

Athol High School

Faculty Handbook

2018-2019

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Expectations

It is expected that all staff will read, and sign-off that they have read, both the faculty and student handbooks.

Additionally, please note that the faculty handbook is worded in such a way as to state both the minimum expectation for which you can be held accountable as well as to define what practices would generally be considered “good teaching” based on current research and trends in education.

Most regulations governing the working conditions of faculty are covered in the master contract between the Athol-Royalston Regional School Committee and the Athol Teachers Association. What appear in this handbook are specific practices as they apply to Athol High School. If there are any conflicts between what is written in this handbook and the contract, the contract supersedes this document.

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.

Over the past year, the staff and students of Athol High School have helped create, build and embraced the P.R.I.D.E. movement. P.R.I.D.E. is an extension of the previously described core values with a focus on five elements.

- **Participation**
- **Respect**
- **Integrity**
- **Determination**
- **Excellence**

With these core values, we have built our expectation matrix's for the Classroom, Assemblies and After Hours. The skills and expectations that go along with these Core Values must be fundamentally taught to our students. Therefore, it is expected that our Classroom P.R.I.D.E. matrix is posted in each classroom and reinforced throughout each class period.

Work Load

Hours

The building will be open for students and staff to arrive beginning at 7:10 a.m.

Faculty members are expected to arrive for a normal school day no later than 7:25 a.m. In the event of a delayed opening, it is expected that all faculty members will arrive 15 minutes before the start of the student day.

Monday through Thursday, faculty members are required to remain in the building for 15 minutes past the student dismissal time of 2:05 to provide assistance to students or parents. If a student or parent arrives by 2:20, then the teacher must remain with them up until 2:40 p.m. Teachers may leave at 2:05 on Fridays.

Course Load

Teachers will be assigned a class or duty for five of the six periods during the school day.

Duties

The following duties may be assigned to staff for no additional compensation:

- **Advisory** – All faculty members will serve as an advisor to an advisory group. These advisory groups will meet **each day for 15 minutes. During this time, faculty members 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. The student announcements shall be read to ensure that all students know of important student information. Utilize additional time to focus on student needs related to; academics, teaching defined core values, social and emotional skill building. Additionally, when advisory lessons are provided, it is expected that these lessons are taught and that the faculty member maintain records of the work completed for their advisees.**

- **Afternoon Duty** – Faculty members will be assigned to this duty on a rotating basis. Faculty having this duty should report to the student exit by the cafeteria as soon as school ends and remain on duty **until the buses exit the parking lot.** One faculty member shall remain inside the building, while the other faculty member shall be by the edge of the parking lot. During this time, he/she should be supervising the students as they exit the building and board their busses.

- **Hallway Duty** – Upon dismissing a class, teachers should proceed to the doorway of the classroom and supervise students in the hallway as they transition. This is an important time and component in building a strong school culture. Faculty are encouraged to recognize and greet students, while positively upholding our core values.
- **In-School Suspension** – Faculty members may be assigned to this duty in lieu of a teaching period. Faculty having this duty should report to the ISS room (Room 111) promptly and enforce the ISS expectations as if it were a classroom environment. Faculty should also make attempts to assist students in completing their work.
- **Morning Duty** – Faculty members will be assigned to morning duty on a rotating basis. Faculty having this duty should report to the cafeteria no later than 7:25. One faculty member shall remain in the cafeteria, while the other shall be at the top of the stairs by the girls locker room. Both faculty members shall remain on duty until 7:35. During this time, he/she should be greeting and supervising the students as they arrive to school.

Other duties may be assigned in lieu of a teaching period at the discretion of the principal.

The following duties are paid duties, faculty assigned these duties will be compensated per the ATA contract:

- **Lunch Duty** – Faculty members assigned to lunch duty should report to the cafeteria promptly for their assigned lunch period. Faculty members shall provide coverage between the front office and the cafeteria, including the courtyard. One faculty member should supervise the main hallway area, while the other supervises the cafeteria.
- **Detention Duty** – Faculty having this duty should report to the Student Success Center (SSC) (Room 111) once the school day ends. Keep a sign-in sheet for all students who arrive and enforce the ISS expectations as if it were a classroom environment.
- **Saturday School** – Faculty having this duty shall greet students at the main entrance by 7:55. At 8:05, the faculty members shall escort the students to the Student Success Center (SSC) (Room 111) until 11:00 on the assigned Saturday. The students shall be given a 5-minute bathroom break at 9:00 and 10:00. Keep a sign-in sheet for all students who arrive and enforce the ISS expectations as if it were a classroom environment.

Parents' Nights

There are three parent events held in the evening throughout the year. All faculty members are expected to be in attendance for all three events. Faculty members must meet with an administrator, prior to the parents' night, if there is an emergency situation or extenuating circumstance that prohibits them from attending, in order to work out alternate arrangements.

Staff Meetings

There are four hours of staff meetings a month that all faculty members are required to attend. Three times a month there will be 1 hour and 20 minute after-school meetings from 2:15 to 3:35. Two of those meetings are focused on Common Planning where the agenda items and expectations will be provided by district. One of those meetings will be used as a Faculty Meeting, where the building administration will provide the agenda and expectations. Faculty members must meet with an administrator, prior to the meeting, if there is an emergency situation or extenuating circumstance that prohibits them from attending in order to work out alternate arrangements.

No athletic practices requiring coaches who are faculty members or any other activities or appointments should be made which will conflict with the meeting.

The faculty is welcome and encouraged to offer suggestions and input to the agenda.

Leaving the Building

Any staff member finding it necessary to leave school must receive prior approval from a building administrator, and sign out in the front office.

Absences

If you are ill, call the substitute coordinator, Cheryl Parker, at 978-544-6269 for a substitute, between 5:00 and 6:30 a.m. and not after 8:30 p.m. (unless it's an emergency). For conferences, field trips, etcetera, you may leave a message on her home phone anytime during the day or, again, 5:00 to 6:30 a.m. and not after 8:30 pm. After 6:30 a.m., please contact the principal. Your seating plans and substitute plans should be on your desk, up-to-date, for the substitute teacher. A copy of your substitute plans should also be emailed to the principal's administrative assistant.

Substitute Teacher Plans

Substitute teachers will be required to carry out the normal function of the classroom teacher and other duties designated by the building administrators.

Substitutes will refer to the teacher's plan book or the substitute outline as their teaching guide.

All staff members are expected to turn in two day's worth of emergency substitute plans to the office in the beginning of the year. These plans should have lessons or activities that would be appropriate at any time during the year. Plans are due to the principal's administrative assistant by September 16th.

Assignments should be suitable for any substitute to cover.

