with outside institutions and businesses to help promote dual enrollment and internship opportunities. There is also a thirty-minute advisory period that will meet once per cycle.

Students are expected to carry a full load of six courses. Most core subject area courses will meet for one period for the entire year. Courses meeting for one period for the entire year will count as one credit. Most elective courses will meet for one period for one semester. Courses that meet for one period for a semester will be worth one-half (0.5) a credit.

INTERVENTION BLOCK

Part of the extended block each day is designated as the intervention block. During this period of time teachers should not present new material. The purpose of this time is to allow for teachers to provide targeted instruction, students to receive interventions, and periodic group or club meetings as needed. Teachers may use this time to complete laboratory activities or provide extended time for testing. Additionally, teachers may prohibit students from leaving their room during this time if the student is not making satisfactory progress in the class. Any student who needs to leave class during the intervention block should come to class with a completed intervention pass.

ADVISORY

All students will be assigned to an advisory group. The advisory groups will meet for one thirty-minute block during each seven-day cycle. During the advisory block, groups will focus on academic reflections, goal setting, and future planning; lessons and case studies on behavioral expectations; and celebration and recognition of student success and achievements.

GRADUATION & PROMOTION REQUIREMENTS

The following graduation requirements outline the course specific expectations for all students. Students are required to fulfill a community service component. Information regarding the community service requirement is located in the section below.

GRADUATION REQUIREMENTS

| Subject | Credits/Hours |
|--------------------------|--|
| English | 4.0 Credits: Grade-specific English class, grades 9-12, (1 credit each) |
| Math | 4.0 Credits: Grade-specific Math class, grades 9-12, (1 credit each) |
| Science | 3.0 Credits (Including Biology) |
| Social Studies | 3.0 Credits (Including World History, US History I, & US History II) |
| Physical Education | 1.5 Credits (Including PE/Health I & II) |
| Electives | Varies 0.5 Credits *Freshman English Seminar as required 0.5 Credits *Freshman Math Seminar as required 0.5 Credits *Biology Seminar as required 0.5 Credits *Science & Technology Seminar as required |
| <i>Community Service</i> | 20 Hours** |
| Total | 20 Credits |

*Elective Seminars as required for State Competency Determination requirements.

**This number represents 5 hours per year and may be prorated for transfer students

Students must also meet the Competency Determination requirements set forth by the Commonwealth of Massachusetts in addition to the AHS graduation requirements. Currently the required Competency Determination is met by achieving passing scores on three MCAS exams in the areas of Mathematics, English/Language Arts, and Science/Technology & Engineering.

PROMOTION REQUIREMENTS

| | |
|------------|------------|
| Graduation | 20 Credits |
| Senior | 14 |
| Junior | 8 |
| Sophomore | 4 |

COMMUNITY SERVICE

In addition to the credit requirements above, students must fulfill a community service requirement to graduate. Students must complete five community service hours for each year that they attend Athol High School for a total of 20 hours.

To receive credit for your community service hours a completed community service form must be turned into the office. Once the form is verified, the hours will be recorded.

COURSE LEVELS AND WEIGHTING

There are four levels of courses offered at Athol High School:

Advanced Placement (AP): AP courses are rigorous courses that follow the guidelines set forth by the College Board. Students enrolled in AP courses have the opportunity to earn college credits based on their scores on AP exams. Students must be aware that AP courses have specific requirements; students should look at prerequisites for courses and plan accordingly. All of these courses require some independent summer preparation and students are required to take the AP exams in May. There is a fee associated with each AP exam set by the College Board that must be paid by the deadline set by Athol High School. However, **no student should refrain from taking an AP course due to cost**. Please see the principal if the AP exam cost is an issue. An AP Contract will need to be signed by both the student and the parent prior to starting the course.

Honors (H): Honors courses are more rigorous courses than college preparatory classes. These classes are designed to challenge students and potentially prepare them for AP courses.

College Preparatory (CP): College preparatory classes align to the appropriate state and/or national standards in order to provide students with the necessary knowledge and skills to succeed in college.

Standard (STD): Standard courses align to the appropriate state and/or national standards but focus on key standards in order to build a foundation for students in the particular area. Standard courses also include those electives not recognized as college preparatory by the NCAA clearinghouse.

GRADE POINT AVERAGE AND CLASS RANK

The level of courses a student completes and the grades earned in those courses are used to determine the student's Grade Point Average (GPA). A student's GPA is a critical item that is commonly used for college admissions and for scholarship awards. A student's class rank is determined by comparing their cumulative weighted GPA to the other members of the student's class. The following table illustrates the corresponding weighted GPA values for each grade and course level:

The weighted GPA values according to earned grades and course level:

| Letter Grade | Numerical Equivalent | Advanced Placement | Honors | College Preparatory | Standard |
|---------------------|-----------------------------|---------------------------|---------------|----------------------------|-----------------|
| A+ | 98-100 | 5.3 | 4.8 | 4.3 | 4 |
| A | 93-97 | 5 | 4.5 | 4 | 3.7 |
| A- | 90-92 | 4.7 | 4.2 | 3.7 | 3.4 |
| B+ | 86-89 | 4.3 | 3.8 | 3.3 | 3 |
| B | 83-85 | 4 | 3.5 | 3 | 2.7 |
| B- | 80-82 | 3.7 | 3.2 | 2.7 | 2.4 |
| C+ | 76-79 | 3.3 | 2.8 | 2.3 | 2 |
| C | 73-75 | 3 | 2.5 | 2 | 1.7 |
| C- | 70-72 | 2.7 | 2.2 | 1.7 | 1.4 |
| D+ | 66-69 | 2.3 | 1.8 | 1.3 | 1 |
| D | 63-65 | 2 | 1.5 | 1 | 0.7 |
| D- | 60-62 | 1.7 | 1.2 | 0.7 | 0.4 |
| F | 0-59 | 0 | 0 | 0 | 0 |

The weighted GPA is calculated at the end of every semester using the following method:

1. Determine the appropriate weighted GPA value for each course from the table above.
2. Multiply the weighted GPA value for each course by the number of credits earned for the course.
3. Total the products from step 2.
4. Divide by the total number of course credits attempted.

REPORT CARDS & PROGRESS REPORTS

Report cards will send home with students four times during the year. Progress reports will be sent home with each student midway through each quarter.

Students will be marked on the following basis in each course:

| | |
|-------------|-----------------------------|
| 90 or above | outstanding |
| 80-89 | above average |
| 70-79 | average |
| 60-69 | unsatisfactory, but passing |
| Below 60 | failing |

Some courses may be graded on a pass/fail/honors basis. For these courses, “P” is a pass, “F” is a failure and “H” is honors.

MID-YEAR AND FINAL EXAMINATIONS

Each course will give a summative assessment at the end of each semester. In full year courses, each semester exam will count as 10% of the final grade. Exams in semester courses will count as 20% of the final grade.

FINAL COURSE GRADES

Final grades will be calculated by weighting each quarter equally and factoring in the mid-year and final exams.

For full-year courses each quarter is 20% of the final grade and the mid-term and final exams are each worth 10%.

For semester courses each quarter is 40% of the final grade and the final is 20%.

Any courses that do not have a final exam will have the weight of the exam equally distributed to each quarter grade.

INCOMPLETE GRADES

A student may be granted an extension at the end of a quarter to complete coursework. Any student receiving this extension will receive an “incomplete” as a report card grade. Students who receive an “incomplete” will have ten (10) school days to make up the missing work. After the ten school days, the “incomplete” will be changed to the current grade for the course based on whatever portion of work has been completed.

The extensions are granted based on extenuating circumstances and must be approved by the guidance department or an administrator. An extension longer than 10 days would require approval from the principal.

HONOR ROLL

Honor roll is based on achieving 80 or better in every subject, including an “H” in Physical Education.

High honor roll is based on achieving 90 or better in every subject, including an “H” in Physical Education.

All courses count for honor roll.

ACADEMIC ACHIEVEMENT AWARDS

Students may earn academic achievement awards based on the final grades in their classes. Academic achievement awards are awarded based on the following criteria:

A. One school year

1. 90 or better/all subjects - Gold Certificate
2. 80 or better/all subjects - Silver Certificate

B. Two school years

1. 90 or better/all subjects - Gold Letter
2. 80 or better/all subjects - Silver Letter

C. Three school years

1. 90 or better/all subjects - Gold Pin
2. 80 or better/all subjects - Silver Pin

D. Four school years

1. 90 or better/all subjects - Gold Plaque
2. 80 or better/all subjects - Silver Plaque

GRADING POLICIES

Each individual teacher and department at Athol High School has an individual grading philosophy, which will be explained to you at the beginning of the school year. This philosophy will be based on a variety of assessed criteria, including but not limited to homework, presentations, group work, class work, tests, quizzes, reports, etc.

HOMEWORK

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. These assignments should complement class work and be relevant to the curriculum. Homework is a natural extension of the school day and an important part of a student's educational experience. Homework encourages self-discipline, pride in one's work, positive self-esteem, and interest in learning. Homework reinforces the Athol High School home/school connection.

LONG-TERM ASSIGNMENTS

Teachers will establish deadline dates for the submission of research papers and other long-term assignments. The student must meet such dates in order to avoid losing credit on the assignment according to the individual teacher's specifications.

Any exception to the above will be made by the principal, for the situations where an unusual hardship in meeting the deadline is clearly apparent.

SOCIAL PROBATION

Any student who is placed on probation at Athol High School will be allowed to attend only regularly scheduled classes. He/she will not be allowed to participate in any extra-curricular activities, including athletics. Students on social probation may appeal to the school administration to be able to participate in some activities while on probation. Administrative approval of this participation request is contingent upon the student making a contractual commitment to adhere to academic and/or disciplinary improvement goals.

For Terms 2, 3 & 4, students must receive passing grades in 5 of 6 classes during the previous marking period or they will be placed on social probation and will remain on probation until the end of next marking period. **Incompletes do not count as passing grades.** Students on social probation due to incompletes may be removed from social probation if they obtain the minimum number of passing grades once incomplete work is completed.

ATHOL HIGH SCHOOL HONORS ACADEMY

Students who meet selection criteria may apply to take part in the honors academy. The purpose of the honors academy is to deliver a rigorous curriculum that incorporates service learning projects and college level coursework to ensure that each student is not only prepared for college, but also prepared to gain acceptance into and excel at prestigious college and universities. Students will be invited to apply based on their seventh grade MCAS scores.

Students in the honors academy must comply with all school rules and expectations to remain in the honors academy. In order to remain in good standing, students must: complete all required honors academy work, made adequate academic progress in all other classes, comply with the attendance policy, and not have any major disciplinary infractions. Students who fail to meet these criteria will be notified of the concern in writing. In this notification, students may be removed from the program or placed on probation depending on the severity of the offence.

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

At the commencement of each school day the teacher in charge of the first class/homeroom shall lead the class in the recitation of the “Pledge of Allegiance to the Flag”, and shall also announce a period of silence not to exceed one minute in duration, during which silence shall be maintained and no activities engaged in.

ATTENDANCE

ATTENDANCE EXPECTATIONS

Athol High School expects all students to attend school daily. Not all the learning that goes on in a classroom is reflected in makeup work. Many of the experiences, working situations and group activities cannot be made up outside the classroom. Emphasis on regular attendance serves to teach a valuable life skill as it reinforces values critical to the work place. The law requires that parents/guardians of mandatory school age children (ages six through fifteen inclusive) ensure attendance of their children in accordance with Athol High School Policy. **Parents/guardians are advised to contact the schools at least ten (10) days in advance of any planned absences, including vacations, for proper guidelines.**

DAILY ATTENDANCE

A normal school day is from 7:40 a.m. to 2:05 p.m. Attendance will be taken during all classes daily. **Parents/guardians should contact the main office at (978) 249-2435 to inform the school if their student(s) will be absent or tardy for any reason.** The school will attempt to contact the parent/guardian of any student who is marked absent whose parent/guardian has not contacted the school.

MAKE-UP WORK

A student with an excused absence is permitted to make up, for credit, all work missed. A student with an unexcused absence (i.e., truancy) is responsible for all assignments but may not receive credit for the completed work and may not be permitted to take tests that were missed unless approved by an administrator. Work missed should be made up within a week of the return to classes, or as specified in the rules/grading philosophy of each teacher.

OBTAINING MAKE-UP WORK

Students are responsible to obtain assignments missed when absent. Students absent for more than a day should make an effort to contact the teacher via email or telephone or make special arrangements with the principal or Guidance Department to obtain make-up work.

DISMISSAL FROM SCHOOL

The following procedures should be followed when a dismissal from school is necessary and is known in advance:

1. A written request for dismissal should be brought to the main office before 7:40 a.m.
2. The request must state student's name, grade, and time of dismissal.
3. Verifications for excused absences should be brought to the main office the following day.

TARDINESS TO SCHOOL

Any student not in his or her seat at the 7:40 a.m. bell will be considered tardy to school. All students who are tardy must sign in at the main office. Documentation must be presented to have the tardiness excused. Missing the bus and oversleeping are not acceptable excuses. Students with three or more instances of unexcused tardiness will face disciplinary consequences.

TARDINESS TO CLASS

Students must be in their classroom seat when the bell marking the end of the passing period stops ringing, so that the teacher may start work immediately. Otherwise, they will be marked as tardy. They are also expected to be on time for all classes, assemblies and programs during the regular school day, and detention after school. Teachers may assign a teacher detention when a student is tardy to class. Chronic tardiness to class will result in a disciplinary referral.

ATHOL HIGH SCHOOL CLASSROOM ATTENDANCE POLICY GRADES 9-12

What happens in the classroom is essential to the educational process. Time lost from the class can never be really regained. This is especially true as it relates to teacher explanations and the interactions among students and between teacher and student. Consequently, classroom attendance is considered to be an integral part of the student's achievement. Since the classroom is the primary area of learning, it is apparent that attendance is a valid, reasonable requirement. It is the purpose of this policy to promote more positive student and community attitude toward the educational opportunities offered to our students.

Therefore, the policies and procedures cited in this publication will apply to the classroom, in addition to school absenteeism.

Absences from class in excess of **eight (8) days per semester** must be followed by written professional documentation, within five (5) days of a student's return to school, citing the need for the absence from class. Health officials estimate that a normal absentee rate should not be over 7 to 9 days for any student in a school year.

In addition to the acceptable absence excuses listed in this publication, Athol High School adds the following to its class absence policy: School related meetings/conference, i.e.: Peer Education, Peer Mediation, guidance meetings.

Excessive Absenteeism

The principal shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods 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.

ATTENDANCE REQUIREMENTS

In the event a student is absent in excess of eight (8) days in **any one semester** official written verification, documenting the need for absence must be submitted. This excused absence documentation should be turned in at the high school office within five (5) days of student's return to school. Students who have unexcused absences in excess of **eight (8) days per semester** may be subject to denial of course credit or promotion.

The following are the only legitimate reasons for an excused absence:

1. Illness, for a medical excuse. A signed doctor's note verifying the appointment is required.
2. College visit
3. Bereavement
4. Family or catastrophic emergency
5. Observation of major religious holidays or participation in required religious instruction
6. Necessary court appearance, a signed court document is required
7. DYS confinement
8. DCF commitment
9. Suspension
10. Weather related conditions so serious as to pose a threat to health or safety
11. Meetings with recruiters
11. Driving test (not to imply absence for an entire day is acceptable or excused)
12. Approval of the Principal of Athol High School

Students in attendance at school sponsored activities (i.e. field trips) or attendance in approved alternative educational programs are considered present at their school of enrollment.

Students who are absent from school may not participate in any school related activity the day of their absence, without securing permission from an administrator. Athol High School encourages open channels of communication between the home and school as the key to understanding and resolving problems that may occur regarding attendance.

ATTENDANCE VIOLATION **LOSS OF CREDIT**

When a student's absenteeism exceeds the number of allowed absences in each course the school may act to deny credit. Failure to earn credit may result in failure to earn promotion to the next grade.

When a decision to deny credit or promotion is made, the school will notify the parents in writing of the action. The parent/guardian and/or student may appeal the loss of credit/promotion decision. The appeal must be in writing and submitted to the school within the time frame (usually ten days) noted on the loss of credit notification.

RIGHT OF APPEAL

The parent/guardian of the student has the right to appeal all cases of potential loss of credit to the school's Appeals Committee. The appeal must be in written form and submitted no later than the date indicated on the loss of credit letter the parent/guardian/student has received. A request for an appeal must be sent to: Appeals Committee, Athol High School, 2363 Main Street, Athol, MA 01331.