The substitute plans should include the following information:

- A complete copy of the daily schedule to include classes, advisory, room numbers, and lunch periods
- Substitute lesson plans
- Special instructions for specific classes
- Location of teachers who can give assistance if needed
- Crisis response information specific to your room

The following materials should also be readily available for the substitute:

- An outline of planned activities
- Homework assignments
- Schedule of upcoming assignments and assessments
- Appropriate copies of the necessary assignments or assessments
- Text, audio-visual and other teaching materials
- Seating plans for all classes and advisory
- Student bulletins and other pertinent notices
- Attendance forms for classes
- Bell Schedule

Evaluation System

TeachPoint

TeachPoint is the program that is used to house all of the forms associated with the teacher evaluation system. Depending on the type of plan and duration of the plan, each individual's forms may vary slightly. However, at a minimum, the following forms will be completed on TeachPoint throughout an evaluation cycle:

- Educator Self-Assessment
- Educator Goals
- Educator Plan
- Observation Feedback Forms
- Formative Assessment/Evaluation
- Summative Assessment

Teachers should regularly check TeachPoint. When doing so, please read the forms that have been posted and electronically sign them to indicate that they have been read. Teachers may also post an educator response to any form as they feel necessary.

Rubrics

All of the forms in TeachPoint are designed to correspond with the Massachusetts Department of Elementary and Secondary Education educator rubrics. The Massachusetts DESE provided the following information regarding rubrics on their website:

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Teacher Rubric.

Structure of the Teacher Rubric

Standards: Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment*; *Teaching All Students*; *Family and Community Engagement*; and *Professional Culture*.

Indicators: Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*.

Elements: The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.

Descriptors: Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Use of the Teacher Rubric

This rubric describes teaching practice. It is intended to be used throughout the 5 step evaluation cycle for all teachers, including teachers of whole classrooms, small groups, individual students,

or any combination of the above. The rubric is designed to be applicable to general education teachers from pre-K through Advanced Placement, as well as teachers with specialized classes or knowledge, including teachers of English Language Learners, and special education teachers; districts may also choose to use this rubric for educators in other roles such as specialists.

The responsibilities of teachers to whom this rubric will be applied may vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator’s role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons 	A. Instruction Indicator <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs 	A. Engagement Indicator <ol style="list-style-type: none"> 1. Parent/Family Engagement 	A. Reflection Indicator <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice 	B. Learning Environment Indicator <ol style="list-style-type: none"> 1. Safe Learning Environment 	B. Collaboration Indicator <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support 	B. Professional Growth Indicator <ol style="list-style-type: none"> 1. Professional Learning and Growth

- 2. Collaborative Learning Environment
- 3. Student Motivation

C. Analysis Indicator

- 1. Analysis and Conclusions
- 2. Sharing Conclusions With Colleagues
- 3. Sharing Conclusions With Students

C. Cultural Proficiency Indicator

- 1. Respects Differences
- 2. Maintains Respectful Environment

C. Communication Indicator

- 1. Two-Way Communication
- 2. Culturally Proficient Communication

C. Collaboration Indicator

- 1. Professional Collaboration

D. Expectations Indicator

- 1. Clear Expectations
- 2. High Expectations
- 3. Access to Knowledge

D. Decision-Making Indicator

- 1. Decision-making

E. Shared Responsibility Indicator

- 1. Shared Responsibility

F. Professional Responsibilities Indicator

- 1. Judgment
- 2. Reliability and Responsibility

Academic Expectations

Course Outlines

Teachers are to give students copies of their course outlines on the first day of school. Additionally, a copy of the course outline should be turned into the principal's administrative assistant by September 16th.

These outlines should include:

- Course description and/or objectives
- Outline of topics covered in the course
- Grading policies
- Materials needed
- Classroom rules and expectations
- Contact information and extra-help availability

Please be sure that individual classroom expectations are consistent with those outlined in the student handbook. Try to ensure that all policies and expectations are reasonable and enforceable.

Planning

There is an expectation that all teachers keep some record of instructional planning, including daily class objectives, activities, and assessment methods. Teachers should be able to provide this record upon request.

Teachers are encouraged to develop their unit plans in Atlas for each of their courses. These unit plans may serve as the record of instructional planning, provided they are sufficiently detailed.

A completed Atlas Unit should include:

- Standards that the unit will address
- School-wide learning expectations that the unit will address
- Mastery objectives for each lesson
- Pacing guide and/or daily outline
- Formative assessment
- Summative assessment
- Performance based assessment tied to the school-wide learning expectation rubrics
- Differentiation and/or tiered intervention strategies

Additionally, it is expected that teachers will have a daily intervention plan completed that will outline the interventions, tasks, or activities on which each student will be working. These should be based on student data.

Instruction

Teachers should strive to incorporate a variety of instructional methods in order to appeal to each student's specific learning style.

Teachers should post a learning target and success criteria for each lesson and reference both throughout the lesson so that it is clear to the learner what they are expected to know and be able to do.

Teachers should use formative assessment data to differentiate their instruction and provide tiered instruction to help all students meet the success criteria and standards.

There is no justification for scheduling activities that are not directly related to the classroom instruction. Please refrain from such a practice.

Student Accommodations

Students who have IEPs or 504 plans are marked as having one in X2. Teachers are responsible for reading these plans for the students who are in their class. Additionally, teachers must comply with the applicable accommodations provided in these plans.

IEP information may be viewed electronically on eSped.

Please remember that this information is to be considered CONFIDENTIAL and should not be discussed with any person who is not directly involved with the student.

Should you have a concern regarding a student, please contact the guidance department or make a referral to the student support team.

Makeup Work and Extra Help

Students who have to make up work or who need extra help should be encouraged to schedule time with you after school between 2:05-2:40 p.m. To insist that such work be scheduled before school only is not acceptable.

Grading

Teachers are expected to systematically assess student progress to determine attainment of the standards and mastery objectives of each course, consistent with school-wide learning objectives. Both formal and informal methods of assignments may be used, and a variety of assessment tools that are appropriate for the particular course and respond to differing learning styles **are essential**.

Students will be marked on the following basis.

- 90 and above – “A” – Advanced
- 80-89 – “B” – High Proficient
- 70-79 – “C” – Low Proficient
- 60-69 – “D” – Needs Improvement
- 59 or below – “F” – Deficient

Some courses may be graded on an honors/pass/fail basis; in this case the following letter grade will be equated as follows:

- Honors – “H” = 80 and above
- Pass – “P” = 60 to 79
- Fail – “F” = below 60

Record Books

A sufficient number of grades should be given each term in order to arrive at a fairly objective assessment of each student’s accomplishments. The grades that a student earns through the term should be recorded in **X2**.

Teachers are strongly encouraged to record all data that will factor into a student’s grade into the electronic record book in X2. X2 should be kept up-to-date, showing completeness of homework, class participation, quiz grades, examination grades, and grades for other assignments. Parents may sign-up to have access to the family portal through X2 so that they may view their student’s progress.

Academic Expectations

The highest possible academic expectations consistent with grade level and student ability should be maintained. Students should understand that they are competing not only among themselves in this school, but with high school students everywhere in the nation and abroad.