The Appeals Committee has three options in response to an appeal. They may do one of the following:

1. Approve the student's credit(s) and consider the matter closed.
2. Place the student on attendance probation with relevant terms and conditions.
3. Provide an opportunity to retain the credits.

The Appeals Committee will notify the parent/guardian of their decision in writing. The parent/guardian may be requested to attend a hearing in person if the committee deems it necessary.

The parent/guardian and/or student may appeal the decision of the appeal committee to the principal. The appeal must be in writing and must be submitted no later than ten (10) school days after the loss of credit notification has been issued. A hearing will be conducted by the principal and a written decision will be provided. The decision of the principal will be the final decision of the school.

Failure to successfully complete the terms as outlined by the Attendance Appeals Committee will result in the loss of credit(s).

RELEASE TIME FOR RELIGIOUS EDUCATION

Absences may be permitted for religious education at such times as the school committee may establish.

AGE OF MAJORITY

It is the policy of the school to expect a written excuse for absence from the parent or guardian of a student regardless of age. This is consistent with what the school considers an obligation to parents relative to their student's attendance. The student who has reached the age of majority (eighteen) has the right, provided by statute, to assume this responsibility. To do so, the student should complete the "Age of Majority" form obtained from the principal's office. The principal or his/her designee will notify the parent of the student's intent.

TRUANCY

Unnecessary absence, due either to a student's willful decision or parent's inability or unwillingness to ensure attendance, is a violation of law and the Athol High School Attendance Policy and is considered truancy.

Additionally, students absent from school or class without a parental excuse are considered truant and may face disciplinary measures.

Leaving school grounds without permission is considered by this district to be truant behavior and subject to disciplinary measures.

Students truant from school may be denied credit and will be subject to disciplinary measures. Parents who support or enable a chronic pattern of unnecessary absence may be subject to agency or court action.

CHRONIC ABSENTEEISM

Students under the age of sixteen are required by law to attend school. Students under age sixteen who have more than eight unexcused absences will have a Child Requiring Assistance (C.R.A.) filed by the school with the Orange courthouse.

Students over the age of sixteen, who are absent for more than fifteen days, will be requested, in writing, to set up a meeting to review the absences. Failure to schedule this meeting within ten days will result in a removal from Athol High School.

GUIDANCE

GUIDANCE DEPARTMENT OVERVIEW

The guidance program is comprehensive and developmental in that we emphasize academic, career, civic and personal/social development in an age-appropriate manner. We offer a variety of classroom activities, field trips, skills groups, leadership groups, internships, career shadow opportunities and family nights, as well as a career and college expo each year.

The Guidance Department is located in the front of the building just down the hall from the main office toward the library. All students are assigned a guidance counselor who remains with them for their entire high school career. Counselors are available to meet individually as needed with students seeking assistance with personal concerns. In addition, students are encouraged to set up an appointment with their guidance counselor at least once a year to align their high school, college and career plans. Our goal is to enable all students to achieve success in school and to develop into productive and contributing members of society.

REGISTRATION OF NEW STUDENTS

Any student other than a full-time transfer student from another accredited school must seek permission to enter Athol High School through the principal. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin age, handicap, disability or sexual orientation.

WITHDRAWAL FROM CLASSES

Each student is academically responsible for all courses for which they register, unless the student officially withdraws through the guidance office. There is an official Add/Drop period of the first 5 days of the semester for semester-long courses and the first 10 days of the school year for year-long courses. Each request will be considered on its own merit and benefit to the educational needs of the student.

UPDATE OF RECORDS

Any student who has a change in name, address or telephone number must make this information known to the main office and/or the guidance office.

REGULATIONS ON STUDENT RECORDS

The following regulations govern who shall have access to student records in order to protect the rights of all concerned as to confidentiality, inspection, amendment, and destruction of these same records.

1. "These rights should be the rights of the student upon reaching 14 years of age or upon entering the 9th grade, whichever comes first.
2. "If a student is 14 through 17 years of age or has entered the 9th grade, both the student and his/her parent/guardian or either, acting alone, shall exercise these rights".
3. "If a student is 18 years of age or older, he/she alone shall exercise these rights. However, the parent/guardian may continue to exercise the rights until expressly limited by each student. Such a student may limit the rights of these regulations which extend to his/her parent/guardian by making such request in writing to the school principal or Superintendent of Schools who shall honor such request and retain a copy in the student records."
4. Temporary records will be released to graduating students. Any remaining records will be destroyed after graduation.

Notifications will be given in advance, and the student or his/her parents may elect to receive the record in whole or part.

* The Guidance Department requests a two-day notice before an inspection of any student records.

COLLEGE VISITATION PROCEDURE

Arrangements for college visitations should be made in advance through the guidance secretary. A parental permission form must be turned in at least one day prior to the scheduled visit. A signed confirmation of the visit by the college admissions office is required upon return. Request a visitation permission form for each visit from the Guidance Office.

STUDENT TRANSFER/WITHDRAWALS

TRANSFERS - IN-COMING STUDENTS:

1. Report to the Guidance Office.
2. Complete registration forms.
3. See counselor regarding scheduling.
4. Receive schedule, homeroom, locker and bus pass, if required.
5. Any scheduling problems should be referred to the guidance department.
6. The guidance personnel reserve the right to convert a letter grade system to a numerical value for transfer students in order to compute Athol High School rank in class. This will be done in conference with the transfer student and will be made as equitable as possible.

TRANSFERS - OUT-GOING STUDENTS:

1. Notify the guidance department one week in advance so that necessary paper work can be completed.
2. Have a parent/guardian sign a "release of records" form.
3. Report to the guidance office at 7:30 AM on your last day of school to get your "grades to date" sheet and book check-out sheet.
4. Report to the office at the end of that day, to turn in your paperwork.
5. Books lost or damaged **MUST** be paid for prior to transfer.
6. Locker must be cleaned of personal belongings.
7. Copies of the Massachusetts transfer form, life card grades, official transcript, attendance and conduct reports, report card grades, health record and "grades to date" will be sent to the receiving school.

WITHDRAWAL FROM SCHOOL:

1. Schedule a conference with the student, the student's parents/guardians, and the guidance counselor to discuss the reason for withdrawal.
2. Obtain and complete a "withdrawal sheet"
3. Pay for any lost or damaged books or other outstanding financial obligations.
4. Clean locker of personal belongings.

TEST SCHEDULE

During the school year, Athol High School may administer the following standardized tests: PSAT, SAT Reasoning Test (also known as SAT), SAT Subject Tests, and grade level tests as mandated by the State of Massachusetts. Information and testing schedules are available in the Guidance Office. Contact the Guidance Department with any questions.

SCHEDULING

Students will complete course selection sheets for their schedule based on the information in the program of studies. This information will be used create a schedule for the student which fulfills the maximum number of core subject requests. When conflicts arise in individual schedules for a particular period, the student will be assigned a course based on availability.

ADD-DROP PERIOD

The add-drop period is the first 5 days of the semester for a semester-long class and the first 10 days of school for a year-long class. During this time students may request course changes to better meet their graduation requirements or interests, if graduation requirements have been met. After the add-drop period there must be a significant extenuating circumstance and administrative approval for students to make a course change.

DUAL ENROLLMENT

Dual enrollment is when a student is enrolled in both Athol High School and a community college in order to take college level courses. Students who meet eligibility requirements as determined by age and a qualifying score on the Accuplacer exam may have an opportunity to take college-level courses offered by local community colleges for a nominal fee as determined by the college. These courses vary based on interest and instructor availability and may take place at Athol High School. Courses worth three college credits may also be used for one Athol High School credit, weighted the same as an AP course. Students who audit a college course and earn a passing grade may receive a half credit weighted the same as a college preparatory level course. High school credit will be given only if requested by the student.

FULL-TIME DUAL ENROLLMENT

The full-time dual enrollment program is available to 11th and 12th grade students who wish to attend a community college on a full-time basis, concurrently earning college and high school credits. A three-credit college course equals a one-credit high school course. Students who are approved for this program must meet specific criteria as outlined by Athol High School and the community college. All students must carry a full course load each semester and meet all AHS graduation requirements. All schedules must be approved in advance by the student's guidance counselor, and the student is responsible for submitting a college transcript to AHS each semester. Dual enrollment students are eligible to attend all AHS functions, participate in sports, and belong to clubs as long as they meet the requirements, meetings, practices and game schedules. In addition, students are responsible for keeping up with school announcements and deadlines. All costs including books, fees, tuition and transportation are the responsibility of the student. Additionally, while college courses will be weighted as AP courses in grade point average calculations, full-time dual enrollment students will not be included in the AHS class rank.

INDEPENDENT STUDY

Independent study opportunities are available for extenuating circumstances. In an independent study the student is responsible for completing course work independently under the supervision of a faculty member. If a student would like to complete an independent study, then they should speak to an administrator, guidance counselor, or faculty member. Once the request is made, the following steps will be followed:

1. The student's request will be routed to the principal.
2. The principal will make an initial determination as to whether or not there is an available instructor who is competent to supervise the student in the particular area of study the student has requested.
3. If such an instructor is available, the student and the instructor will then plan a course of study that will be submitted to the principal for approval before the work can actually begin. This will specifically outline course objectives, course requirements, length of course, etcetera.
4. Transcripts will reflect this type of program by listing the field of study after the words "Independent Study." Example: Independent Study - American literature.
5. The mark for the course will be expressed in terms of "pass," "fail," or "honors."

INTERNSHIP

The School to Career Internship program places students with area businesses and agencies for work study internships that earn students Athol High School academic credit. Students will participate in internship preparatory sessions in the fall semester with the expectation of a spring semester placement. The following process will be followed for suitable placement.

Student Sign-Up: Interested sophomores, juniors and seniors need to make an appointment with their guidance counselor or the internship counselor to discuss possible internship placement.

Basic Interview: The student will meet with the internship counselor to discuss and clarify the student's understanding of the requirements, benefits, and goals for participation in the internship program.

Schedule Availability: The student's guidance counselor will check the student's schedule to coordinate necessary courses to meet graduation requirements with potential schedule openings for an internship.

Preparatory Session I: The student will meet with the internship counselor and engage in learning about general internship requirements and expectations.

Preparatory Session II: Based on goals information from the basic interview, the student and the internship counselor will discuss a specific internship site and the set up of a site shadowing experience.

Shadow Experience: The student will meet with the work supervisor on site and observe the operation of work for a day or other specified period of time.

Evaluation Process: The student will meet with the internship counselor and work site supervisor to evaluate the shadowing experience, the appropriateness of the site internship and the interest of the student and site supervisor to continue towards placement in the internship program.

Contract: Upon agreement, the student, the student's parents, the internship counselor and site supervisor will sign a contract which details the job description and requirements for the internship. The credit for the internship will be determined by the guidance department and will be based on the school's academic credit standards.

Due to many factors such as limited internship sites in the community, the inability to fit an internship into a student's schedule, or inappropriate site matches, not all students who request an internship are guaranteed a placement.

In the event that an internship does not get scheduled for a student on the first application, the student may repeat the placement process for another site.

WORK BASED LEARNING

Athol High School is excited to form an educational partnership with the L.S. Starrett Company. The goal of this Work Based Learning Program (WBLP) will be to help prepare students become college and career ready by combining a strong academic program, employability skills and technical, job specific training. Selected Athol High School students will experience a four-month **Introduction to Manufacturing Concepts (IMC)** at the L.S. Starrett Company, where they will work in various sectors of the company. This will include the following five modules:

- Assembly
- Logistics
- Machining CNC and Manual
- Operations
- Quality and Lean Manufacturing

ONLINE COURSES (VIRTUAL HIGH SCHOOL)

In order to register for an online course, students must meet eligibility criteria and agree to participation requirements below.

Eligibility Criteria

- Student must be a junior or senior.
- Student must have serious commitment to complete the course.
- Student cannot take courses already offered at Athol High School.

- Student cannot be in violation of the school's attendance policy and must have a good conduct record.
- The principal, the guidance chairperson, and parent(s) must approve the student's participation.
- The principal has the discretionary authority to recommend a student or set conditions of participation that do not meet the above criteria.

Registration Process

- Student must attend meeting with guidance chairperson and Virtual High School Coordinator.
- Student must go online to view course selections.
- Student must select course(s) of interest, download and print prerequisites, course syllabus (if available) and other pertinent information.
- Student must obtain permission form from guidance chairperson.
- Student must discuss course information with parents.
- Student must fill out permission form including student, parent, administration signatures and return to guidance chairperson.

Participation Requirements

- Student must follow all Athol High School rules and the rules of the online institution.
- All copyright laws and policies must be followed at all times.
- Student must use assigned online course period for online work only.
- Student must follow the Athol High School Internet Use Policy.

Once all of the above are complete, the guidance chairperson will sign and obtain the principal's and supervisor's signature. The VHS supervisor will register the student's course, notify the student of completed registration, and the student will meet with the VHS supervisor to complete an on-line questionnaire.

CREDIT RECOVERY/SUMMER SCHOOL

Credit recovery and summer school will be offered at Athol High School when possible.

These credit recovery programs at Athol High School shall consist of courses designed to enable students to make up credit in designated courses failed during the school year. Courses may also be offered that offer students enrichment opportunities but not credit.

To be eligible to enroll in a summer school program to make up for a failed course, students must have earned at least a 50 in the failed course. Applications for area summer school programs become available in the guidance office in late May. Students must notify the Athol High School guidance office of their intent to attend summer school. Successful completion of an Athol High School credit recovery course will result in the original course grade being changed to a 60. Summer school grades from other institutions will be interpreted on a Pass or Fail basis.

ATHOL HIGH SCHOOL ALTERNATIVE PROGRAM

Prerequisite: Requires referral by administration and/or a student's school based team.

The Athol High School Alternative Program provides education to students who struggle to make progress toward graduation in the traditional high school environment and who are at risk to drop out. Students participate in online classes through Apex Learning and are required to attend school three days a week from 2-4pm. While present at school, the students have support with their courses from AHS teachers and paraprofessionals. Students are also expected to work on their coursework outside of school. Each student has an individualized learning plan and can earn credits toward graduation by completing their online classes. Students can also earn credit through community based work and internship experiences. **This program is currently limited to 10 students.**

HEALTH AND SAFETY

NO SCHOOL /DELAYS

If school is cancelled or delayed for any reason, phone calls will be made using the district's "one-call" system and information is available on local television and radio stations.

FIRE DRILLS/EVACUATIONS

Depending on the circumstance, it may be necessary to quickly evacuate the building. In this event the fire alarm will sound in all corridors.

When the fire alarm sounds everyone should promptly clear the building by the posted route as quickly as possible. The teacher in each classroom will give the students instructions.

These procedures should be posted in each room and will be reviewed and practiced periodically through drills.

LOCKDOWN/STAY IN PLACE

Depending on the circumstance, it may be necessary to have all students remain in the classroom for their safety. In this event either the "lockdown" or "stay in place" command will be given over the intercom.

"Lockdown" – When "lockdown" is called there is an immediate threat and all students should follow the lockdown procedures and attempt to conceal their location.

"Stay in place" – When "stay in place" is called there is not an immediate threat, but students should not be in the common areas of the building. Students should remain in their classroom but the class should continue as usual.

These procedures should be posted in each room and will be reviewed and practiced periodically through drills.

SCHOOL NURSE

Students who feel ill during the school day should obtain permission from their teacher and with a corridor pass report directly to the nurse. If the nurse is not available, students should report to the main office for assistance. Certain criteria are red flags for dismissal of the student in order to prevent the spread of illness to others, to provide rest and healing of the ill student, and allow for further medical intervention. Examples would include fever over 99.5 F, obvious gastrointestinal upset, and injuries. The school nurse is to be used to support the care of the student, not in place of the student's pediatrician/health care provider. The nurse's function is to provide aid and coordinate emergency medical services if needed, as well as to manage required health services as outlined below:

1. **Health Services:** Students in grade 9 are required to have a state-mandated scoliosis postural screening exam. This postural screening exam is performed by the school nurse. Parents/guardians are given the option of having their child's pediatrician do the screening exam and submit the form to the school nurse. Students in grade 10 are required to have a physical exam, this is performed by the school physician. Parents may opt to have the physical exam done by their child's pediatrician and submit the physical exam to the school nurse by November 1. Students in grade 10 will also be screened for hearing and vision loss in addition to height and weight. These screenings are performed by the school nurse. The Body Mass Index (BMI) can be calculated from the height and weight measurements. Parents may opt out of the (BMI) portion of the screening by sending a note to the nurse stating this request. For students who want to participate in sports, a yearly consent form and physical exam is required prior to practices. In response to the growing opioid/addiction epidemic/crisis, our school district is being proactive by installing a new screening program for grade 10 students as mandated by the state (H. 4056, Chapter 71, Section 15, s. 96 & s. 97). The program focuses on harm prevention and

does not generate disciplinary action. Our goal is to inform students and their families that we are available to reinforce healthy decisions and assist those who need direction in obtaining support. The screening is done privately with the school nurse, consists of a few questions, a brief discussion, and being given helpful information. If needed, the school nurse will refer students to our counseling staff for further evaluation. Results of the screening are not included in your child's school record and will be kept confidential. As with any school screening, you have the right to opt your child out of the screening, and your child has the right to refuse any screening. A letter will be mailed home in the fall about this screening and on it is a place for the parent/guardian signature to opt out (not participate) in this and other screenings; the opt out form must be submitted to the school nurse.

2. **School Immunization Law:** Under state law, in order for a student to attend high school the student must have received the following vaccinations/immunizations:
 - A. 4 doses DTap/DTP or 3 doses Td; plus 1 dose of Tdap (Tetanus, Diphtheria, Pertussis)
 - B. At least 3 doses of Polio
 - C. 2 doses of MMR (Measles, Mumps, Rubella)
 - D. 3 doses of Hepatitis B
 - E. 2 doses of Varicella or proof of having had chickenpox disease

Exceptions to this rule are as follows: 1. If it is medically contraindicated and would jeopardize the health of your child to receive immunizations. Documentation from your child's pediatrician must be submitted as verification. 2. If immunizations are in violation of your family's religious beliefs. A letter indicating this must be in your child's medical file.

3. **Medication at school:** It is encouraged that all medications be taken at home (including Adderall, Tylenol, Motrin, Pamprin, etc), but when they must be given during school hours, the school must receive the following:
 - A. A written, signed, dated, consent form from the parent/guardian
 - B. A written, signed, dated medication form from the prescribing health care practitioner ("doctor's orders")
 - C. The medication in a container appropriately labeled by a pharmacy or physician and/or manufacturer. No more than a 30 day supply is to be kept at school
 - D. The very first dose of a medication that is new (never been prescribed in the past or is a newly filled prescription) to the student will be given to the student by the parent/guardian
 - E. Parent/guardian shall retrieve all unused, outdated or discontinued medications

It is the responsibility of the student to report to the nurse for his/her medication. Students may not carry medication with them during school hours unless they have: doctor's orders, parent/guardian permission and a Medical Pass from the nurse to do so. Examples of such medications would be; an inhaler due to asthma, an epi-pen for a food allergy. Members of the school staff are not authorized to give out medication unless they are trained in medication administration.

4. **Accidents:** Any injury, regardless of how small or how extensive, should be reported to the nurse or the main office.
5. **Health Records:** The student is encouraged to take his/her health record upon graduation; otherwise it is retained for five years and then properly destroyed.

Communicable Diseases: See district health handbook.

Services for Home/Hospital Students

The school Principal will provide a Parent/Guardian with the Physician Statement (28R/3) form to be completed and signed by the student's physician. (The person signing this form must be a medical doctor, not

a psychologist.) There is no waiting period (required absence days) for services to begin. The school Principal will direct the Guidance Counselor to contact each of the student's classroom teachers and assist the tutor in contacting teachers for materials, transferring grades, and to change attendance status.

In the case of students attending private school at parent expense, home/hospital services are available if the child has been found to be a student with special education needs. In cases where a child is not a child in need of special educational services, the District will consider the Physician's Statement and the impact of that statement on the child's status. Services can be provided or a determination to make a referral for testing or additional information may be requested depending on the circumstances. Each request will be considered on an individual basis. The Physician's Statement must be completed and sent to the Special Education Office.

GENERAL INFORMATION

LOCKERS

All students are assigned their own locker. Students are urged to keep their lockers locked to protect their possessions and the locker. Students are responsible for the condition and contents of their locker. Lockers are school property, and student should have no expectation of privacy of the contents in their locker. Please refer to the Locker Policy under School Search and Seizure for more information.

PERSONAL PROPERTY

Students are responsible for all of their personal property. Athol High School cannot assume any responsibility for lost articles.

LOST AND FOUND

All articles that are found should be brought to the main office. Articles which have not been claimed will be disposed of periodically.

VISITORS/STUDENT SHADOWS

Students must have prior permission from the principal or the assistant principal to bring a visitor to Athol High School. Visitors must sign the guest book in the office. The office will issue the visitor a pass. The visitor's behavior is the responsibility of the student bringing the visitor. From 7 a.m. to 3 p.m., visitors should report to the office.

STUDENT PARKING

1. Students are allowed the privilege to park vehicles on school property, provided sufficient parking space is available.
2. Students driving cars to school must register their vehicle with the assistant principal.
3. Students may not remain in vehicles, stand in the vicinity of the parking area, or visit cars during the school day.
4. Careless driving, speeding or lack of good driving judgment is sufficient reason to revoke a student's parking privilege.
 - a. First offense: loss of parking privilege for ten days.
 - b. Second offense: loss of parking privilege for twenty days
 - c. Third offense: loss of parking privilege for the remainder of the school year.

STUDENT ANNOUNCEMENTS

Announcements are published daily. They are read daily and posted in the cafeteria. If you would like an announcement to be made, you must have an administrator and your advisor sign it before it can be published. The P.A. system will only be used during class time for announcements of an urgent nature.

SCHOOL TELEPHONES

There is a phone available for students to use in the office in the event of an emergency. Students should have a pass from a teacher to come to the office to use the phone.

SCHOOL EQUIPMENT

Students are responsible for textbooks and materials borrowed or assigned to them. Students or parents will be billed for any loss or damage.

Material shall not be removed from any school building without the express permission of an administrator. All individuals or groups are liable for any such material which is signed out with the permission of an administrator. A "Use of Equipment" form must be filled out by anyone removing items from the school.

LIBRARY/MEDIA CENTER SERVICES

The media center provides a variety of print and electronic resources to support the curriculum and interests of the school community. Students are encouraged to use the resources of the media center with classes or on an individual basis. Students are expected to use the media center for class assignments, independent research, to work on projects or to read for personal enjoyment. A library computer lab is available for students to access software, online research databases, and other academic resources. The media center website provides information on media center policies, programs, research resources and access to the media center online catalog: http://www.arrsd.org/?page_id=1991.

The media center is open from 7:30 am to 2:40 pm Monday through Thursday and 7:30 am to 2:05 pm Friday. Library hours may be extended at the discretion of the librarian. Any student sent from a class must have a signed pass. Students must get a pass from the librarian ahead of time if they wish to come during the intervention period. There are a limited number of intervention passes available on a first come first served basis. Students are allowed to come during lunch with permission from the teacher on duty and with a library pass.

Computer availability will vary from day to day depending on classes and events scheduled. Virtual High School students and scheduled classes take precedence over individual student visits. Use of the internet is expected to be consistent with the Athol Royalston Regional School District Internet Use Policy.

Students may check out materials for 2 weeks and may renew items provided there are no holds on the items. No fines are charged for overdue books; however, students are expected to return items when they are due, or renew them before they become overdue. After two weeks, an email message will be sent to students with overdue materials via their school email account. Students are responsible for all materials checked out in their names. If any media center materials are lost or damaged beyond normal use, the student is expected to replace them or pay the replacement cost. A refund will be issued if a student pays for an item and it is returned within a year.

Students coming to the media center are expected to be considerate of other students and be respectful of staff, the facility and materials. Students who do not comply with these expected behaviors may have their library privileges revoked.

PARTICIPATION IN SPECIAL ACTIVITIES DURING SCHOOL HOURS

Students who miss class because of other activities should have prior permission from their classroom teachers. If prior permission is not obtained, a student would be counted as "cutting class" and may not receive credit for the day's work.

WORK PERMITS

Students under 18 who are gainfully employed are required by law to obtain a work permit. These papers are available at the front office at the high school.

CLASSROOM EXPECTATIONS

The primary function of Athol High School is education. This can only take place in a respectful, well-structured, well-disciplined classroom setting. Students share equal responsibility with teachers and administrators for creating and maintaining a positive and productive learning environment. Students are expected to meet the following classroom expectations:

- Arrive to class on time
- Arrive to class prepared with the proper materials (book, pencil, etc.)
- Follow the specific rules for the classroom
- Actively participate in the learning activities
- Complete assignments
- Listen to the teacher and respond respectfully
- Do not use cell phones, music players, or other electronic devices unless permission has been granted by the teacher for a specific purpose
- Do not line up at the door prior to the bell

NON-CLASSROOM EXPECTATIONS

BEFORE SCHOOL

School will be open for students at 7:10 a.m. Before 7:30 a.m. all students should remain in the cafeteria, where breakfast is available, or in the corridor between the main office and the cafeteria. Students may not enter the locker room without supervision. At the sounding of the bell at 7:35 a.m. students may proceed to their first period class.

CORRIDOR PASSING

1. Corridors are for the purpose of passing from class to class, not for congregating. Therefore, do not stand outside your classroom waiting for the bell to ring. Go into your classroom when you get there.
2. Classes shall be dismissed by the **teachers**, not by the sounding of the bell.
3. Students should always walk on the right side of the corridors and stairways. Running will not be tolerated.
4. In traveling from one class to another, students should take the shortest reasonable route.

STUDENT PASSES

No student will be allowed in the corridor without a pass signed by a teacher. Students should regard the pass as a privilege and should not abuse this privilege.

USE OF SANITARY FACILITIES

There are sanitary facilities throughout the building aptly marked “Ladies” and “Gentlemen”. Students are asked to act like ladies and gentlemen when using these facilities and to return to class in a timely manner.

ASSEMBLIES

Assemblies are held in order to address the student body. You are expected to enter and leave the auditorium or gymnasium in an orderly way. All students are expected to remain quiet and orderly throughout the entire program.

CAFETERIA

Students are assigned lunch periods. Lunches are purchased at the cafeteria counter.

Students are expected to remove all milk cartons, dishes, utensils, and papers from tables. Adequate waste receptacles are available. Students who litter may face loss of privileges and/or disciplinary action. Students are not allowed to charge breakfast or lunch.

RULES AND REGULATIONS FOR LUNCH PERIODS

1. Students must receive permission from a cafeteria monitor to leave the cafeteria to go to the nurse's office, guidance office, go to the main office, or any other destination.
2. Students awaiting the end of lunch period will stay inside the cafeteria until the bell rings.
3. Unacceptable behavior in the cafeteria, including, but not limited to throwing of food, popping milk cartons, leaving one's tray at the table, cutting in line, etc. may result in a disciplinary consequence.
4. All school rules apply in the cafeteria.

AFTER SCHOOL

Students are dismissed at 2:05. Buses depart from the parking lot at approximately 2:10. Students should remain in the building after 2:10 p.m. only when they are under the direct supervision of a faculty member. In the event a student must remain in the building and she/he is not under direct supervision, the student should remain in the front hallway.

VIII. EXTRA-CURRICULAR ACTIVITIES AND ATHLETICS

EXTRA-CURRICULAR ACTIVITIES

All rules and regulations are in effect for all students at school-sponsored activities, including athletics on or off school property. Once you leave the activity you may not return. Most dances, except for proms, take place from 7:00 to 10:00 p.m.

ACTIVITY ELIGIBILITY

To be eligible for school activities, a student must currently be in good standing. Good standing includes, but is not limited to, not being on in-school or out-of-school suspension or social probation. To participate in a school activity, a student must be present on the day of the activity unless documentation is provided to excuse the absence. If the activity is on a day where there is no school, he or she must be present in school the preceding school day unless otherwise approved by an administrator. **Students who are absent from school for half the day or more will be considered absent and cannot participate in any extra-curricular activities for that day without administrative approval.**

OUT OF DISTRICT GUESTS

For some activities, such as dances, students may be allowed to invite out of district guests. All of these guests must complete the out of district guest form and be approved by the administration prior to the event. The administration will determine approval of the guest based on a variety of factors including, but not limited to, the guest's age, academic standing in their own high school or college, previous attendance and disciplinary record, and if the student has completed high school or earned an equivalency. As a general rule, all guests must be at least freshmen in high school and must be under the age of 21, exceptions to this would require a meeting with the principal.

ATHLETIC ELIGIBILITY

In addition to meeting MIAA requirements, Athol High School students must also meet the following minimum academic requirements

- **Fall Sports Eligibility:** To be eligible for the fall marking period, students are required to have earned at least five credits in the previous academic year.
- **Winter and Spring Sports Eligibility:** a student must secure passing grades in at least five courses for the marking period preceding or during participation.

ATHLETIC PROGRAMS

| Fall | Winter | Spring |
|--------------------|--------------------|-------------------|
| Cheerleading | Basketball (Boys) | Baseball |
| Field Hockey | Basketball (Girls) | Outdoor Track |
| Football | Cheerleading | Softball |
| Soccer (Boys) | Indoor Track | Volleyball (Boys) |
| Soccer (Girls) | Wrestling | |
| Volleyball (Girls) | Ice Hockey (Co-op) | |

To participate in these programs, students must be a member in good standing of the Athol High School student body, and comply with the following MIAA conditions:

A STUDENT IS NOT ELIGIBLE WHO:

1. Was not a member of a secondary school for a minimum of two (2) months, exclusive of summer vacation months, and who HAS NOT received a report card preceding the contest.
2. Transferred from any school to an MIAA member school.
3. After first entering grade 9, twelve (12) consecutive athletic seasons have passed, regardless of participation.
4. Becomes 19 years of age before September 1.
5. Has not passed a minimum of 5 credits during a previous school year (to participate in a sports program during the first term.) Students must pass 5 of 6 courses in terms 1, 2 & 3 to be eligible.
6. Has graduated from any secondary school.
7. Is a student below grade 9, where the principal is not also the high school principal, without an approved middle school athletic waiver.
8. Is in a trade school or vocational division or alternative school that is not under the jurisdiction and supervision of the high school principal.
9. Was “persuaded” or influenced to transfer to the present high school by a coach, athletic director, principal or other person connected with the school.
10. Is put out of a game for unsportsmanlike conduct and is not eligible to play in the next scheduled game. This includes, but is not limited to, the use of threatening, abusive or obscene language. If it is the second time during the same season, then you are disqualified from any other further participation in that sport season for one full year.
11. Physically assaults an official and or willfully, flagrantly, or maliciously attempts to injure an opponent is ineligible in all sports for one full year.
12. Accepts awards that are not approved by his/her state high school association as a result of participation in school or non-school competition in a sport recognized by that state association.
13. Violates the Bona Fide team member rule. A student is not eligible for tournament participation in that sport if he/she misses a single high school practice or competition in order to practice or compete with an out-of-school team.
14. Violates the Chemical Health Policy. From the earliest fall practice date, to the conclusion of the academic year or final athletic even (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for the student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

First violation: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling

25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All fractional parts of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All fractional parts of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that the student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All fractional parts of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty[ies] during the fall season of the next academic year.

15. Violates the Good Citizen Rule. Student athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days equal to the number of days of the suspension.

16. Does not have a valid physical. (Physicals are valid for 13 months.)

All Athol High School student athletes must also comply with all rules outlined in the AHS Student Athletic Handbook.

ATHLETIC USER FEE

All students who participate in interscholastic sports will be charged a user fee. The fee structure is determined by the school committee. No student should refrain from playing a sport due to financial hardship. Families experiencing financial hardship should contact the Athletic Director for further information. User fees are not refundable after the first athletic contest of the year.

ATHLETIC EQUIPMENT

Team members are absolutely responsible for equipment issued to them and must return equipment promptly at the coaches' request. All equipment must be accounted for before an athlete is eligible for an award, graduation, or further participation in athletes. Athletes who have been found to have stolen equipment may be billed for that item, be suspended from further athletic participation, and may face disciplinary action by the administration.

NATIONAL HONOR SOCIETY

Athol High School offers the privilege of belonging to the National Honor Society. The local chapter is called the Pequoia Chapter.

Membership in the National Honor Society is based on scholarship, character, leadership and service, and is one of the greatest honors a student may attain. Scholarship is only one of the four criteria and in no way guarantees membership in the society. Once elected to membership, all criteria must continue to be in evidence or membership may be revoked.