Teachers should provide clear expectations for all assignments. These include deadlines, rubrics, and scoring guides. Teachers should also provide some form of a study guide prior to a summative assessment to clearly articulate the expectations for the assessment.

Homework

All teachers should assign a homework assignment to each student each class. This assignment should be meaningful and manageable. Additionally, there should be accountability for the homework assignments and communication to the student's parent/guardian when the homework is not complete. Teachers may detain students who fail to complete these assignments on schedule after school until they are done.

Mandatory Assignment

Research papers are mandatory for all juniors in English.

Report Cards and Progress Reports

Report cards will be distributed to all students four times a year, at the end of each quarter. Progress reports will also be distributed four times a year at the approximate midway point of each quarter.

Teachers are required to submit grades and comments for these reports. Specific directions for submitting term and final grades are distributed by the guidance department to all teachers each quarter.

Grades close on the last day of the quarter. "Incomplete" should be used for extenuating circumstances only (long term illness, excused absence, homework obligation, etc.) Don't use the "incomplete" to extend the deadline without good reason. Guidance/administrative approval is mandatory for the use of an "incomplete". After ten school days, the student's grade including the zeros for the missing work will replace the incomplete unless an updated grade is provided by the teacher.

Notification is to be made to the parents if a student's grade drops ten or more points from the previous marking period. The first time a parent/guardian finds out a student is failing should not be when they receive the report card. Progress reports may be requested in case more frequent communication is necessary.

Finals and Mid-Terms

All year-long courses should have a cumulative assessment at the end of the first semester (mid-terms) and at the end of the year (finals). These exams are each weighted as 10% of the overall grade for the course.

Semester-long courses should have a cumulative final exam at the end of the semester. This exam is weighted as 20% of the overall grade for the course.

Finals and mid-terms should be common assessments where all students taking the same course take the same mid-term and final assessment.

Teachers of AP courses may elect not to give a final exam to students who take the AP exam.

Final Averages

Each quarter is weighted twice as much as each exam. For a full year course, this means that each quarter grade is worth 20% of the final average and the mid-term and final assessments are each worth 10%. For a semester course, each quarter is 40% and the final is 20%

Failure Guidelines

Our goal is student learning. If student learning is not taking place, then we need to intervene and determine how to best support it. If classroom based interventions are not working effectively to support a student, then the following steps should be taken:

- Conference with student (inquiry, suggestion, support, study skills)
- Contact the student's parent/guardian
- Review the student's records, particularly any IEP or 504 plan
- Refer to the student support team

The first time a parent/guardian finds out a student is failing should not be when they receive the report card.

Honor Roll

The honor roll is established at the end of each marking term.

HIGH HONOR ROLL: 90 or better or H in each of all subjects taken.

HONOR ROLL: 80 or better or H in each of all subjects taken.

All course work counts for honor roll.

Data

It is expected that teachers will use data to drive instruction. Assessments should not just be given to calculate a grade. Assessment data should be used to identify areas of concern and these areas should be addressed by re-teaching the material to those students who did not master it.

Communication

Email

It is strongly recommended that all teachers check their ARRSD email account a minimum of twice daily, preferably once in the morning upon arrival and once in the afternoon prior to leaving the building.

Email will be used to replace paper memorandums and notices whenever possible.

Mail

All notices, letters and materials for your attention will be placed in your mailbox. Packages are placed in the main office and you will be notified.

All teachers are assigned a mailbox located in the teacher's room. Check your mailbox every morning before class and also before leaving the building. You are accountable for whatever school communication is delivered there.

Outgoing letters are placed in a receptacle in the main office.

News Releases

All press, news, or electronic releases of information about the school or students must be approved in advance by the Principal.

Press releases and electronic media are frequently used for public relations and they are the means to promote the accomplishments of students, staff or the school community. The school also has to manage the public relations aspects of news regarding challenges faced by the school and community. These may include press releases, multimedia postings, blogs, e-mails or items posted to the school website. In this way the principal is knowledgeable about all releases and adequate copies are provided to the press.

Notices

Teachers/staff members who have announcements that they would like included in either the student or faculty bulletins should submit them in advance to the attendance administrative assistant and the principal's administrative assistant. Faculty announcements will be posted in X2. Student announcements will read during Advisory, will be listed on the school website, and

will be posted in the cafeteria. Announcements should be related to school business, and the administration reserves the right to modify and/or reject notices that have been submitted.

Pledge of Allegiance and Moment of Silence

The pledge of allegiance will be led by each faculty member in their assigned Advisory. This shall be followed by an announced period of silence not to exceed one minute in duration, during which silence shall be maintained and no activities engaged in.

Teacher web pages

Teachers are asked to create and utilize the teacher web pages in X2 and maintain them up to district expectations. Professional development will be provided throughout the year to assist teachers in creating these pages as well as to clearly define the district expectations. The expectations will most likely include, at a minimum: student grades, student attendance, and homework assignments.

Parents and students will be provided login information so that they may access the family portal showing information posted by all of the teachers who work with the student.

Classroom Management Expectations

Student Conduct

Each teacher should be familiar with the regulations and code of conduct as they appear in the student handbook. Each teacher must assume the responsibility for seeing that regulations are enforced at all times and that serious infractions are reported to the office.

Each teacher is responsible to hold students accountable to all school rules per the student handbook. Where the handbook is silent, i.e., gum chewing, specific homework procedures, teachers may have and enforce their own classroom regulations. These should be spelled out on the syllabus distributed to your students the first day of class.

You have responsibility for insisting on good conduct wherever you meet students, in the school or on the school grounds. You should also take responsibility for student conduct in the corridor near your classroom. As for the classroom itself, you should see that the conduct is acceptable at all times, from the time the room is opened in the morning until it is closed in the afternoon. Teachers assigned to one room should be at their doors between periods.

Student Supervision

All students are to be under direct supervision of a teacher at all times for all activities. This is a very real responsibility and must be thought of frequently. It is important to realize you are liable for any student who is under your supervision regardless of circumstances.

The need for control throughout the building is obvious and teachers are expected to respond to improper behavior anywhere on school property. The nature and extent of the incident should determine the manner in which the incident is handled. Remember that we are teaching at all times; good example, self-control, consistency, persistence, and good humor are all traits needed in the course of our work. You can quickly expand a minor incident into a major calamity by poor judgment.

Do not punish a whole class for the misbehavior of a few students.

Seating Plans

Seating plans should be on the teacher's desk or otherwise readily available at all times.

Hall Passes and Sign-out

All students who leave the classroom during class time should have a hall pass. Please be sure that the pass includes the student's name, destination, date, and time. Also, teachers should have a sign-out sheet in their classroom so that we have record of which students were not in class at any given time. It is important that all teachers keep this record; a partial record is of little use.

Teachers should exercise discretion in issuing passes. Only one student may be allowed to leave class at a time, with the exception of a medical emergency.