STUDENT ADVISORY COUNCIL

The Student Advisory Council is mandated by the State Legislature and requires that five members of the student body represent the students of Athol High School and communicate with the principal, and school committee on a regular basis. The chairperson of the advisory council serves as an ex-officio member of the school committee.

CLUBS AND ACTIVITIES

The following clubs are offered at AHS:

A-Z Club, Art Club, Best Buddies, Cooking Club (*new for 2017-18*), Drama Club, Environmental Club, Math Team, Mu Alpha Theta, National Honor Society, National Music Honor Society, S.A.D.D, Student Council, Tri-M Music Honor Society, T.A.B., 84 Group.

Additional clubs may be organized subject to student interest, availability of an advisor, and the approval of the principal.

OFFICERS

Classes, clubs and activities may elect officers. Class elections are typically held in the spring of each year for the following year. Freshmen elections are held in September.

BEHAVIORAL EXPECTATIONS

ATHOL HIGH SCHOOL STUDENT CODE OF CONDUCT

The Code of Conduct is annually reviewed by the School Council and approved by the School Committee. The Code of Conduct must be strictly adhered to by all students and enforced by all staff. Its intent is to provide a safe and orderly educational and social environment so that students can challenge themselves academically to be well-prepared to be life-long learners. It is also a reflection of the behavioral expectations of the entire school community for the purpose of helping students develop the necessary character, work-ethic and sense of personal responsibility that are necessary for students to be successful post-secondary students, employees, leaders, citizens and to be prepared to contribute to their family and community.

The Athol High School Code of Conduct addresses the following 21st Century Learning Expectations

- **Students will demonstrate growth of character through personal responsibility, ethical behavior, and personal health and fitness.**
- **Understand and exercise their rights and responsibilities as students and as citizens.**

The following are disciplinary consequences that may be used to help enforce the code of conduct:

RESTRICTED PASS: All students must be authorized in writing by a staff member to relocate during class, lunch or other educational activity by being in possession of a pass. Abuse or misuse of a pass may result in the school administration precluding a student from obtaining passes from classes and activities. **The level of restriction on passes may vary based on an individual's circumstances and may include specific times, such as intervention, or require the student to be escorted at all times.**

CELL PHONE REGISTRATION & RESTRICTION: Students in violation of the cell phone use regulations must register their phones and may be placed on cell phone restriction. Students register their phones by providing the office with their cell phone number so that this information may be entered into our student information system. Students on cell phone restriction must hand in their cell phone to the main office each day upon arrival to school and they may pick up the device at the conclusion of the day for each day they are on restriction.

CONFERENCES: Conferences are a formal warning where the school administration will clarify the behavior expectation and outline the potential consequences for future infractions. A parent/guardian may participate in the conference or be contacted by the school administrator to review the conversation.

SOCIAL PROBATION: Any student who is placed on probation at Athol High School will be allowed to attend only regularly scheduled classes. The student will not be allowed to participate in any extra-curricular activities, including athletics. Students on social probation may appeal to the school administration to be able to participate in some activities while on probation. Administrative approval of this participation request is contingent upon the student making a contractual commitment to adhere to academic and/or disciplinary improvement goals.

Students may also be placed on social probation for disciplinary reasons at the discretion of the school administration.

DETENTIONS: All students are expected to attend assigned detentions and must be prepared to be silent and complete work. Students are expected to bring school work with them to detentions and to be on time for all detentions.

- **Teacher Detention/Mandatory Extra-Help:** At their discretion, teachers may require students to stay after school as a penalty for violating class or school rules or require students who have not completed work as expected to stay for extra-help. Teachers will provide a minimum of a 1 day notice for teacher detention or mandatory extra help.
- **Lunch Detention:** Students who violate class or school rules and are referred to the office may be required to serve a detention during lunchtime. Students assigned to lunch detention are expected to get their lunch and immediately report to the designated location.
- **Office Detention:** Students who violate class or school rules and are referred to the office may be required to stay after school and serve an office detention. Office Detentions are held Tuesday-Thursday 2:10PM-2:40PM..
- **Saturday Detention:** Saturday Detentions are held from 7:30AM-10:30AM on assigned Saturdays. Saturday Detention is an alternative to suspension. It is assigned at the discretion of the administration and is primarily, but not exclusively, used in incidents of a less serious nature such as truancy, cutting class, chronic tardiness, cell phone usage, or excessive referrals

IN-SCHOOL RESTRICTION (ISR): When a student is unable to be in a classroom setting for disciplinary or other reasons, the student may be assigned to serve an in-school restriction for a short time in the in-school suspension room. All in-school suspension expectations and rules apply during this restriction period.

IN-SCHOOL SUSPENSION (ISS): When a student is assigned in-school suspension (ISS), the student must report to the ISS room by 7:40 and must remain in the ISS room until 2:05. Students are expected to complete school work as well as any other disciplinary intervention material that may be assigned. Students will be provided access to teachers while in ISS so that they may continue to access their education. Students who do not complete the expected work while in ISS may be required to remain in ISS until they do so. Students assigned to ISS may not attend school events on the date(s) of their suspension.

OUT OF SCHOOL SUSPENSION: When a student is suspended from school they are prohibited from attending school, may not attend school events and are prohibited from being on school grounds without prior permission from the Principal. **Suspended students are responsible to communicate with teachers and complete all assigned work while they are prohibited from attending school.** If a student needs to meet with a teacher on a day they are suspended to get clarification on or assistance with an assignment, the student must obtain permission from the school administration, must be supervised at all times and must leave school grounds immediately following the completion of their appointment.

RESTORATIVE JUSTICE: Students who are ready to accept responsibility for their actions and attempt to repair the harm that their actions had on others may be able to participate in a restorative justice process. This process may be an alternative to out of school suspension in order to replace suspension with a positive process that repairs harm, develops accountability, and meets the needs of all affected.

PROGRESSIVE DISCIPLINE: The School Code of Conduct provides a list of common infractions and the typical corresponding consequences for violations of school rules. Students who repeat the same offense will receive stronger penalties for each subsequent offense of a similar nature at the discretion of the school administration. For example, a student who receives a 3-day suspension for a violation of school rules will likely receive a 5-day or longer suspension for repeating the violation. The school administration also reserves the right to impose a stronger penalty for first offenses than are provided on the list of infractions.

- **Additional Consequences:** Many of our students are members of teams, clubs and organizations that represent Athol High School in the community and the region. The school administration reserves the authority to preclude students from participating in school events, such as the Prom or Spirit Week activities in addition to consequences listed below. The principal also reserves the authority to remove any student from a team, club, activity or leadership position for failure to comply with the Code of Conduct, represent the school appropriately, or comply with expectations of the team or organization.

DUE PROCESS: Students have the right to due process and appeal of decisions affecting them by faculty and administration. The chain-of-command applies in processing such a complaint-- teacher, assistant principal, principal, superintendent and school committee.

DISCIPLINARY INFRACTIONS, EXPECTATIONS, AND CONSEQUENCES: The following is a table of the common infractions of the School Code of Conduct. The table also includes the behavior expectation and the typical consequences for the violating the expectations. The consequences listed represent guidelines that reflect the typical consequences for each infraction; however, each infraction has its own unique set of circumstances and the school administration reserves the authority to deviate from these guidelines based on the specifics details of the incident. The school administration also reserves the authority to take disciplinary action for other offenses not listed below.

| Conduct Infraction | Description/Expectation | Typical Consequences |
|---------------------------|---|--|
| | Attendance | |
| Tardy to school | <p>School starts at 7:40 am, students arriving after this time without an excuse will be considered tardy and face disciplinary action. Please see the attendance section for acceptable excuses.</p> <p>The first three times a student has an unexcused tardy per semester will be considered warnings before a referral is made for disciplinary action. Subsequent violations will result in disciplinary action.</p> | <p>4th Tardy: Documented warning and parent contact Subsequent Tardiness: Office detention once student’s accrued time reaches 30 minutes (see below)</p> <p>1-10 min late=10 min 11-20 min late=20min 21-30 min late=exact time</p> |

| | | |
|-----------------------------------|--|---|
| Chronic tardiness to school | Students who are tardy to school more than 10 times a semester will be considered to be chronically tardy. | Letter sent home to parents Saturday School Student will be placed on Social Probation (see page 15) |
| Tardy to class | Students are expected to be in their assigned classroom ready to learn when the late bell rings. Students who are not in their class when the late bell rings face disciplinary action. | 1 st Offense: Warning 2 nd Offense: Teacher Detention 3 rd Offense: Office Detention |
| Truant | Students who are absent from school without an excuse will be considered truant and face disciplinary and/or legal action. Please see the attendance section for more information. | 1 st Offense: Saturday detention 2 nd Offense: In-School Suspension |
| Cut class | Students are expected to be in their assigned class. Any student not in their assigned class without permission will be considered to be “cutting class” and face disciplinary action | 1 st Offense: Office Detention 2 nd Offense: Saturday detention 3 rd Offense: In-School Suspension |
| Cut teacher detention | Students who fail to report to an assigned teacher detention will be considered to have cut the teacher detention and face disciplinary action. | Office Detention in lieu of the teacher detention. |
| Cut office detention | These are not extra-help sessions. These must be served in the office detention location. Students who fail to report to an office detention on the assigned date will be considered to have cut the detention and face disciplinary action. | In-School Suspension in addition to the office detention. |
| Cut Saturday detention | These are not extra-help sessions. These are typically held on Saturday each month from 7:30-10:30. Students who fail to report to a Saturday detention on the assigned date will be considered to have cut the detention and face disciplinary action. | In-School Suspension in addition to the Saturday detention. |
| Leaving school without permission | Students are expected to follow their schedules throughout the day. Leaving the building or campus during the day is not permitted. This expectation applies from arrival at school through pick-up from school. Students leaving the building or campus without permission will face disciplinary action. | In-School Restriction for the remainder of the class. Violations outside of the student school day may have alternative consequences |
| Leaving class without permission | Students may not leave the class without permission from the teacher. Students leaving class without permission will face disciplinary action | In-School Suspension |

| | | |
|--|--|---|
| Excessive class absences | Students with excessive class absences may lose credit (see attendance policy), be assigned additional detention time, and/or be referred for legal action. | See Classroom Attendance Policy |
| | General Rules | |
| Cell phone or electronic device/accessory violation | <p>Cell phones, headphones, earbuds and electronic devices may be used before and after school, during passing times and lunch. While these devices may be used, they should be used appropriately; all ringers, speakers, and any other distracting noises should be silenced. Students must be able to respond to a verbal request.</p> <p>Students will be permitted to use them for an academic purpose in the classrooms under the guidelines and discretion established by the teacher. It is understood that some teachers will regularly use these devices as learning tools, while others may not permit their appearance in class. Students are expected to respect the guidelines set forth in individual classrooms. Headphone and earbuds are expected to be off and out-of-sight during class time unless under the guidelines established by a teacher.</p> <p>These devices may never be used and should be stored in backpack during an assessment (similar to MCAS testing). Use of these devices during assessments will be considered cheating.</p> <p>These devices may never be used in the restroom or locker room. Additionally, recording capabilities, audio and/or video, may not be used during the school day, unless approved by school administration.</p> | <p>1st Offense: Warning 2nd Offense: Cell Phone Registration 3rd Offense: Office detention 4th Offense: 1 day cell phone restriction and parent notification 5th Offense: 3 day cell phone restriction and parent notification 6th Offense: 5 day cell phone restriction and parent notification</p> |
| Use of cell phone or electronic device which promotes/incites a violation of the code of conduct | Use of these devices to violate any of the rules in the code of conduct, such as harassment, bullying, promoting/inciting a physical/verbal altercation which includes the dissemination of such is strictly prohibited. | In/Out of School Suspension |
| Refusal to comply with cell phone restriction | Students who are placed on cell phone restriction may not have their phone on them or use any other electronic device. Students are expected to turn in any devices at the main office at the start of the day. | Students who refuse to comply with cell phone restriction will be placed in ISR and their parents/guardians will be notified. Students may leave ISR upon compliance. |

| | | |
|------------------------------------|--|---|
| Cell phone restriction violation | Students who are on cell phone restriction may not use their cell phone or any other electronic device. | In-school suspension |
| Food or drink violation | Food and drink may only be consumed in the cafeteria. Students may carry water in clear plastic bottles with them during the school day. Administration reserves the right to inspect any outside food or drink brought into the school. | 1 st Offense: Warning 2 nd Offense: Office Detention |
| Dress code violation | <p>Students are expected to dress in a manner that does not offend other individuals or detract from the learning environment. The administration will enforce reasonable standards of cleanliness, neatness, morality and safety in connection with pupils' appearance. Attire that may be injurious to any persons or may mar or damage any portion of the school building or equipment will not be allowed.</p> <p>Hats, hoods and bandanas are not permitted. Clothing providing indecent exposure or of an immoral or suggestive style is prohibited. These would include but not limited to: see-through attire, "muscle" shirts, uncovered midriff baring shirts/blouses, back baring shirts/blouses, spaghetti straps, strapless, one shoulder tops or halter tops. Bottom of shirt/blouse must overlap the top of the pants/bottoms. Undergarments such as bras and underwear, including box shorts, will be covered at all times.</p> <p>Clothing that advertises alcohol, tobacco or illegal materials are not permitted. Clothing or accessories with inappropriate language or pictures that can cause a disruption are not allowed. Clothing which exhibits language or designs that are explicit, violent, obscene and sexually suggestive will be not allowed.</p> | <p>1st Offense: Parent Conference and In-School Suspension until in compliance with the dress code</p> <p>2nd Offense: Office Detention, and In-School Suspension until in compliance with the dress code</p> <p>3rd Offense: Saturday Detention, and In-School Suspension until in compliance with the dress code</p> |
| Inappropriate display of affection | Students are expected to behave in a manner that does not make other feel uncomfortable. Excessive public display of affection is not accepted at Athol High School, this includes but is not limited to inappropriate or excessive touching, kissing, groping, and hugging | <p>1st Offense: Joint Parent Conference</p> <p>2nd Offense: Office Detention</p> <p>3rd Offense: Saturday Detention</p> |
| Wandering | Students are expected to have a pass to leave class. Students should report to the destination on their pass and return to class using a direct path and in a reasonable amount of time. Failure to do so will result in disciplinary action. | <p>1st Offense: Teacher Detention</p> <p>2nd Offense: Office Detention</p> <p>3rd Offense: Saturday Detention and Restricted Pass</p> |

| | | |
|--|---|---|
| Horseplay | Students are expected to conduct themselves in a manner that is safe and appropriate at all time. Horseplay, roughhousing, or physically joking around can create an unsafe environment. Students who engage in horseplay will face disciplinary consequences. | 1 st Offense: Office Detention 2 nd Offense: Saturday Detention 3 rd Offense: In-School Suspension |
| Respectful Behavior | | |
| Disruptive behavior | Students are expected to behave in a manner which supports the learning of all students. Any behaviors that disrupt the learning environment are not permitted. Students who engage in these behaviors are subject to disciplinary action. | 1 st Offense: Teacher Detention 2 nd Offense: Office Detention 3 rd Offense: Saturday Detention |
| Defiant behavior | Students are expected to comply with all classroom rules and expectation. Choosing to blatantly defy a rule or expectation is unacceptable and students who do so will face disciplinary action. | 1 st Offense: Teacher Detention 2 nd Offense: Office Detention 3 rd Offense: Saturday Detention |
| Defy authority | Students are expected to comply with all staff requests. If a student does not agree with a reasonable request, he/she should comply with the request and then express the concern to an administrator at an appropriate time. Failure to comply with a staff directive will result in disciplinary action. | 1 st Offense: Office Detention 2 nd Offense: Saturday Detention 3 rd Offense: In-School Suspension |
| Disrespectful behavior | Students should act respectfully towards all members of the school community. Respectful behavior includes using appropriate words, tone, actions, and body language. Failure to do so will result in disciplinary action. | 1 st Offense: Office Detention 2 nd Offense: Saturday Detention 3 rd Offense: In-School Suspension |
| Egregious disrespect of staff | Students should act respectfully towards all members of the community. School employees have a right to feel safe at school and work in a hostile free environment. Extremely disrespectful acts towards a staff member including verbal attacks of a personal or profane nature will not be tolerated. | Out-of-school suspension |
| Failure to comply with administrative search | Students who fail to comply with an administrator are subject to disciplinary consequences. Administrators upon reasonable suspicion can search a student's locker, book bag, pockets, jackets, etc. for prohibited , inappropriate, or illegal items. | In-School Suspension |
| Refusal to follow a staff directive | Students are expected to comply with all staff directives. If a student does not agree with a reasonable directive, he/she should comply with the request and then express the concern to an administrator at an appropriate time. | 1 st Offense: Office Detention 2 nd Offense: Saturday School |

| | | |
|------------------------------------|--|---|
| | Failure to comply with a staff directive will result in disciplinary action. | 3 rd Offense: 1 Day In-School Suspension |
| Disturbance of school or assembly | Students are expected to comply with staff directives to remove themselves from a classroom or other area of the building. It is expected that students will comply with this request as to minimize the disruption to other students. Failure to comply with this expectation will result in disciplinary action and possible police notification. | Out-of-School suspension and police notification |
| Lying/deceitful behavior | Students are expected to be honest in their interactions with other members of the school community. Lying to or deceiving a staff member is not acceptable. Students who do so will face disciplinary action. | 1 st Offense: Office Detention 2 nd Offense: Saturday Detention 3 rd Offense: In-School Suspension |
| Property | | |
| Damaging school property/Vandalism | Students should treat the building and all other school property with respect. Intentionally damaging, destroying or defacing school property is considered vandalism and students who do so will be subject to disciplinary action. | In-School Suspension and restitution |
| Theft | Students should respect everyone's property. Taking anything that does not belong to you is theft. Students who take something that is not theirs are subject to disciplinary action. Additionally, they may be subject to police action. | In-School Suspension, restitution, and police notification |
| Accidental property damage | Any students whose actions result in accidental property damage will be expected to make restitution. This restitution may be in addition to disciplinary action if the action which created the damage is a disciplinary infraction. | Restitution |
| Controlled Substances | | |
| Drug possession/use | Student possession, use, sale or transfer of drugs (as defined in the controlled substance act, Mass. G.L. 94C as amended), or any potentially mind-altering product that can be smoked, injected, inhaled, or ingested, on school property or at any school sponsored event is prohibited at all times. Any student found in possession of, using, or under the influence of a controlled substance will face disciplinary action and the police will be notified. Students may be subjected to an alcohol and/or drug test without warning, in cases where the building principal or assistant principal have | Suspension or Expulsion (see MGL 37H1/2), and police notification |

| | | |
|--|---|--|
| | reasonable grounds to believe that the results will produce evidence of unlawful activity. | |
| Alcohol possession/use | Students may not possess, use, or be under the influence of alcohol at school or any school sponsored event. Any student found in possession of, using, or under the influence of alcohol will face disciplinary action and the police will be notified. | School Suspension or Expulsion and police notification. |
| Vaporizer possession/use | Students may not be in possession or use a vaporizer or any other device designed to deliver nicotine or other chemicals. These devices are particularly dangerous due to the variety of substances that they can deliver. Students found in possession of a vaporizer may have the vaporizer confiscated and the police may be notified to determine the content of the substance. | 1 st Offense: In-School suspension 2 nd Offense: Out-of-school suspension |
| Tobacco possession | Students may not possess tobacco, or any other products designed to containing nicotine, on school grounds. This includes, but is not limited to, vaporizers and electronic cigarettes. | Detention or Suspension |
| Tobacco use (smoking) | Students may not use tobacco, or any other products containing nicotine, or designed to contain nicotine, on school grounds. This includes, but is not limited to, vaporizer and electronic cigarettes. | In-School or Out-of-School Suspension |
| | Physically Threatening Behavior | |
| Assault or threatening remarks towards staff | A student may not physically contact a staff member or make threats directed towards a staff member. All staff members have the right to work without being physically accosted or threatened. Students who assault or threaten harm to a staff member will face disciplinary and possibly legal action. | Long term Suspension or Expulsion (see MGL 37H1/2), and police notification |
| Fighting | Students may not physically contact each other in an aggressive manner. All students have the right to attend school without being physically accosted. All cases of fighting will be reported to the main office and will be investigated by the administration. Police will be notified and charges for assault, battery and/or disrupting a school assembly may be filed against offenders. Any injuries sustained by fighting will be reported to the health office. Students who engage in a physical confrontation with another student will face disciplinary and possibly legal action. | Out of School Suspension or Expulsion (see MGL 37H 1/2)and police notification |
| Inciting a fight | Students may not encourage or antagonize students to fight. Any attempt to instigate a fight between any students, through any form | 3 Day Out of School Suspension minimum |

| | | |
|--|--|--|
| | of communication, will be considered inciting a fight. | |
| Weapon possession/use | Students may not be in possession of firearms, knives or any other weapons or ammunition on the grounds or in the building of Athol High School at any time without the permission of the school administration. For the purpose of this paragraph, “firearm” shall mean any pistol, revolver, rifle, or smoothbore arm for which a shot, bullet or pellet can be discharged by whatever means. A weapon is considered to be an instrument of offensive or defensive combat. All state and local law enforcement statutes will be enforced as they apply to firearms/weapons possession. | 10 Day Out of School Suspension minimum, Expulsion (see MGL 37H1/2), and police notification |
| Throw/propel an object | Students may not throw or propel any object. This includes, but is not limited to, food in the cafeteria. Throwing objects presents a safety hazard and any student throwing or propelling an object will face disciplinary action. | Office and/or Saturday Detention |
| Pushing/shoving | Students may not push or shove other students. Pushing and shoving presents safety hazard and any student doing so will face disciplinary action. | Office and/or Saturday Detention |
| Verbal/Written Threatening Behavior | | |
| Taunting, Teasing, Annoying other students | Students are expected to treat all members of the school community with respect and to be respectful of human differences. Failure to do so will result in disciplinary action. | 1 st Offense: Teacher Detention 2 nd Offense: Office Detention 3 rd Offense: Saturday Detention |
| Harassment | Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. Harassing behavior may include, but is not limited to, epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. For more information, please refer to the sexual harassment and discrimination policies. | Suspension |
| Bullying | On-going harassment of a victim constitutes bullying. Please refer to the bullying policy. | Out of School Suspension |
| Intimidation | Any effort to intimidate a student in order to influence their statement or behavior is unacceptable. Students who do so will face disciplinary action. | In-School Suspension |

| | | |
|-----------------------------------|--|---|
| Threat/Verbal Assault | Students are expected to contribute to a safe learning environment for all students. Any threat of harm made towards a student is a violation of this expectation and students who do so will face disciplinary action. | In-School Suspension |
| Classroom Expectations | | |
| Cheating | Students are expected to submit work that represents their own thoughts and abilities. Any student caught cheating on a quiz, exam, book report, research paper, or any other graded work, will receive a zero for that particular grade. Cheating includes plagiarism, the use of the ideas or writings of another person as if they are your own. A student who provides information for another student's use in cheating is also guilty of cheating. | 1 st Offense: Zero on the assignment 2 nd Offense: Zero on the assignment and office detention(s) 3 rd Offense: Zero on the assignment, office detention(s) and loss of credit for the class |
| Excessive talking | Students are expected to maintain an effective learning environment. Students should only be talking in class if it is directed by the teacher. Students who excessively talk in class disrupt the learning environment and may face disciplinary action | 1 st Offense: Teacher Detention 2 nd Offense: Office Detention 3 rd Offense: Saturday Detention |
| Refusal to do work | Students are expected to complete work as directed by the teacher during class. | 1 st Offense: Teacher Detention 2 nd Offense: Office Detention 3 rd Offense: Saturday Detention |
| Language | | |
| Rude/discourteous | Students are asked to treat all members of the school community with respect. Every effort should be made to have polite interactions with both staff and students. Students who blatantly disregard this expectation will face disciplinary action. | 1 st Offense: Teacher Detention 2 nd Offense: Office Detention 3 rd Offense: Saturday Detention |
| Inappropriate language | Students are expected to speak in a manner that is appropriate for all ages. Students may not use vulgarity or make inappropriate innuendos. | 1 st Offense: Office Detention 2 nd Offense: Saturday Detention 3 rd Offense: In-School Suspension |
| Profanity | Students are expected to speak in a manner that is appropriate for all ages. Students may not use profanity during the school day or at school sponsored events. This may include words which are similar to profanity that are used in place of profanity | 1 st Offense: Office Detention 2 nd Offense: Saturday Detention 3 rd Offense: In-School Suspension |
| Obscene language/gesture/material | Students are expected to communicate about in a manner that is appropriate for all ages. Students may not use obscene language, | 1 st Offense: Saturday Detention |

| | | |
|--------------|--|--|
| | gestures, or materials. These include but are not limited to topics involving genitals, sexual intercourse, and death and dismemberment. | 2 nd Offense: 1 Day In-School Suspension 3 rd Offense: 1 Day Out-of-school suspension |
| | Bus Conduct | |
| Bus Referral | Students riding school buses are expected to observe all school regulations. The bus driver has complete responsibility for the bus and students and must comply with driver requests. There shall be no eating or use of tobacco, alcohol, or drugs in any form on the buses. At no time should a student extend arms, legs, or head from the windows or throw anything out of the bus. Additionally, students may not use hand sanitizers, perfumes, or body sprays while on the bus. A student's privilege of riding the bus can be taken away for unacceptable behavior and other disciplinary action may be taken by the administration. | 1 st Offense: Office Detention 2 nd Offense: Office Detention(s), bus privilege suspension 3 rd Offense: Saturday Detention, bus privilege suspension |

DISCIPLINARY POLICIES, LAWS AND REGULATIONS

The District assumes the responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion.

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. However, students eligible for special education are entitled to certain additional protections under state and federal law.

The District shall make appropriate procedures for the discipline of with disabilities and students with Section 504 Accommodation Plans. Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et.seq. ("IDEA") and its implementing regulations (34 CFR 300 et. seq.).

Students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student's disability.

Any time school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a "change of placement" and invokes certain procedural rights including but not limited to a review by the IEP Team of the relationship between the student's disability and the behavior subject to the disciplinary action, which is referred to as a Manifestation Determination.

If the behavior is a manifestation of the student's disability the student's Team will conduct a functional behavior assessment and develop a behavior intervention plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a behavior intervention plan is already in place, the Team will review the plan and revise it accordingly. The student will also be returned to his educational placement unless the parent and the school agree otherwise.

If the behavior is not a manifestation of the student's disability, then the student may be removed from his educational placement to the same extent that a regular education student would be removed, provided that the special education student must continue to receive educational services to enable the child to continue to receive his special education services in order to participate in the general education curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student's IEP. Additionally, the student should receive, as appropriate, a functional behavioral assessment and behavior intervention plan to prevent the behavior from happening again.

There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability. These situations include when a special education student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty-five (45) school days without regard to whether the student's behavior is determined to be a manifestation of the student's disability. A student may also be placed in such a setting on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is substantially likely to injure him/herself or others.

If a special education student commits an offense, which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.

For more information regarding the rights of special education students see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at www.doe.mass.edu/sped/prb/. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at www.doe.mass.edu/bsca/ or can be requested from the Director of Special Education at 978-249-2403.

DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates the Student Code of Conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the student's school or to a teacher of the student that the student is in need of special education and related services; or
2. The parent requested an evaluation of the student; or
3. District staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.

The district may not be deemed to have had knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility. If the district had no knowledge that the student is a student with a disability

prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner.

DISCIPLINE OF STUDENTS ON 504 PLAN

School personnel may not suspend a student on a 504 plan for more than ten consecutive school days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students. Please contact the principal of the school.

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. 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/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is 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 has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian

present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is 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 has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. 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;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. 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
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

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 grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing 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 the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and 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 (10) 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 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. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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 for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

Possession of a dangerous weapon, possession of a controlled substance, or assault of staff
A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the

Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

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

BULLYING

Bullying or harassment of any type, including cyber-bullying, will not be tolerated and may result in suspension or exclusion from AHS. Bullying that occurs outside of school may result in disciplinary action if the behavior causes problems at school.

PROHIBITION AGAINST BULLYING AND RETALIATION.

Acts of bullying, which include cyber bullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

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

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

DEFINITIONS OF BULLYING

Aggressor is a student who engages in bullying, cyber bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyber bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

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

REPORTING BY STUDENTS, PARENTS OR GUARDIANS, AND OTHERS

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

RESPONDING TO A REPORT OF BULLYING OR RETALIATION

1. Safety

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

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- A. Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation. (Align this with school or district procedures.)

- B. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

RELATIONSHIP OF BULLYING LAW TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

43A. CRIMINAL HARASSMENT; PUNISHMENT

(a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than two and one-half years or by a fine of not more than \$1,000 or by both such fine and imprisonment. Such conduct or acts described in this paragraph shall include but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device including, but not limited to, electronic mail, internet communications or facsimile communications.

(b) Whoever, after having been convicted of the crime of criminal harassment, commits a second or subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violation of section 43, shall be punished by imprisonment in a house of correction for not more than two and one-half years or by imprisonment in the state prison for not more than ten years.

CHAPTER 536 - AN ACT PROHIBITING THE ACT OF HAZING

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows: Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17: Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars (\$3,000.00) or by imprisonment in a house of correction for not more than one hundred days or by both such fine and imprisonment.

The term "hazing" as used such in this section eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such a crime shall, to the extent that such person can do so without danger or peril to himself or others, report such a crime to the appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine no more than one thousand dollars (\$1,000.00).

Section 19: Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledges or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen.

An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such institution, which fails to make such report.

STUDENT ARRESTED

The Principal of Athol High School may suspend, exclude or place on social probation, a student who has been charged with a felony or is the subject of a felony delinquency complaint, if the 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 found guilty of a felony and who is not removed from school, may be placed on social probation and may not participate in any extracurricular activities, i.e., sports, student council, class offices, NHS, plays, dances. When a student is placed on social probation he/she will have the right to attend school during the academic day only. The duration of the social probation will be determined by the principal. (Refer to MGL Chapter 71, Sect. 37H1/2)

STUDENT DISTURBANCES

The school committee recognizes the authority of the school administrator to administrate and provide the best possible education for the student or students in his/her school.

Any student who deliberately disrupts the orderly process of education, no matter the pretext, will be subject to immediate suspension from school, and the principal of the school will make any recommendations as to the final disposition of this disciplinary action.

This includes any organized disturbance, sit-down strike, walkout, bomb scare, false alarm, or any serious vandalism. In the event a large number of students leave the premises or disturb the premises, the principal and other staff members in conjunction with the local police, will disperse this gathering, attempt to make identification of those participating and immediately suspend those students involved. The leader of the organized disturbance will be recommended for immediate expulsion.

DISRUPTION AND HARASSMENT OF SCHOOL ACTIVITIES

Any student or group of students who disturb or harass students and school activities will be subject to immediate suspension from school and possible exclusion by the building principal, or may be expelled by the school committee.

CHAPTER 722 - AN ACT INCREASING THE PENALTIES FOR DEFACING OR DESTROYING STATE, COUNTY OR MUNICIPAL PROPERTY:

Section 96: Whoever willfully, intentionally and without right defaces, marks or injures the walls, wainscoting or any other part of any building belonging to the Commonwealth, or the appurtenances thereof, by cutting, writing or otherwise, shall be punished by a fine of not less than one hundred thousand dollars or by imprisonment for not more than two years. Any person convicted under the provisions of this section shall, in addition to any fine assessed, reimburse the Commonwealth for the total amount of damages incurred.

NON-DISCRIMINATION AND PROTECTION POLICIES, LAWS AND REGULATIONS

19J POLICY SOLICITATIONS BY STUDENTS

The Athol-Royalston Regional School District shall strive to safeguard the students and their parents from money raising plans of outside organizations, commercial enterprises and individuals.

This policy applies particularly to ticket sales and sales of articles or services except those directly sponsored or handled by the school authorities.

School sponsored or school approved activities must have the approval of the principal who will submit the proposal to the school committee in advance for information. Door to door sales projects are discouraged by

the committee, but may be conducted by individual parent or student groups. Students in grades K-8 are required to be accompanied by a parent or guardian. Students in grades 9-12 need not be accompanied by a parent or guardian. Such sales will be limited to family and friends only and solicitation will not take place in public places (e.g. stores, malls, post offices, etc). Administrators and teachers will not be responsible for the distribution of materials or the collection of funds. Any such project shall be for the benefit of the students enrolled in schools only. The secondary students shall be involved in determining how the money raised shall be spent.

All participants shall be voluntary with written parent consent. On all school committee, approved projects, published information related to advertising, tickets, and other materials must carry the name of the sponsor. The use of the title, Athol-Royalston Regional School District, shall not be used on any materials, notices or advertising without the specific consent of the school committee.