However, Teachers should not deny a student the opportunity to use the restroom. If you have a concern regarding a student's repeated requests to use the restroom, please contact the assistant principal.

Teachers should not write passes to send students to see a specific individual without confirmation from the individual regarding their availability. Typical destinations that teachers may write passes for include the restroom, nurse's office, guidance office, and main office.

If a student misuses a pass or does not return to class in a reasonable amount of time, it should be referred to the assistant principal.

Student Misconduct

INDIVIDUAL TEACHERS ARE EXPECTED TO RESPOND TO BEHAVIORS DIRECTLY RELATED TO THE CLASSROOM. A typical response pattern for minor disruptive or inappropriate behavior is:

- Classroom Interventions
- Issue a warning – confer with the student to clearly identify the behavior in question and the expectations for future behavior
- Contact the parent/guardian – call the parent/guardian to make them aware of the situation, schedule a conference with the parent if necessary
- Issue a teacher detention
- Refer to the assistant principal – Complete a referral electronically in X2 (Only after continuous repeat classroom level behaviors that cause disruption to the learning environment; teachers should be able to document intervention steps taken prior to the X2 referral)

A student who is ejected from class should be sent to the Student Success Center (SSC). Immediately notify the office by phone that the student has been sent. The SSC will then notify teacher whether the conduct warrants teacher follow-up consequence or X2 referral.

STUDENTS CANNOT BE DENIED THE RIGHT TO ATTEND ASSIGNED CLASSES BY ANY TEACHER FOR ANY REASON WITHOUT INVOLVING THE ASSISTANT PRINCIPAL.

The use of corporal punishment is an indefensible act. Do not jeopardize your career by such an act.

Parent Conferences

Parent conferences are vital to the success and acceptance of our educational program. A conference may concern study, discipline, or personality. In some cases, it is appropriate to schedule conferences through the Guidance Department. It is sometimes important for the parent and the teacher to evaluate the entire situation and this can be done most completely by inclusion of the guidance counselor.

Do not flavor your conversation with promises you are unable to keep or with encouragement far beyond attainable goals. Yet, do not be unfair, uncooperative, and pessimistic. State your case clearly and with truth. If it is doubtful a student will pass, don't say you "guess he will make it all right". State "he must keep up his work and receive good grades to pass". The difference is slight, but there is no implication that he will pass without work in the second statement.

Teacher Detention

Teachers may assign a student to stay for a detention. The student must be given a reason for the detention. Teachers are required to provide the student with twenty-four-hour notice. It is also an expectation that the teacher contacts the parent/guardian after assigning a teacher detention.

Student Success Center

When a student demonstrates behaviors that exceed the capacity of the classroom (shut down instruction) they may be referred to the SSC by the classroom teacher. A referral document must accompany the student or follow the student immediately. A student will not be sent to the SSC without communication to the SSC staff (through the office). A student who is sent to the SSC will be returned to class when the SSC staff determines it to be suitable (may be as short or as long as it takes to process). Other staff will not enter the SSC to address a student. SSC staff will access and/or refer to other supports in the building to assist students with specific needs. In the event that a student requires an “escort” to SSC, the SSC will be notified (through the office). In the event that the behavior warrants a consequence, the SSC will recommend either a teacher consequence or administrator referral based on the infraction. The SSC staff will keep accurate documentation of students requiring SSC intervention, length of time student is in SSC, staff members referring student to SSC, etc.

Office Detention

An office detention system will be run daily from 2:10-2:40 p.m. in the SSC (Room 111). This is to respond to student violations that are not classroom related. Only the principal or assistant principal may assign office detention. Office detention is not an extra-help session.

In-School Suspension

Only the principal or assistant principal may assign a student to in-school suspension or in-school restriction.

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 Suspensions

No student shall be barred from school attendance except by temporary suspension by the principal or assistant principal. The length of the suspension is at the discretion of the principal or assistant principal, but in every instance, the principal or assistant principal shall seek a return to class as soon as is reasonable. Please refer to the student handbook for information regarding suspensions and offenses that typically warrant a suspension.

When a student is on a long-term suspension, we are still responsible for the student's education. Teachers must provide work when requested. Students may be tutored while they are suspended. If tests/quizzes are sent as part of the work for the tutor, specify the test/quiz instructions for the tutor.

A suspended student may not be on school grounds or participate in any school activities when they are suspended from school. Students are expected to complete all assignments missed during suspension and are responsible for communicating with their teachers about the assignments. 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 used as 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. Teachers involved in an incident may be asked to participate in the restorative justice process.

Cheating

Cheating is not acceptable. A student caught cheating should receive an automatic zero for that particular grade. The student's parents should be notified. A referral needs to be filled out and sent to the assistant principal. *Instances of repeated cheating (which may result in course failure) should be referred to the office for administrative action.* "Cheating" includes plagiarism. Teachers should remind students of this fact and should explain "plagiarism" to them.

Cell Phones

Cell phones, headphones, 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. Also, students must be able to respond to a verbal request.

Additionally, these devices may not be used, and should not be visible, in classes unless otherwise directed by the teacher. They should never be used during a test or quiz, use of these devices during a test or quiz will be considered cheating.

These devices may never be used in the restroom or locker room areas. Additionally, recording capabilities, audio and/or video, may not be used during the school day.

The use of these devices is not an acceptable reason for being tardy to class. Additionally, any use of these devices to violate any of the rules in this handbook, such as harassment, bullying, and or academic dishonesty, may result in revoking these privileges as well as additional consequences based on the offense.

Student Attendance

Classroom Attendance

Student absences must be recorded on X2 every period. *If a computer is not available, the attendance should be sent to the office with a student.*

Regular attendance is required by students in each class to earn credit. Thus attendance in each class must be accurate to allow for students, parents and administration to have an appropriate accounting of each student's achievement of this requirement. Please read and follow the attendance policy in the student handbook.

Tardiness

Teachers should be meticulous about taking attendance in their classroom. Students tardy to class shall be held accountable by the individual teacher.

Students who are tardy to school are expected to report to the office to attain an admittance slip. Students who are in the building but arrive tardy to the first period of the day should be accepted into class and held accountable by the teacher.

Students who are chronically late to class should be reported to the assistant principal. Please refer to the student code of conduct. *Students who miss more than 50% of a class period should be marked as absent from that class.*

Dismissal from School

No class or grade may be dismissed before the regular hour for dismissal except with the approval of the school principal.

No teacher may permit any individual student to leave school property for any purpose during the regular school hours.

In case of illness a student should be referred to the school nurse or main office in the nurse's absence.

No student may be permitted to leave school prior to the dismissal hour at the request of or in the company of anyone other than a school employee, police officer, court official or parent of the child unless the permission of the parent has been secured. If any police or court official requests the dismissal of a student during school hours, parents shall be notified at once.