The administrators of the school sponsoring the fundraising activities shall be responsible for the proper administration of each project in accordance with the provisions of the state law and appropriate accounting practices and procedures. All monies collected shall be deposited in the proper school account, subject to the administration of the regional school treasurer, such as, high school revolving account; junior high revolving accounts, elementary trust fund.

ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT INTERNET USE POLICY

Overview

The Internet is an electronic communications network, which provides vast, diverse and unique resources. Our goal in providing this service to teachers, staff and ultimately students, is to promote educational excellence in the Athol-Royalston Regional School District by facilitating resource sharing, innovation and communication.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material or individual communications, which are not suitable for school-aged children. The Athol-Royalston Regional School District view information gathered from the Internet in the same manner as information gathered from the learning environment with directed guidance from the faculty and staff. Exploration and utilization of resources is encouraged. However, it is impossible to control all materials on a global network and an industrious user may discover inappropriate information.

In the schools, student access to, and use of, the Internet will be available through a school designated account and will be carried out at teacher direction and monitored as any other classroom activity. Training will be provided. The school district, however, cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals and policies of the school district.

Guidelines

Internet access is coordinated through a complex association of government agencies and regional networks. The operation of the Internet relies heavily on the proper conduct of the users, who must adhere to strict guidelines. The district staff has the right and obligation to monitor student Internet activities. Internet access is a privilege, not a right. If a district user violates any of the acceptable use provisions outlined in this document, his/her account will be terminated and future access will be denied. Some violations may also constitute a criminal offense and may result in legal action. Any user violating these provisions, applicable state and federal laws, or posted classroom and district policies, is subject to loss of access privileges and any other district disciplinary options.

1) Acceptable Use

- Student use must be in support of education and research consistent with curriculum.
- Student use must be consistent with the rules appropriate to any network being used or accessed.

2) Unacceptable Use

- Printing large quantities of blank or nearly blank pages on the printer
 - Unauthorized use of school equipment for private financial gain
 - Unauthorized use of copyrighted materials is prohibited.
 - Threatening or obscene material is prohibited.
 - Distribution of material protected by trade secret is prohibited.
 - Use for commercial activities is not acceptable.
 - Product advertisement or political lobbying is prohibited.
 - Plagiarism is prohibited.
 - Selling, trading, or serial loading of software or manuals with a copyright.
- 3) Netiquette
- Do not watch when others type in their passwords.
 - Be polite.
 - Do not reveal your own home address, telephone #, or telephone # of others.
 - Use caution when revealing your school address or e-mail number (or those of others).
 - Electronic mail is not guaranteed to be private.
 - Do not intentionally disrupt the network or other users.
 - Abide by generally accepted rules of etiquette.
- 4) Security
- If you identify a security problem, notify a teacher/ administrator immediately.
 - Do not show or identify a security problem to others.
 - Do not reveal your account password or allow another person to use your account.
 - Do not use another individual's account.
 - Attempts to log on as another user will result in cancellation of your privileges.
 - Any user identified as a security risk or having a history of problems with other computer systems may be denied access.
 - The student user must notify their teacher/administrator of any change in account information.
 - The student user may be occasionally required to update registration, password and account information in order to continue Internet access.
 - The student user must use school accounts on school grounds.
- 5) Vandalism/Harassment
- Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet or other networks. This includes, but is not limited to, creating and/or uploading computer viruses. Harassment is defined as the persistent annoyance of another user or the interference in another user's work. This includes, but is not limited to, the sending of unwanted e-mail.
 - Vandalism and/or harassment will result in the cancellation of privileges.
 - Attempting to break into a system, discover a security code, number, or password, or circumventing a security code.
 - Attempting to undermine or thwart any computer related rule, procedure, security measure, or common sense courtesy.
- 6) Penalties
- Any user violating these provisions, applicable state and federal laws or posted classroom and district rules is subject to loss of privileges and any other district disciplinary options, including criminal prosecution.
 - School and district administrators will make the determination as to what constitutes unacceptable use and their decision will be final.

The Athol-Royalston Regional School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Athol-Royalston Regional School District will not be responsible for any damages a user may suffer, including loss of data. The District will not be responsible for the accuracy or quality of information obtained through this Internet connection.

All terms and conditions as stated in this document are applicable to all users of the Internet. These provisions reflect an agreement of the parties and shall be governed and interpreted in accordance with the laws of the State of Massachusetts and the United States of America.

SCHOOL SEARCH AND SEIZURE

To maintain order and discipline in the school and to protect the welfare of the students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized or contraband materials found in the search.

A student's failure to permit search and seizure as provided in this policy will be considered grounds for disciplinary action:

1. Personal Searches

A student's person and/or personal effects (e.g., purse, backpack, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. Students are subject to search by a metal detector without notice. If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex with an adult witness present, when feasible. If extreme emergency conditions require a more intrusive search of a student's person, such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the prior approval of the school superintendent or one of his designees, unless the health or safety of students will be endangered by the delay which may be caused by following these procedures.

2. Locker Searches

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

3. Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not a right. The school retains the right to conduct routine patrols of the student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

4. Seizure of Illegal Materials

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The following procedures are established to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation will be restricted in meaning to that criticism of particular school employees by a citizen of the school district, which includes or implies a demand for action by school authorities. Other comments, suggestions, and/or concerns will be promptly referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed he/she will listen courteously and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unresolved, either party may move the complaint to the building principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member will inform his/her supervisor of the complaint

2. If a complaint comes first to the principal or other supervisor of the person criticized, he/she should listen courteously or acknowledge a letter promptly and politely, but should make no judgments whatsoever. If the

complaint involves a particular employee, the supervisor will promptly inform that person of the complaint and will arrange a conference between the complainant, the person criticized, and the supervisor (if necessary). At Superintendent's level, supervisor refers to the Chairman of the School Committee.

If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file his/her complaint in writing and return it.

3. No further action on the complaint should be taken unless the complainant submits the complaint in writing.

4. When a written complaint is received, the principal or other supervisor will promptly schedule a conference with himself/herself, the complainant, the person criticized, and if advisable, the department chair or other person that either the supervisor, the person criticized or the complainant feels could contribute resolution of the problem.

5. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the superintendent, who will promptly handle the complaint personally or refer it to his/her designee.

6. Should dissatisfaction remain after the above steps have been taken, the matter will be placed on the agenda for the next regularly scheduled school committee meeting. The decision of the committee will be communicated in writing to all interested persons.

HARASSMENT AND DISCRIMINATION

Please see page 50 to review the procedure to have a complaint or concern about harassment or discrimination investigated.

SEXUAL HARASSMENT POLICY

I. Definition of Sexual Harassment

In Massachusetts, the legal definition for sexual harassment is this:

"Sexual harassment" means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

(a) Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of basis for employment decisions or education development.

(b) Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.

(c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

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 a work place environment that is hostile, offensive, intimidating, or humiliating to male or female workers or students may also constitute sexual harassment.

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 upon the totality of the circumstances including the severity of the conduct and its persuasiveness:

- 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;
 - Inquiries into one's sexual experiences; and,
 - Discussion of one's sexual activities.
- All employees and students should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individual for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

II. Complaints of Sexual Harassment

If any of our employees or students believe that he or she has been subjected to sexual harassment, they have the right to file a complaint with our organization in writing or orally. If you would like to file a complaint, you may do so by contacting the Superintendent of Schools, 1062 Pleasant Street, Athol, MA. 01331, (978)249-2400.

This person is also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

III. Sexual Harassment Investigation

When we receive the complaint, we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint and with witnesses. We will also interview the person alleged to have committed sexual harassment. When we have completed our investigation, we 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. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action.

IV. Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our employees, we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment or suspension from school, and may include such other forms of disciplinary action, as we deem appropriate under the circumstances.

V. State and Federal Remedies

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint subjected to sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below.

Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC - 180 days; MCAD - 6 months).

1. The United States Equal Employment Opportunity Commission (EEOC), 1 Congress Street - 10th floor, Boston, MA 02114 (617) 565-3200
2. The Massachusetts Commission against Discrimination (MCAD)

| | |
|------------------|-----------------------|
| Boston Office: | Springfield Office |
| Room 601 | Room 220 |
| Boston, MA 02108 | Springfield, MA 01103 |
| (617) 727-3990 | (413) 739-2145 |

DISTRIBUTION OF PRINTED MATERIALS

Students of Athol High School may distribute such materials with the approval of the high school principal, at a place and time designated by the principal. Such place and time shall be determined to avoid disruption of the educational process. The committee instructs the principal to take appropriate legal action against distributors of printed materials deemed obscene or libelous or otherwise in violation of the law under the Commonwealth of Massachusetts or of the United States of America.

The school committee recognizes that distribution of such materials on public property, not part of the school premises, is not within its jurisdiction. Therefore, students may distribute such printed materials on the sidewalk area along Main Street or other approaches to the school as they see fit. The committee cautions students that they are not immune from prosecution for offenses against the laws of obscenity and libel and other pertinent statutes.

Athol-Royalston Regional School District

Handbook Policies, Laws, and Regulations

Equal Access & Non-Discrimination

ATTENDANCE LAWS

School is compulsory for students under the age of sixteen. A student may be considered truant and court proceedings initiated when the student accumulates seven unexcused absences in a six-month period. (See MGL Ch. 76, S. 2).

STUDENT RECORD REGULATIONS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) also specify rights related to educational records. This Act gives the parent or guardian the right to:

1. inspect and review his/her child's educational records
2. make copies of these records
3. receive a list of all individuals having access to these records
4. ask for an explanation of any item in the records
5. ask for an amendment to any report on the grounds that it is inaccurate, or violates the child's rights
6. a hearing on the issue if the school refuses to make an amendment

If there are any questions, please feel free to contact Dr. Steven Meyer, Superintendent/504 Coordinator for the Athol-Royalston Regional School District at (978) 249-2400.

23.01: Application of Rights

603 CMR 23.00 is promulgated to insure parents and students' rights of confidentiality, inspection, amendment, and destruction of student records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.

(2) If a student is from 14 through 17 years of age or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who

shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, section 34E, the parent of a student may inspect the student record regardless of the student's age.

(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

23.02: Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel shall consist of three groups:

(a) School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.

(b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(c) The Evaluation Team which evaluates a student.

Eligible student shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the school committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team shall mean the team which evaluates school-age children pursuant to M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

Parent shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, § 34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603,

CMR 23.00 shall not include a person about whom a school committee maintains information relative only to that person's employment by the school committee.

The student record shall consist of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record shall consist of all the information in the student record, which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

The transcript shall contain administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. These data shall be limited to the name, address, and phone number of the student; his/ her birthdate; name, address, and phone number of the parent or guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed.

23.03: Collection of Data: Limitations and Requirements

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.

23.04: Personal Files of School Employees

The term student record does not include notes, memory aids and other similar information that is maintained in the personal files of a school employee and is not accessible or revealed to authorized school personnel or any third party. Such information may be shared with the student, parent or a temporary substitute of the maker of the record, but if it is released to authorized school personnel it becomes part of the student record subject to all the provisions of 603 CMR 23.00.

23.05: Privacy and Security of Student Records

(1) The school principal or his/her designee shall be responsible for the privacy and security of all student records maintained in the school.

(2) The superintendent of schools or his/her designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school principal, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.

(3) The principal and superintendent of schools shall insure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of 603 CMR 23.00 and M.G.L. c. 71, § 34H and are educated as to the importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

23.06: Destruction of Student Records

(1) The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

(2) During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and his/her parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.

(3) The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.

(4) In accordance with M.G.L. c 71, section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such test was so administered.

23.07: Access to Student Records

(1) **Log of Access.** A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

(a) authorized school personnel under 603 CMR 23.02(9) (a) who inspect the student record;

(b) administrative office staff and clerical personnel under 603 CMR 23.02(9) (b), who add information to or obtain access to the student record; and

(c) school nurses who inspect the student health record.

(2) **Access of Eligible Students and Parents.** The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

(a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.

(b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.

(c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.

(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

(3) **Access of Authorized School Personnel.** Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

(4) **Access of Third Parties.** Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.

(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.

(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71; section 37L and M.G.L. c. 119, section 51A.

(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request

concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

(5) Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
2. the parent has been denied visitation or has been ordered to supervised visitation, or
3. the parent's access to the student or to the custodial parent 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.

(b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the principal annually. The initial request must include the following:

1. a certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
2. an affidavit from the non-custodial parent that said court order or judgment remains in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.

(c) The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).

(d) Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).

(e) The school must delete the address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

23.08: Amending the Student Record

(1) The eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record.

(2) 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:

(a) 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 his/her designee to make the objections known.

(b) The principal or his/her 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 his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

23.09: Appeals

(1) In the event that any decision of a principal or his/her designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent, they shall have the right of appeal to the superintendent of schools. Request for such appeal shall be in writing to the superintendent of schools.

(2) The superintendent of schools or his/her designee shall within two weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, the superintendent of schools or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

(3) In the event that the decision of the superintendent of schools or his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Request for such appeal shall be in writing to the chairperson of the school committee.

(4) The school committee shall within four weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.

(a) School officials shall have the burden of proof on issues presented by the appellant.

(b) The appellant shall have the right to be represented by an advocate of his/her choosing, to cross-examine witnesses, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision within two weeks after the hearing.

(c) If the appeal concerns statements by an employee of the school committee, such person(s) shall have the right to be present and to have an advocate of his/her own choosing.

(5) Nothing in 603 CMR 23.00 shall abridge or limit any right of an eligible student or parent to seek enforcement of 603 CMR 23.00 or the statutes regarding student records, in any court or administrative agency of competent jurisdiction.

23.10: Notification

(1) At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

(b) The general provisions of 603 CMR 23.00 regarding parent and student rights and those copies of 603 CMR 23.00 are available to them from the school.

(2) In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.

23.11: Monitoring

The Department of Education may, pursuant to a request by an eligible student or parent or on its own initiative, conduct reviews to insure compliance with 603 CMR 23.00. The school committee and the specific school(s) involved shall cooperate to the fullest extent with such review.

23.12: Severance Clause

The provisions of 603 CMR 23.00 is severable and should any section be found upon judicial review to exceed the authority of the State Board of Education, the remaining sections should not be affected.

EQUAL OPPORTUNITY GRIEVANCE PROCEDURE

TITLE IX- CHAPTER 662

NON-DISCRIMINATION

In compliance with the requirements by the federal government (Title IX of the education Amendments of 1972, and the implementing regulations) and the Massachusetts state government (Chapter 622 of the Acts of 1971, and the implementing regulations) the Athol-Royalston Regional School District shall prohibit discrimination on the basis of race, color, national origin, religion, sex, age, disability, handicap and sexual orientation, gender identity, in regard to hiring practices by any and all schools and departments and also in regard to pupil admission to schools, courses of study, activities and any other opportunities for pupils made available within the School System. Please see page 48 to review the procedure to have a complaint or concern about harassment or discrimination investigated. Any concerns or complaints regarding discrimination, please contact Superintendent, Dr. Darcy Fernandes 978-249-2400, dfernandes@arrsd.org.

In addition, under Section 504 of the federal Rehabilitation Act of 1973, and other relevant law no otherwise qualified handicapped individual shall, solely by reason of a handicap, be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any program or activity.

Any student or employee of the Athol-Royalston School District who believes he/she has been discriminated against, denied a benefit, or excluded from participation in any district education program or activity on the basis of sex, race, color, religion, gender identity, sexual orientation, disability, or national origin in violation of this policy, may file a written complaint.

A local complaint procedure has been established and any such complaint should be addressed to your students building principal.

The principal/assistant principal shall cause a review of the written complaint within ten working days after receipt of the written complaint. If the complainant is not satisfied with such response, he/she may submit a written appeal to the School Committee indicating with specifics the nature of the disagreement, stating his/her reasons for such disagreement. A copy of the written complaint shall then be provided to each member of the School Committee.

The School Committee shall consider the appeal which will be listed for action by the School Committee on the next regularly scheduled School Committee agenda. The School Committee shall permit the complainant to address the School Committee in public or in closed session, as appropriate and lawful. Any individual has the right at any time to address inquiries regarding their civil rights to the Office of Civil Rights, Boston, MA.

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, creed, sex, religion, nationality, sexual orientation, gender identity, and disability.

To accomplish this, the committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions programs. The law reads as follows.

“No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantage, privileges and course of study of such public school on account of race, color, sex religion, gender identity, disability, national origin or sexual orientation.”

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance and extracurricular and athletic activities.