No student will be permitted to leave school without a parent's consent and approval of the method of transportation, *e.g., an ill student will not be permitted to walk home.*

Students desiring to leave school must bring a written note from the parents to the main office prior to the start of school at 7:40 a.m., stating the reason for the dismissal and the time of the dismissal to obtain a dismissal slip.

Students who are absent for more than half of the day will be considered absent and cannot participate in any extra-curricular activities for that day without administrative approval. Students who miss more than 50% of a class period will be considered absent from that class.

Student Participation in Special Activities during School Hours

Students who miss classes because of other activities should have prior permission of classroom teachers. If prior permission is not obtained, a student could be counted as "cutting" class.

Faculty members may not pull students out of classes without notifying classroom teachers in advance and obtaining permission from the administration.

Extra- and Co-Curricular Activities

Field Trips

Staff members requesting to take a group on a field trip should complete a field trip application form and turn it in to the principal's administrative assistant at least three weeks prior to the

desired field trip date. In the event of a last minute opportunity please meet with the principal to review the field trip application.

Once the field trip form has been submitted please be sure to:

- Ensure that the field trip application form has been approved by both the principal and superintendent's office.
- Ensure that a signed parental permission slip is received for each student taking the trip.
- Distribute a list of participating students to each staff member and administrative personnel at least a week in advance of trip.
- Inform students that it is their responsibility to make up any work they will miss, and their responsibility to inform their other teachers they will be missing classes.

Field trips should not be scheduled during the last week of a marking term.

Fundraisers

Anyone interested in conducting a school-sponsored fundraiser must complete a fundraiser request form and submit it to the principal prior to the fundraiser. The principal will approve the fundraiser in accordance with the following school committee policy.

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 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 K-8 are required to be accompanied by a parent or guardian. A parent or guardian need not accompany students' grade 9-12. Such sales will be limited to family and friends only and solicitation will not take place in public places (i.e., stores, malls, post office, 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 the schools only. The secondary students shall be involved in determining how the money raised shall be spent.

All participants shall be voluntary with written parental 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 fund raising activities shall be responsible for the proper school account, subject to the administration of the regional school treasurer. (High school revolving account, junior high revolving account, elementary trust fund).

Co-Curricular Activities

All students must be under direct supervision of a teacher at all times.

Teachers who accept the responsibility to conduct an activity do so in the best interest of the school district and the student. They are to provide supervision of all participants throughout the activity, be responsible for the actions of all participants, and conduct the financial affairs through the regular school accounting system.

Procedures concerning the duties of those people in charge of the various co-curricular activities such as athletics, class advisors, clubs, dances, play rehearsals, after school meetings, cheerleading, etcetera:

- No meetings of any kind are to be held without the advisor or coach being present; all meetings or practices unless regularly scheduled, must be reported to the office for approval.
- The advisor or coach must arrive early to open the building and must be the last person to leave, making sure that all lights are out and the building is locked. A check of all doors is necessary.
- All pupils must remain in the designated area during the activity.
- There must be no smoking or vaping in the building or on the grounds at any time. Students are not allowed in the faculty lounge at any time.
- Advisors will have complete charge of guiding and directing activities.
- All of these functions should be educational in nature.

It is the duty of the advisor to:

- See that all meetings are conducted according to Parliamentary Procedure.
- See that all activities are well organized, committees formed, assigned duties completed.
- See that supplies and materials are obtained in advance of an activity. Each activity group is responsible for obtaining its supplies from its own funds. In limited cases, with advance notice, supplies may be obtained from the assistant principal, but the prime responsibility rests with the advisor and members taking part in the activity.
- See that the required numbers of chaperones are always present.
- Be present at all activities sponsored by the class or club.
- Encourage social behavior appropriate for the occasion.
- See that students consult with and obtain permission from advisors before undertaking any project.

Chaperoning

Advisors for the sponsoring group are responsible for providing adequate chaperones and the necessary faculty assistance required for the successful and respectable production of any school activity.

We do not insist on the presence of other teachers at these school functions. However, your presence is a great school morale builder and you will discover that you have much better rapport with the students themselves if you give evidence of being interested in their activities outside the classroom. (See “Co-Curricular Duties” for specific requirements).

Chaperone Duties

It is the chaperone’s responsibility to speak to students improperly dressed and behaving in an inappropriate manner. The police officer on duty is to assist in a necessary expulsion, provided he is needed, to control the flow of traffic in and out of the building and to occasionally check on the automobiles parked in the parking area. Chaperones should see that the police officers understand these responsibilities when they first arrive for duty.

Dance Supervision

- There should be a police officer on duty at every dance.
- Advisors should announce appropriate dress for the occasion.
- Once admitted to the dance, students may not re-enter.
- Dances must end no later than 10:00 p.m. except in the case of proms, which will end no later than 11:00 p.m.
- No refreshments are to be taken out of the cafeteria.
- Ticket takers should remain on duty until 9:00 p.m. No admittance after 9:00 p.m.
- The group responsible for the dance is also responsible for putting the area back into original condition.

Regulations Governing All Functions

Police Officer(s) within the building:

- Expect reasonable behavior from all persons.
- Rowdy behavior is not to be tolerated.
- Expect all persons to remain in the area(s) designated for the event, not wandering about the building.
- No smoking or vaping is permitted.
- When food is available, it is to be only in the specified area(s) not the gym or auditorium.

- Frequent inspection of the toilet(s) is expected.
- Special attention should be given to the area of ticket selling where money is present.
- At the request of the advisor or administrator, individuals should be expelled from the premises.
- Any student with positive possession of, or indulgence in the use of drugs or alcoholic beverages should have parents notified for disposition and the name(s) delivered to the school principal or other administrator assigned to the event.
- Frequent attention should be given to backstage when the auditorium is used.

Police Officer(s) Outside:

- The control of traffic before and after the event is essential.
- There should be frequent observations of the parking lots. At school events, students should not be permitted to remain in their automobiles.

In addition:

- School activities are for the student body of Athol High School. Outside guests may attend only if prior approval has been granted by the administration.
- Secure ALL doors and windows in the building after you have had an activity within the building. Students may have left through doors besides those that were designated. Please be sure to check all doors.

Athletic Eligibility

Please refer to the student handbook.

National Honor Society Eligibility

Membership in the National Honor Society is based on scholarship, character, leadership, and service; scholarship alone does not guarantee membership in the society. Each faculty member therefore, should be familiar with these criteria and note, further, the equal importance of each criterion for election to or for continuation of National Honor Society membership.

Because of the accountability involved when evaluating each candidate or member, every staff member should make it his or her responsibility to report IMMEDIATELY any infractions of school rules or inappropriate personal behavior which demonstrates that a National Honor candidate or member has violated his or her trust. These violations must be documented either through a referral in X2 or in writing to the National Honor Society adviser.

The adviser will call a meeting of the Faculty Council as soon as possible after a written report is received to determine the future status of the candidate or member.

Meetings during Advisory

The Advisory time is an important component to the students social and emotional development. Therefore, only on rare occasions shall the Advisory time be used for student meetings. Club meetings should be held after-school, with an expectation set of those in the club, that attendance at after-school meetings is a part of the criteria to be a member of the club..

Elections/Meetings: Miscellaneous

- The rules of parliamentary procedure should guide all actions in supervising a class or club meeting. It is important that students experience and understand the order resulting from satisfactory organization and procedure.
- Usually meetings are held after school for the purpose of conducting business.
- Officers are elected according to the constitution or tradition of the activity.
- It is essential to keep a proper record of the minutes of each meeting and a financial accounting of all monies collected or spent.

Advisors should initiate proper activity by working with student leaders. It's important to help develop leaders by exhibiting understanding and patience through counsel and guidance. A part of the teaching task is to create among students an understanding and desire to work within the democratic process for presentation, investigation, argument, decision, and cooperation. You should strive to lead by subtle influence rather than by direct action. Please do not construe such a statement to imply that direct action is not to be used when needed, it is to imply that as professional persons, we should develop enough strength so that our example and direction are severe actions.

Emergencies

Reporting and Responding

In the event of any crisis or emergency situation, please report the situation to the main office immediately and respond according to the ARRSD Medical Emergency Response Plan or ARRSD Safety Plan.

Staff Accidents

Staff members that have accidents in the school or on school property should complete an insurance/accident form, even if it seems the injury (if any) is not serious. Forms are available in the front office.

Fire drills/Evacuations

Prior to the first day of school, Teachers must post fire drill instructions and appropriate exit in each room near the room exits.

Depending on the circumstance, it may be necessary to quickly evacuate the building. In this event the fire alarm will sound in all corridors. The fire alarm is a horn sound. 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. Teachers have a very real responsibility in the case of disaster and should be ready to react quickly and with confidence. All windows should be closed immediately and the doors should be closed as the last person leaves a room. Remind students to walk rather than run. Silence must be maintained during the entire drill. If this were not a drill, the administration, police or fire officials might give lifesaving instructions.

Teachers are reminded to bring roster of Advisory. Students and teachers are to be at least 300 feet from the building.

An evacuation is used when the building can no longer be safely occupied, for example, in the case of gas leak, or other hazardous material incidents occurring in the building, structural facilities, suspicious packages, or bomb threats. All students, staff and visitors leave the building through the nearest and safest route to designated gathering areas. At the designated gathering area, the teacher or substitute takes attendance of the teachers Advisory group. The teacher holds up a red card if students are missing from the class to signal the crisis team to begin a search.

Lockdown/Shelter-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 “shelter-in-place” command will be given over the intercom.

“Lockdown” – When “lockdown” is called there is an immediate threat and all staff and students should follow the lockdown procedures as outlined in ARRSD Safety Plan.

“Shelter-in-place” – When “shelter-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 are available in the ARRSB Safety Plan. They are expected to be posted in each room and will be reviewed and practiced periodically through drills.

Run, Hide, Fight

In rare cases, the district must rely on teachers and staff to make their own decisions. These are cases when an act of violence is taking place in the building. The school will call for a lockdown. Once the lockdown has been called the employees must assess whether they feel they and/or their students are in imminent danger. If it is felt that imminent danger is upon you then you must make a choice.

Run – to the nearest and safest exit with student and seek shelter outside based on the directive of emergency officials if present or own judgement if they are not yet present.

Hide – take shelter in a classroom, following the lockdown procedures, and wait for clearance from a safety official.

Fight – as a last resort if a violent intruder should come in your room, go after them by throwing objects at the intruder. Then do your best to subdue the intruder and/or get away from the intruder until safety officials arrive.

Student Accident Procedure

Students who are ill in the classroom are sent to the school nurse, and, if she is not present, to the office. The nurse should handle all first aid cases. **ALL ACCIDENTS MUST BE REPORTED TO THE OFFICE AND AN ACCIDENT FORM MUST BE COMPLETED.** If it appears that the illness or injury might be too serious for the student to go to the nurse alone, call the nurse or office to escort the student to the clinic and give a very brief description of the illness or injury.

In case of accidents after school hours, you shall contact the parent, administer first aid as necessary, but remember not to diagnose. You are responsible for the proper first aid and for seeing that the student reaches home safely.

Emergencies must be reported immediately, and, if necessary, the nurse or administration will call for a doctor or ambulance.

No medicine or drugs, including aspirin, may be administered by a teacher.

****Policy on Student Head Injuries: According to a vote taken by the Athol-Royalston Regional School Committee on May 11, 1983, All accidents involving head injuries, the parents will be notified immediately.*

All teachers should be familiar with and keep readily available First Aid Guidelines.

Communicable Diseases

The Athol Royalston Regional school district has a policy regarding communicable diseases, including AIDS, which is available upon request through the principal.

Housekeeping

Keys and Security

Classrooms should be locked before and after school.

Keys issued will be collected at the end of the year for classrooms, etc., and at the end of the coaching seasons.

Lost keys should be reported immediately and the cost of the duplication (done by the school) as well as any inconvenience must be borne by the individual losing the key(s).

Individual teachers must not duplicate keys.

Custodians

Custodians are on duty from 6 a.m. to 10 p.m. They will be happy to assist you in areas that are part of their duties, but they are not expected to be able to do everything.

Rooms should be neat and clean. If conditions are not satisfactory, make your concern known to the principal/assistant principal and not directly to the custodian.

In a case where major repairs are needed, please submit requests through the principal.

Classrooms

Teachers should keep the classrooms neat and orderly. Custodians will sweep the floor and empty the wastebaskets regularly, but dusting and picking up must be done by the teachers and students.

Teachers are responsible for keeping furniture organized, litter off of the floor, and marks off of furniture.

Do not attempt permanent decorative change or remodeling without the approval of the principal or assistant principal.

Whiteboards/Chalkboards

Whiteboards/chalkboards should be kept clean. If your room is used during the day by another teacher, work out the sharing of the classroom.

Window Blinds, Shades, and/or Curtains

Only teachers should operate window coverings. Please operate with care. The school will have a neater appearance from the outside if the blinds are all left in the same position when closing up for the day. Blinds should be kept at the top of the window openings when possible.

Textbooks, Furniture and Equipment

It is the responsibility of the teacher to see that textbooks, furniture and equipment are all properly cared for and accounted for. Accurate records need to be kept, a minimum of wear and damage allowed, and badly damaged and lost items charged to the students.

Students should sign for all items loaned to them, and should sign their names in front of the textbooks and workbooks. Textbooks are to be covered at all times.

If books or other items are damaged or lost, the teacher should give written notice to the office on the forms provided by the office. The office will take responsibility for billing and collecting the money. If lost books or other items are returned to the teacher after billing has occurred, the teacher must inform the office, the items can be removed from the billing list.