AVAILABILITY OF IN-SCHOOL PROGRAMS FOR PREGNANT STUDENTS

1. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth, are permitted to return to the same academic and extracurricular program as before the leave.
2. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law that protects the handicapped or disabled individuals in programs that receive federal funds.

Under this Act, a qualified disabled person is “one who has had a physical or mental disability which substantially limits a major life activity or, has a record of such or is regarded as disabled by others.” Major

life activities include the ability to care for one self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. A disability need only limit one major life activity for an individual to be eligible.

Typically, students with disabilities who do not qualify for special education under IDEA do qualify under Section 504. These disabilities might include students with Attention Deficit Disorder (AD/HD), students with AIDS, heart conditions, and other physical disabilities such as severe asthma, juvenile diabetes, severe arthritis, cerebral palsy, etc. All of these conditions under 504 allow a student to receive the necessary related services to make their education comparable to non-disabled students.

Services given to students under section 504 are considered the responsibility of regular education, as they are not in need of basic skills help and can function with adjustments in the regular classroom.

Many of the specific regulations found in IDEA do not apply to Section 504. However, the due process rights of students and parents or guardians are protected and a specific grievance procedure must be in place including the right to mediation or an impartial hearing and the right to be represented by an attorney. If students are thought to have a disability under Section 504, they have a right to an evaluation. A team knowledgeable about the student will make recommendations regarding modifications and/or placement in the least restrictive environment. A written plan must be developed documenting the presence of a disability, which limits a major life activity, and a statement of the adjustments that will be made.

POLICIES AND PROCEDURE SECTION 504 OF THE REHABILITATION ACT OF 1973

A. Statement of Intent:

It is the policy of Athol-Royalston Regional School District to comply with all the relevant and applicable provisions of Section 504. The Athol-Royalston Regional School District will not discriminate against its personnel or students because of a person's physical or mental disability. The Athol-Royalston Regional School District will also make reasonable adjustments wherever necessary for all employees or applicants with disabilities and students provided that any adjustments made do not require significant difficulty or expense. The Athol-Royalston Regional School District policy of nondiscrimination applies to all personnel and employment practices (See ADA policies and practices) and all public preschool, elementary and secondary programs and activities.

B. Access to Programs and Services

The Athol-Royalston Regional School District will review all procedures used to identify student's eligibility under Section 504, and access to appropriate educational services.

The principal of the building is responsible for Section 504 for the Athol-Royalston Regional School District and has the complete support of management in the implementation of this program.

Any person having inquiries concerning The Athol-Royalston Regional School District's compliance with Section 504 is directed to contact:

Darcy Fernandes
Superintendent of Schools
1062 Pleasant Street
Athol, MA 01331
(978) 249-2400

or

Kathryn Clark
Director of Pupil Services
1062 Pleasant Street
Athol, MA 01331
(978) 249-2400

Student Safety

TOBACCO FREE ZONE

Use of any tobacco products or tobacco related products such as e-cigarettes or vaping devices within the school buildings, school facilities, on school grounds, including vehicles or school busses by any individual, including school personnel and students, is prohibited at all times.

ALCOHOLIC BEVERAGES IN SCHOOL

Chapter 272, Section 40A. Whoever gives, sells, delivers or has in his possession any alcoholic beverage, except for medicinal purposes, in any public school building, or on any premises used for public school purposes and under the charge of a school committee or other public board or officer, shall be punished by imprisonment for not more than thirty days or by a fine of not more than one hundred dollars, or both; provided, however, that a school committee of a city, town or district may authorize a public or nonprofit organization using a public school building with its permission during non school hours to possess and sell alcoholic beverages therein provided such nonprofit organization is properly licensed under the provisions of section fourteen of chapter one hundred and thirty-eight.

STUDENT DRESS

Chapter 71, Section 83. School officials shall not abridge the rights of students as to personal dress and appearance except if such officials determine that such personal dress and appearance violate reasonable standards of health, safety and cleanliness.

EYE PROTECTION

Chapter 71, Section 55C. Each teacher and pupil of any school, public or private, shall, while attending school classes in industrial art or vocational shops or laboratories in which caustic or explosive chemicals, hot liquids or solids, hot molten metals, or explosives are used or in which welding of any type, repair or servicing of vehicles, heat treatment or tempering of metals, or the milling, sawing, stamping or cutting of solid materials, or any similar dangerous process is taught, exposure to which may be a source of danger to the eyes, wear an industrial quality eye protective device, approved by the department of public health. Each visitor to any such classroom or laboratory shall also be required to wear such protective device.

IMMUNIZATION LAWS

MGL Ch.76, S. 15. No child shall, except as hereinafter provided, be admitted to school except upon presentation of a physician's certificate that the child has been successfully immunized against diphtheria, pertussis, tetanus, measles, and poliomyelitis and such other communicable diseases as may be specified from time to time by the Department of Public Health.

ADMINISTERING OF MEDICINE IN SCHOOL

The Athol-Royalston Regional School District Committee has adopted the state policies and procedures (105 CMR 210.00) concerning regulations governing the administration of prescription medications in public and

private schools, and to adopt (105 CMR 210.007) training of school personnel responsible for administering prescription medication written by the Massachusetts Department of Public Health School Health Unit.

PHYSICAL RESTRAINT POLICY

The Athol-Royalston Regional School District complies with the Department of Elementary and Secondary Education (DESE) restraint regulations, 603 C.M.R. 46.00 et seq., as required by law. These regulations apply not only while attending school, but also at school-sponsored events and activities, whether or not on school property. Copies of this law are available at <http://www.doe.mass.edu/lawsregs/603cmr46.html>, and in the office of the principal.

The Athol-Royalston Regional School District uses non-violent restraint such as redirection, escorts to quiet areas, talking to students and other such methods. Physical restraint is only used as a last resort.

PROHIBITION AGAINST FIREARMS IN SCHOOLS

Chapter 269, Section 10. Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.

Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college or university failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars.

SCHOOL SEARCH AND SEIZURE

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

1. PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat down search of a student's person is conducted it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible.

If extreme emergency conditions require a more intrusive search of a student's person such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present and only upon the prior approval of the school superintendent or one of his/her

designees, unless the health or safety of students will be endangered by the delay which might be caused by following these procedures.

2. **LOCKER SEARCHES**

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

3. **AUTOMOBILE SEARCHES**

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Legal references: State v. F.W.E., 360 SO. 2D 148 (FLA. APP. 1978), ZAMORA v. POMEROY, 639 F.2D 622 (10th CIR. 1981), State v. D.T.W. 425 SO. 2D 1383 (FLA.APP.1983)

19J POLICY SOLICITATIONS BY STUDENTS

The Athol-Royalston Regional School District shall strive to safeguard the students and their parents from money raising plans of outside organizations, commercial enterprises and individuals.

This policy applies particularly to ticket sales and sales of articles or services except those directly sponsored or handled by the school authorities.

School sponsored or school approved activities must have the approval of the principal who will submit the proposal to the school committee in advance for information. Door to door sales projects are discouraged by the committee, but may be conducted by individual parent or student groups. Students in grades K-8 are required to be accompanied by a parent or guardian. Students in grades 9-12 need not be accompanied by a parent or guardian. Such sales will be limited to family and friends only and solicitation will not take place in public places (e.g. stores, malls, post offices, etc). Administrators and teachers will not be responsible for the distribution of materials or the collection of funds. Any such project shall be for the benefit of the students enrolled in schools only. The secondary students shall be involved in determining how the money raised shall be spent.

All participants shall be voluntary with written parent consent. On all school committee, approved projects, published information related to advertising, tickets, and other materials must carry the name of the sponsor. The use of the title, Athol-Royalston Regional School District, shall not be used on any materials, notices or advertising without the specific consent of the school committee.

The administrators of the school sponsoring the fundraising activities shall be responsible for the proper administration of each project in accordance with the provisions of the state law and appropriate accounting practices and procedures. All monies collected shall be deposited in the proper school account, subject to the administration of the regional school treasurer, such as, high school revolving account; middle school revolving accounts, elementary trust fund.

DISTRIBUTION OF PRINTED MATERIALS

Students of the Athol-Royalston Regional School District may distribute such materials with the approval of the building principal, at a place and time designated by the principal. Such place and time shall be determined

to avoid disruption of the educational process. The committee instructs the principal to take appropriate legal action against distributors of printed materials deemed obscene or libelous or otherwise in violation of the law under the Commonwealth of Massachusetts or of the United States of America.

The school committee recognizes that distribution of such materials on public property, not part of the school premises, is not within its jurisdiction. Therefore, students may distribute such printed materials on the sidewalk area along Main Street or other approaches to the school as they see fit. The committee cautions students that they are not immune from prosecution for offenses against the laws of obscenity and libel and other pertinent statutes.

ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT INTERNET USE POLICY

Overview

The Internet is an electronic communications network which provides vast, diverse and unique resources. Our goal in providing this service to teacher, staff and ultimately students, is to promote educational excellence in the Athol-Royalston Regional School District by facilitating resource sharing, innovation and communication.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material or individual communications which are not suitable for school-aged children. The Athol-Royalston Regional School District views information gathered from the Internet in the same manner as information gathered from other reference materials identified by the schools. Specifically, the district supports resources that will enhance the learning environment with directed guidance from the faculty and staff. Exploration and utilization of resources is encouraged. However, it is impossible to control all materials on a global network and an industrious user may discover inappropriate information.

In the schools, student access to, and use of, the Internet will be available through a school designated account and will be carried out at teacher direction and monitored as any other classroom activity. Training will be provided. Every school complies with the CIPA (Children's Internet Protection Act). The school district, however, cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals and policies of the school district.

Guidelines

Internet access is coordinated through a complex association of government agencies and regional networks. The operation of the Internet relies heavily on the proper conduct of the users, who must adhere to strict guidelines. The district staff has the right and obligation to monitor student Internet activities. Internet access is a privilege, not a right. It shall be the policy of the Athol-Royalston Regional School District that every student who uses the District's internet connection shall have on file, at each school that the student attends, the official "Athol-Royalston Regional School District Contract Regarding the Use of the Internet" which is signed and dated by both the student and a parent/guardian. The Principal of each school shall be responsible for adherence to this policy and place such contracts in the student's temporary file. If a district user violates any of the acceptable use provisions outlined in this document, his/her account will be terminated and future access will be denied. Some violations may also constitute a criminal offense and may result in legal action. Any use violating these provisions, applicable state and federal laws, or posted classroom and district policies, is subject to loss of access privileges and any other district disciplinary options.

1) Acceptable Use

- Student use must be in support of education and research consistent with curriculum
- Student use must be consistent with the rules appropriate to any network being used/accessed.

2) Unacceptable Use

- Unauthorized use of copyrighted material is prohibited.
- Threatening or obscene material is prohibited.
- Distribution of material protected by trade secret is prohibited.
- Use for commercial activities is not acceptable.
- Product advertisement or political lobbying is prohibited.
- Plagiarism is prohibited.

3) Netiquette

- Do not watch when others type in their passwords.
- Be polite.
- Do not use vulgar or obscene language.
- Do not reveal your own home address, telephone #, or telephone # of others.
- Use caution when revealing your school address or e-mail number (or those of others).
- Electronic mail is not guaranteed to be private.
- Do not intentionally disrupt the network or other users.
- Abide by generally accepted rules of network etiquette.

4) Security

- If you identify a security problem, notify a teacher/administrator immediately.
- Do not show or identify a security problem to others.
- Do not reveal your account password or allow another person to use your account.
- Do not use another individual's account.
- Attempts to log on as another user will result in cancellation of your privileges.
- Any user identified as a security risk or having a history of problems with other computer systems may be denied access.
- The student user must notify their teacher/administrator of any change in account information.
- The student user may be occasionally required to update registration, password and account information in order to continue Internet access.
- The student user must use school accounts on school grounds.

5) Vandalism/Harassment

- Vandalism is defined as any malicious attempt to harm or destroy data or another user, the Internet or other networks. This includes, but is not limited to, creating and/or uploading computer viruses. Harassment is defined as the persistent annoyance of another user or the interference in another user's work. This includes, but is not limited to, the sending of unwanted e-mail.
- Vandalism and/or harassment will result in the cancellation of privileges.

6) Penalties

- Any user violating these provisions, applicable state and federal laws or posted classroom and district rules is subject to loss of privileges and any other district disciplinary options, including criminal prosecution.
- School and district administrators will make the determination as to what constitutes unacceptable use and their decision will be final.

The Athol-Royalston Regional School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Athol-Royalston Regional School District will not be responsible for any damages a user may suffer, including loss of data. The District will not be responsible for the accuracy or quality of information obtained through this Internet connection.

All terms and conditions as stated in this document are applicable to all users of the Internet. These provisions reflect an agreement of the parties and shall be governed and interpreted in accordance with the laws of the state of Massachusetts and the United States of America.

Student Discipline

REGULATIONS AND LAWS REGARDING STUDENT DISCIPLINE

Due process is a right of all students. The standards for minimum due process for suspensions from school for ten days or less are set forth in Goss v. Lopez.

To ensure the safety of all students and faculty, the following laws, memorandums, and case law also affect students and teachers in the Athol-Royalston Regional School District.

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. However, students eligible for special education are entitled to certain additional protections under state and federal law.

Specifically, these laws include M.G.L. c. 71B and its implementing regulations (603 CMR 28.00) and 20 USC 1401 et seq. (“IDEA”) and its implementing regulations (34 CFR 300 et. seq.).

Students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per school year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student’s disability.

Any time school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a “change of placement” and invokes certain procedural rights including but not limited to a review by the IEP Team of the relationship between the student’s disability and the behavior subject to the disciplinary action, which is referred to as a Manifestation Determination.

If the behavior is a manifestation of the student’s disability the student’s Team will conduct a functional behavior assessment and develop a behavior intervention plan, provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a behavior intervention plan is already in place, the Team will review the plan and revise it accordingly. The student will also be returned to his educational placement unless the parent and the school agree otherwise.

If the behavior is not a manifestation of the student’s disability, then the student may be removed from his educational placement to the same extent that a regular education student would be removed, provided that the special education student must continue to receive educational services to enable the child to continue to receive his special education services in order to participate in the general education curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student’s IEP. Additionally, the student should receive, as appropriate, a functional behavioral assessment and behavior intervention plan to prevent the behavior from happening again.

There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student’s behavior is determined to be a manifestation of the student’s disability. These situations include when a special education student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational

agency; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty-five (45) school days without regard to whether the student's behavior is determined to be a manifestation of the student's disability. A student may also be placed in such a setting on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is substantially likely to injure him/herself or others.

If a special education student commits an offense, which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.

For more information regarding the rights of special education students see the Massachusetts Department of Education's Procedural Safeguards Notice, which is available in many languages, at www.doe.mass.edu/sped/prb/. Additionally, copies of the state and federal special education laws are available online at the Massachusetts Bureau of Special Education Appeals website, at www.doe.mass.edu/bzca/ or can be requested from the Director of Special Education at 978-249-2403.

DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates the Student Code of Conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the student's school or to a teacher of the student that the student is in need of special education and related services; or
2. The parent requested an evaluation of the student; or
3. District staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.

The district may not be deemed to have had knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility. If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner.

DISCIPLINE OF STUDENTS ON 504 PLAN

School personnel may not suspend a student on a 504 plan for more than ten consecutive school days without a manifestation determination. Procedural protections for eligible 504 students are the same as those afforded to special education students. Please contact the principal of the School.

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. 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/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing. The purpose of the hearing with the principal is 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 has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The

principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is 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 has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. 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;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. 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
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;

- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

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 grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing 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 the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and 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 (10) 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 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. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

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 for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

Possession of a dangerous weapon, possession of a controlled substance, or assault of staff

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the

Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

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

STUDENT ARRESTED

The Principal of the school may suspend, exclude or place on social probation, a student who has been charged with a felony or is the subject of a felony delinquency complaint, if the 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 found guilty of a felony and who is not removed from school, may be placed on social probation and may not participate in any extracurricular activities, i.e., sports, student council, class offices, NHS, plays, dances. When a student is placed on social probation he/she will have the right to attend school during the academic day only. The duration of the social probation will be determined by the principal. (Refer to MGL Chapter 71, Sect. 37H1/2

STUDENT DISTURBANCES

The school committee recognizes the authority of the school administrator to administrate and provide the best possible education for the student or students in his/her school.