All lost and found books in the office will be returned to guidance.

When a student withdraws from school, the teacher will initial a withdrawal form, indicating that the student's books have been turned in.

At the end of the school year, the number of each set of textbooks should tally with the number issued at the beginning of the year or the difference should be explainable.

Supplies

Supply and equipment requests should be made in writing to the assistant principal.

Use of Equipment

No materials shall be removed from any school building without the express permission of the principal. All individuals or groups are liable for any such materials, which are signed out with the permission of the principal.

A “Use of Equipment” form must be filled out by anyone removing items from the schools. Students may not sign out equipment.

In order to borrow any school equipment, a “Use of Equipment” form must be completed and submitted to the principal/assistant principal for prior approval. Not following this procedure precludes removing anything from the school building. Those who borrow materials are responsible and liable for them.

Building Use Form

Anyone requesting to use the building after school hours should complete a building use form.

Teacher’s Area(s)

All rooms designated as teachers’ lounge or work areas should be kept neat and clean. Sensible adult behavior demands that each individual use discretion in conversation and conduct when using these rooms. These areas are OFF LIMITS TO STUDENTS unless they are delivering a message.

There is NO SMOKING or VAPING in the building or on the grounds of Athol High School. *Offenders will receive a one-time warning; continued occurrence may result in a school committee hearing and suspension.*

Stage

The stage and auditorium must not be used without proper supervision. Teachers using the stage are responsible for the equipment while it is under their supervision.

Use of the stage by faculty members must be scheduled through the office.

Others

Advanced Placement

Advanced Placement students are responsible for their own Advanced Placement fees. The Guidance Counselor will administer the tests for students in approved programs only.

Communication and Chain of Command

All staff members should know and respect school department organization, which goes from staff member to department head (if applicable) to assistant principal to principal to

superintendent to school committee. Omitting any one of these steps in registering a request or a complaint is a breach of professional ethics. It damages the integrity of the system and reduces the individual's value to it.

Communication System

A communication system is established throughout the school. From the office, any area in the school can be called. A teacher hearing a page over the speaker system should pick up the intercom phone. When calling the main office, you must use the phone system.

Conferences

Upon return from a conference, teachers must complete a conference evaluation form. This should be given to the principal with forms for reimbursement.

Graduate and/or Continuing Study

Faculty should consult the collective bargaining agreement between the ATA and School Committee to be certain of contractual obligations for graduate and continuing studies programs. Prior approval is needed for courses to be counted for salary step and column advancement.

Independent Study

Independent Study is a program designed to meet the needs of mature and academically motivated students at the high school level who could benefit from study in a particular area beyond the scope of available courses.

Regulations:

1. To be eligible for participation, the student must demonstrate a sufficient degree of maturity to handle an academic program with a minimum of direct supervision.
2. A request for an independent study will be referred to the administration.
3. The administration, in cooperation with the department members, will determine whether there is a teacher available who is competent to supervise the student in the particular area of study requested.
4. If there is a teacher available, the student and teacher will then plan a course of study that will be signed by the principal, teacher, parent and student, indicating approval by all concerned.
5. The grade for the course will be expressed in terms of "pass," "fail," or "honors," for purposes of the report card transcript. However, a numerical grade equivalency for the course will also be submitted to the guidance department for purposes of determining the student's class rank.

6. Transcripts will reflect this program by listing the specific area of study after the words “Independent Study”, e.g., Independent Study - American Literature.

a. The course must include:

- a) A research paper or equivalent project that has sufficient scope to enrich the student’s learning beyond specified curriculum requirements
- b) A final examination

A copy of the Course of Study will be retained by the principal and the supervising teacher and the student.

Individual Orders and Purchases

Unless prior approval of the principal has been granted, Athol High School and the Athol-Royalston Regional School District will not be responsible for individual teacher purchases (e.g., book clubs, books ordered on approval, and paperbacks for the classroom). Because a salesman is able to talk to a teacher does not mean you can purchase his goods without approval.

In-Service Training

You are expected to be working continuously to improve your competency in teaching techniques and your knowledge of subject matter. Besides the formal courses available in the area, the many experienced teachers on our staff are eager to help wherever their special capabilities can be of value - and they should be given chances to do so.

You are encouraged to visit classes at ATHOL HIGH SCHOOL during your preparation periods. (You should make arrangements ahead of time with the teachers to be visited). You are encouraged to visit other schools and to attend conferences in your field.

Lists of Student Names

No employee of the school may furnish lists of names and addresses of students to anyone other than school officials. If such a request is made of a teacher, refer the request to the principal. *The principal may authorize the release of the list of names of the senior class to local schools and colleges and to military authorities if, in the judgment of the principal such agencies offer opportunities of sufficient merit to interest high school graduates.*

New Teacher Seminars

All first year teachers are expected to attend seminars designed to allow (1) the sharing of ideas and problems of beginning teachers, (2) discussion with experienced teachers, students, administration and community on various topics such as discipline, homework, grading, budgets,

and student and community views on education, and (3) presentation of information on guidance, media services, student grades, report cards, etc.

All teachers new to Athol High School are expected to attend these sessions.

All new teachers will be assigned a veteran teacher to serve as his/her mentor per the master contract.

Professional Organization

The Athol Teachers Association is the local professional association. Membership in this association also requires membership in the Massachusetts Teachers' Association and the National Education Association.

Research

From time to time teachers or groups of teachers may be called upon to participate in research projects for the school. In some cases, course credit for research may be given.

Student Interviews

Individual students may not be interviewed by any person outside of the school without the approval of the principal.

The principal shall not grant such an interview unless it is deemed essential for the welfare of the child or as may be required by court order.

Student Records

Teachers and other school personnel who work directly with students may have access to student records for educational purposes. However, to insure the confidentiality of such records, regulations require that in general, no individuals or organizations other than the parent, student, or appropriate school personnel are allowed access to information in the student record without written consent of the parent or student. Questions regarding records should be directed to the Guidance Coordinator who has on file the Massachusetts Department of Education's Student Records Regulations.

Student Teachers

Teachers accepting a student teacher are expected to maintain a level of instruction comparable to your own. It is improper and unrealistic to leave a student teacher completely alone for long periods of time. The class remains your responsibility.

Discuss and evaluate the student teacher with the principal.

Summer School

Students may go to summer school to make up credit for a course failed if they have earned a 50 or better. Credit will not be granted for courses not completed in the regular school year and failed.

Teachers may recommend a student with slightly less than a 50 prior to leaving school for the summer. The teacher will provide the principal/guidance with documentation to support recommendations for/against a student's attending summer school. In cases where a student or parent appeals such a recommendation, the principal will make the final determination.

Videotaping in Class

Teachers who wish to videotape in-class activities should first get approval from the administration. Current litigation related to individual privacy issues requires prudent use of recording devices in the educational setting.

Visitors

All visitors shall report to the main office. Permission may be granted to visit a classroom or individual by the principal or a designated administrator. Visitor passes may be given to students from other schools.

There is no soliciting by non-school interests without the approval of the principal.

Visitors are often guided by a member of staff and/or a student throughout the building. Please do not interrupt your class work when they (or an administrator) pass through unless an indication is made to do so.

Laws & Policies

Display of National Flags: Pledge of Allegiance

(Chapter 71, Section 60, General Laws of Massachusetts relating to School Committees)

The school committee shall provide for each schoolhouse under its control, which is not otherwise supplied, flags of the United States of silk or bunting not less than two feet long, such flags or bunting to be manufactured in the United States, and suitable apparatus for their display as hereinafter provided. A flag shall be displayed, weather permitting, on the school building or grounds on every school day and on every legal holiday proclaimed by the governor or the President of the United States for special observance; provided, that on stormy school days, it shall be displayed inside the building.

A flag shall be displayed in each assembly hall or other room in each such school where the opening exercises are held. Each teacher shall cause the pupils under his charge to salute the flag and recite in unison with him at said opening exercises at least once each week the “Pledge of Allegiance to the Flag”. A flag shall be displayed in each classroom in each such schoolhouse. Failure for a period of five consecutive days by the principal or teacher in charge of a school equipped as aforesaid to display the flag as above required, or failure for a period of two consecutive weeks by a teacher to salute the flag and recite said pledge aforesaid, or to cause the pupils under his charge so to do, shall be punished for every such period by a fine of not more than five dollars. Failure of the committee to equip a school as herein provided shall subject the members thereof to a like penalty.

(Amended by St. 1935, C. 258; St. 1969, C.77; St.1977,c.333)

An Act Prohibiting the Practice of Hazing

Chapter 536, General Laws of Massachusetts, November 1985

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 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 in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics,

exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18: Whoever knows that another person is the victim of hazing, as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

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, pledge 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 reports, and shall forthwith report to the attorney general any such institution that fails to make such report.

School Committee Policy 8/20/86

Computer Ethics Policy

ANY INDIVIDUAL WILL BE CONSIDERED IN VIOLATION OF THE APPROVED CODE OF CONDUCT IF THEY ARE INVOLVED IN:

- Unauthorized entry into a file, either to read or to change information.
- Unauthorized transfer of files.
- Unauthorized use, destruction, or tampering of another individual's, company's or school's computer account or work.
- Use of computer facility to interfere with the work of another student, faculty member, or school district operation.
- Unauthorized entry into a network, time-share or on-line system on site or in remote locations.

- Use of computers or computer facilities to send or create obscene, abusive, or threatening messages.
- Illegal account use.
- Malicious or irresponsible use of, willful destruction, negligent action, or disabling or damaging any computer facilities, equipment or software.
- Theft of equipment, time, services, or software belonging to the school, faculty, community, a business, or corporation, or another student.
- Exceeding either the printing or computing allocation by an excessive amount.
- Printing large quantities of blank or nearly blank pages in the printer.
- Selling, trading, or serial loading of software or manuals with a copyright.
- Unauthorized use of school equipment or software for private financial gain.
- Non-disclosure of improper events, such as accidentally viewing passwords and not reporting it to the appropriate authority.
- Attempting to break into a system, discover a security code, name or password, or circumventing a security or copyright scheme.
- Attempting to undermine or thwart any computer related rule, procedure, security measure, or common sense courtesy.

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.

SEXUAL HARASSMENT POLICY

All individuals will have the right to participate in a safe, supportive work and/or learning environment without the fear of violence or sexual harassment.

Definition: Sexual harassment is unwanted sexual attention from peers, teachers, staff, or anyone the victim may interact with in order to fulfill school duties, where the victim's responses may be restrained for fear of reprisals.

Sexual harassment is a serious matter that is forbidden in any form in our schools. The following behaviors are not allowed:

- Staring or leering with sexual overtones
- Spreading sexual gossip
- Unwanted sexual comments
- Pressure for sexual activity
- Any unwanted contact of a sexual nature

Sexual harassment is against the law. It is illegal in the workplace under the federal Civil Rights Act, Title VII, and in the schools under the Civil Rights Act, Title IX. It also is illegal under state human rights statutes and may also be a criminal offense under state and local assault and child abuse laws.

It is the intent of this policy to make sure that all complaints of sexual harassment are dealt with thoroughly and compassionately. In cases where the facts are unclear, an administrator may attempt to resolve the complaint through a face-to-face meeting between the victim and the alleged offender, or by encouraging the victim to write a letter to the alleged offender, or in other ways not involving disciplinary action. In all cases where disciplinary action is appropriate, both parties shall have full due process rights.

An individual found to have violated this policy should be subject to appropriate disciplinary action as a direct result of a complete investigation. If the investigation reveals criminal acts, then the proper authorities will be notified immediately.

Anyone who feels he or she has been subject to sexual harassment should seek the help of an individual who is closest to the situation and who they feel comfortable with (teacher, guidance counselor, parent/guardian, school nurse, assistant principal, fellow staff members, building principal). A high degree of confidentiality will be maintained at all times to protect both victim and offender.

Any attempt at reprisals, threats or intimidation of the victim will be treated as a serious offense and will be subject to expulsion or criminal prosecution.

Services for Home/Hospital Students

The school Principal will provide 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. Once this has been returned to the Special Education Office and approved by the Director of Special Education, the Special Education Office will initiate contact with a home tutor to plan services or contract with a hospital-assigned tutor and inform the Principal whom the tutor will be. 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, etc. and to change attendance status. The completed Physician Statement will remain on file in the Special Education Office.

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 educational 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.

Athol-Royalston Regional School District Handbook Policies, Laws, and Regulations

This section must be included in all student and staff handbooks.

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 Darcy Fernandes, Superintendent for the Athol-Royalston Regional School District at (978) 249-2400 or Kathryn Clark, Director of Pupil Services for the Athol-Royalston Regional School District at (978) 249-2403.

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 birth date; 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, 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 Molly Superchi at 978-249-2400 or Mary Jane Rickson at 978-249-2435.

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, 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, gender identity, and physical and intellectual differences.

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, 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:

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 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/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.

STUDENT ARRESTED

The Principal of the school may suspend, exclude or place on academic 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 academic 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 academic probation he/she will have the right to attend school during the academic day only. The duration of the academic 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 workplace 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:

Molly Superchi

Title IX Coordinator

P.O. Box 968, 1062 Pleasant Street or

978-249-2400

Mary Jane Rickson

Title IX Coordinator

2363 Main Street

978-249-2435

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;
1. Sexually explicit language or gestures;
1. Touching that an individual interprets as sexual in nature;
1. Any unwelcome physical contact;

1. The presence of sexually provocative photographs, pictures or other material, and the telling of sexual stories or jokes;
1. 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:

- 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 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.

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.