Any student who deliberately disrupts the orderly process of education, no matter the pretext, will be subject to immediate suspension from school, and the principal of the school will make any recommendations as to the final disposition of this disciplinary action.

This includes any organized disturbance, sit-down strike, walkout, bomb scare, false alarm, or any serious vandalism. In the event a large number of students leave the premises or disturb the premises, the principal and other staff members in conjunction with the local police, will disperse this gathering, attempt to make identification of those participating and immediately suspend those students involved. The leader of the organized disturbance will be recommended for immediate expulsion.

DISRUPTION AND HARASSMENT OF SCHOOL ACTIVITIES

Any student or group of students who disturb or harass students and school activities will be subject to immediate suspension from school and possible exclusion by the building principal, or may be expelled by the school committee.

CHAPTER 722 - AN ACT INCREASING THE PENALTIES FOR DEFACING OR DESTROYING STATE, COUNTY OR MUNICIPAL PROPERTY:

Section 96: Whoever willfully, intentionally and without right defaces, marks or injures the walls, wainscoting or any other part of any building belonging to the Commonwealth, or the appurtenances thereof, by cutting, writing or otherwise, shall be punished by a fine of not less than one hundred thousand dollars or by imprisonment for not more than two years. Any person convicted under the provisions of this section shall, in addition to any fine assessed, reimburse the Commonwealth for the total amount of damages incurred.

Harassment & Bullying

SEXUAL HARASSMENT POLICY

I. Definition of Sexual Harassment

In Massachusetts, the legal definition for sexual harassment is this:

“Sexual harassment” means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- (a) Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of basis for employment decisions or education development.
- (b) Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
- (c) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

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 a work place environment that is hostile, offensive, intimidating, or humiliating to male or female workers or students may also constitute sexual harassment.

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 upon the totality of the circumstances including the severity of the conduct and its persuasiveness:

- 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;
 - Inquiries into one's sexual experiences; and,
 - Discussion of one's sexual activities.
- All employees and students should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individual for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

II. Complaints of Sexual Harassment

If any of our employees or students believe that he or she has been subjected to sexual harassment, they have the right to file a complaint with our organization in writing or orally. If you would like to file a complaint, you may do so by contacting the Superintendent of Schools, 1062 Pleasant Street, Athol, MA. 01331, (978)249-2400.

This person is also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

III. Sexual Harassment Investigation

When we receive the complaint, we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint and with witnesses. We will also interview the person alleged to have committed sexual harassment. When we have completed our investigation, we 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. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action.

IV. Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our employees, we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment or suspension from school, and may include such other forms of disciplinary action, as we deem appropriate under the circumstances.

V. State and Federal Remedies

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint subjected to sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below.

Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC - 180 days; MCAD - 6 months).

1. The United States Equal Employment Opportunity Commission (EEOC), 1 Congress Street - 10th floor, Boston, MA 02114 (617) 565-3200
2. The Massachusetts Commission against Discrimination (MCAD)

| | |
|------------------|-----------------------|
| Boston Office: | Springfield Office |
| Room 601 | Room 220 |
| Boston, MA 02108 | Springfield, MA 01103 |
| (617) 727-3990 | (413) 739-2145 |

SEXUAL HARASSMENT POLICY/COMPLAINT PROCEDURE FOR STUDENTS

PURPOSE

To create for all Athol-Royalston Regional School District students a study environment free of sexual harassment.

The Athol-Royalston Regional School District is committed to safeguarding the right of all persons associated with the Athol-Royalston Regional School District, including students, employees, school committee members and volunteers to a work and educational environment that is free from all forms of sexual harassment. Therefore, the Athol-Royalston Regional School District condemns and prohibits all sexual harassment on its premises.

All individuals associated with the District, but not necessarily limited to the School Committee, the administration, the staff, students and members of the public while on campus, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community or while on school property will be in violation of this policy.

Appropriate disciplinary action, up to and including dismissal, will be taken in any instance where an employee violates this policy. Sexual harassment by a student will result in disciplinary action up to and including expulsion. Sexual harassment by others will result in their being excluded from School premises or if it is required that they enter the premises, they will be accompanied by a District representative at all times.

If the sexual harassment is criminal in nature, the offense shall be reported to the police department as well as the Title IX Coordinator. If the sexual harassment requires the intervention of State social service or protective agencies, the proper authorities will be contacted. In these circumstances, the School's attorney will be immediately contacted to give advice and guidance on how to process these actions with the appropriate authorities.

Any student who believes that he or she has been subjected to sexual harassment should make a complaint to any administrator, the Title IX Coordinator, or directly to the Superintendent, so that appropriate action may be taken at once.

Management representatives are charged with the responsibility of discouraging any sexually harassing behaviors within or outside of their areas of supervision. This includes directly confronting the harasser when a management representative observes harassing behavior, and immediately reporting the activity to the Title IX Coordinator.

The Title IX Coordinator will investigate complaints promptly, and corrective action will be taken where appropriate. No person will suffer retaliation or intimidation as a result of using the internal complaint procedure.

A copy of this policy and its accompanying regulations are posted in appropriate places, and made available to individuals upon request.

The Title IX Coordinator for the Athol-Royalston Regional School District is:

Darcy Fernandes
Title IX Coordinator
P.O. Box 968, 1062 Pleasant Street

Legal References: Title VII, Section 703, Civil Rights Act 1964 as amended
45 Federal Regulations 746776 issued by Chapter 622/EEOC Title IX of 1972
Education Amendments

SEXUAL HARASSMENT DEFINITION

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is either explicitly or implicitly made a term or condition of a student's education; or
2. Submission to or rejection of such conduct is used as a basis for education decisions affecting such student; or
3. Such conduct has the purpose or effect of substantially interfering with a student's educational performance, or creating an intimidating, hostile or offensive educational environment.

SEXUAL HARASSMENT MAY INCLUDE, BUT IS NOT LIMITED TO:

1. Assault, inappropriate touching, intentionally impeding movement, comments, gestures, or written communications of a suggestive or derogatory nature.
2. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
3. Implying or actually withholding grades earned or deserved, suggesting that a poor performance evaluation will be prepared, or suggesting that a scholarship recommendation or college application will be denied.
4. Coercive sexual behavior used to control, influence or affect the educational opportunities, grades and/or the learning environment of a student.
5. Offering or granting favors or educational benefits, such as grades or recommendations, in exchange for sexual favors.

Other sexual harassing behavior directed towards students, whether committed by management, staff, or students, is also prohibited. Such conduct includes but is not limited to:

1. Unwelcome sexual flirtations, advances or propositions;
2. Sexually explicit language or gestures;
3. Touching that an individual interprets as sexual in nature;
4. Any unwelcome physical contact;
5. The presence of sexually provocative photographs, pictures or other material, and the telling of sexual stories or jokes;
6. Verbal or non-verbal behavior about an individual's body that is interpreted as sexual in nature.

COMPLAINT PROCEDURE

INFORMAL PROCESS FOR STUDENTS

In determining whether an alleged incident constitutes sexual harassment, the Title IX Coordinator will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure outlined below, unless the Title IX Coordinator is the subject of the complaint.

1. Any student of the District who believes that he/she has been subjected to sexual harassment is to report the incident(s) to any administrator, Title IX Coordinator, or directly to the Superintendent. The administrator and/or Superintendent are to immediately contact the Title IX Coordinator. A written record of the complaint will be made by the party receiving the complaint. A separate file system will be maintained, apart from the student's personal record, regarding these complaints and as to all matters relating to the complaints.
2. If the alleged harassment involves the Title IX Coordinator, the Superintendent of Schools will act as the Title IX Coordinator.
3. If the alleged harassment involves the Superintendent of Schools, the Secretary of the School Committee will act as the Title IX Coordinator.
4. The Superintendent and the Title IX Coordinator will look at the totality of the circumstances and the context in which the alleged incidents occurred. They will attempt to resolve the problem by conferring with both parties in order to obtain a clear understanding of the facts. All matters involving sexual harassment complaints will remain confidential to the extent possible.
5. Students may be accompanied, at any phase of this process or subsequent hearing before the Committee, by a parent, guardian or representative of their choosing. Parents will be immediately notified by the Title IX Coordinator of the existence of a student's report of sexual harassment.
6. The Title IX Coordinator will explain each phase of the Informal and Formal Complaint Process to a student who wishes to file a complaint and will assist the student in the processing of the complaint. In addition, the Title IX Coordinator will inform the student of additional forums for resolution of the complaint such as the Office of Civil Rights (O.C.R.) and the Massachusetts Commission Against Discrimination (M.C.A.D.).
7. Under normal circumstances, the Title IX Coordinator's investigation will be completed within five working days of the initial complaint. Upon completion of the investigation, the Title IX Coordinator shall issue his/her findings in writing to the student and the alleged harasser.

COMPLAINT PROCEDURE

FORMAL PROCESS FOR STUDENTS

1. A complainant may file a formal complaint immediately or may do so after the Superintendent and the Title IX Coordinator's efforts to reach a settlement under the informal process have proven unsuccessful.
2. The complaint will state clearly and concisely the complainant's description of the incident and it will also indicate any remedy sought. The complaint must be signed by the complainant. The Superintendent's office will send the respondent a copy of the complaint within five working days after it is received. A

separate file system shall be maintained as to all matters relating to the complaint. Confidentiality shall be maintained to the extent possible.

3. The respondent will have ten working days to respond in writing. This statement will contain full and specific references to each claim in the complaint, admitting, denying or explaining the complainant's allegations. The respondent must sign his or her statement which will then be appended to the original complaint. Within three working days, the Superintendent's office will forward both statements to the complainant and the respondent.
4. There will be two modes of resolution for formal complaints. A complaint may be settled through mediation or through a hearing. If the complainant and respondent agree to pursue mediation, a date mutually acceptable to both parties will be set within ten working days. If the mediation results in a mutually acceptable agreement, copies of the agreement will be forwarded to both parties. If the mediation does not result in an agreement, the case will be forwarded to the Superintendent for a hearing unless the Superintendent is the alleged harasser in which case the hearing will be before the Athol-Royalston Regional School Committee.
5. When a hearing is requested, the Title IX Coordinator will inform the Superintendent or the School Committee, as the case may be, and the case will be heard at the next regularly scheduled meeting of the School Committee pursuant to the provisions of the Commonwealth's Open Meeting Law and/or before the Superintendent pursuant to M.G.L., c. 71, § 42.

FORMAL HEARING

1. The purpose of the Superintendent or School Committee Hearing is to determine whether the school system's policy on sexual harassment has been violated, and, if so, to determine the appropriate consequences for the violation.
2. Both parties will be given a full and fair hearing. The proceeding, although formal, is not a court proceeding and the Superintendent or School Committee is not bound by the procedures and rules of evidence of a court of law. In most instances, complainants and respondents will be expected to speak for themselves, although, if desired, each party may be accompanied by counsel or an advocate.
3. The presiding officer of the hearing may have counsel present for purposes of assisting in the orderly conduct of the hearing and the questioning of witnesses. The complainant and the respondent will be asked to clarify the issues and to define the areas of disagreement. To encourage a fair and focused hearing, at the start of the proceedings the points of agreement and disagreement will be reviewed. The Superintendent or the Committee, as the case may be, will hear testimony and consider whether the School Committee Policy on Sexual Harassment has been violated, and, if so, will recommend appropriate consequences.
4. The presiding officer will:
 - a. ensure an orderly presentation of all evidence;
 - b. ensure that the proceedings are accurately recorded by means of a tape or stenographic recording; and
 - c. see that a decision is issued no later than ten working days after the conclusion of the hearing or, when written arguments are submitted, ten working days after their submission.
5. The Superintendent or the Committee, as the case may be, will:

- a. conduct a fair and impartial hearing which ensures the rights of all parties involved;
- b. define issues of contention;
- c. receive and consider all relevant evidence which reasonable people customarily rely upon in the conduct of serious business;
- d. ask relevant questions of the complainant, respondent, and any witnesses if needed to elicit information which may be of assistance in making a decision; and
- e. ensure that the complainant and respondent have full opportunity to present their claims orally or in writing, and to present witnesses and evidence which may establish their claims.

DECISION OF THE SUPERINTENDENT OR THE COMMITTEE

1. After all the evidence, testimony, and written arguments have been presented, the committee will convene for deliberations to determine whether the school system’s policy on sexual harassment has been violated. If the Committee finds after a roll call vote that the policy has not been violated, that fact will be registered in the records of the hearing, and the written decision will be forwarded to the complainant and the respondent no later than fifteen working days after completion of the hearing.

In hearings before the Superintendent, if the Superintendent finds that the policy has not been violated, the Superintendent will issue a written decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing.

2. If the Committee finds after a roll call vote that the charge of violating the District’s policy on sexual harassment has been substantiated, the hearing Committee will prepare findings and will determine a penalty for the respondent and relief for the complainant. The Committee will issue such decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing.

In hearings before the Superintendent, if the Superintendent finds that the charge of violating the school system’s policy on sexual harassment has been substantiated, the Superintendent will prepare findings and will determine a penalty for the respondent and relief for the complainant. The Superintendent will issue such decision to the complainant and the respondent no later than fifteen working days after the completion of the hearing.

The findings of fact as well as the penalty and relief will be based solely on the testimony and evidence presented at the hearing.

3. The penalty should reflect the severity of the harassment. The penalties may include, but will not be limited to, any one or combination of the following: verbal admonition, written warning placed in the respondent’s personnel file or student record, probation, suspension without pay, dismissal, demotion, or removal from administrative duties within a department; students may be subject to suspension or expulsion proceedings following a finding that the policy has been violated. The Committee or Superintendent may also make appropriate recommendations, such as professional counseling, and may recommend relief for the complainant which reinstates and restores, as much as possible, the aggrieved party.

BULLYING

Bullying or harassment of any type, including cyber-bullying, will not be tolerated and may result in suspension or exclusion from AHS. Bullying that occurs outside of school may result in disciplinary action if the behavior causes problems at school.

PROHIBITION AGAINST BULLYING AND RETALIATION.

Acts of bullying, which include cyber bullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

DEFINITIONS

Aggressor is a student who engages in bullying, cyber bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyber bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

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

Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- C. Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation. (Align this with school or district procedures.)

- D. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

RELATIONSHIP OF BULLYING LAW TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

43A. CRIMINAL HARASSMENT; PUNISHMENT

(a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than two and one-half years or by a fine of not more than \$1,000 or by both such fine and imprisonment. Such conduct or acts described in this paragraph shall include but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device including, but not limited to, electronic mail, internet communications or facsimile communications.

(b) Whoever, after having been convicted of the crime of criminal harassment, commits a second or subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violation of section 43, shall be punished by imprisonment in a house of correction for not more than two and one-half years or by imprisonment in the state prison for not more than ten years.

CHAPTER 536 - AN ACT PROHIBITING THE ACT OF HAZING

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows: Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17: Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars (\$3,000.00) or by imprisonment in a house of correction for not more than one hundred days or by both such fine and imprisonment.

The term “hazing” as used such in this section eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such a crime shall, to the extent that such person can do so without danger or peril to himself or others, report such a crime to the appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine no more than one thousand dollars (\$1,000.00).

Section 19: Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledges or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen.

An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such institution, which fails to make such report.

Public Complaints

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The following procedures are established to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation will be restricted in meaning to that criticism of particular school employees by a citizen of the school district, which includes or implies a demand for action by school authorities. Other comments, suggestions, and/or concerns will be promptly referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed, he/she will listen courteously and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unresolved, either party may move the complaint to the building principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member will inform his/her supervisor of the complaint.
2. If a complaint comes first to the principal or other supervisor of the person criticized, he/she should listen courteously or acknowledge a letter promptly and politely, but should make no judgments whatsoever. If the complaint involves a particular employee, the supervisor will promptly inform that person of the complaint and will arrange a conference between the complainant, the person criticized, and supervisor (if necessary).

At Superintendent's level, supervisor refers to the Chairman of the School Committee.

If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file his/her complaint in writing and return it.

3. No further action on the complaint should be taken unless the complainant submits the complaint in writing.
4. When a written complaint is received, the principal or other supervisor will promptly schedule a conference with himself/herself, the complainant, the person criticized, and if advisable, the department chairman or other person that either the supervisor, the person criticized or the complainant feels could contribute resolution of the problem.
5. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the superintendent, who will promptly handle the complaint personally or refer it to his/her designee.
6. Should dissatisfaction remain after the above steps have been taken, the matter will be placed on the agenda for the next regularly scheduled school committee meeting. The decision of the committee will be communicated in writing to all interested persons.