

# **ATHOL HIGH SCHOOL**

## **STUDENT HANDBOOK 2018-2019**

**[www.arrsd.org/athol-high-school/](http://www.arrsd.org/athol-high-school/)**

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## **DISTRICT MISSION STATEMENT**

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

## **VISION**

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

## **NON-DISCRIMINATION**

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

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

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

## **SCHOOL SONG**

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

## **ALMA MATER**

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

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

\*\*\*\*\*

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

It is the hope and expectation of the District that all students have a welcoming, safe, positive, and productive 2018-2019 school year. In an effort to meet this goal, each school has developed a student handbook that provides all members of each school community with information regarding policies, procedures, and services. Handbooks are reviewed yearly by school councils and are ultimately approved by the Athol-Royalston Regional School Committee. It is the District's view that information and expectations outlined in this handbook will foster the appropriate school environment for students and their families, as well as teachers and administrators. Please be familiar with the information provided in this handbook, use it as a reference, and contact the building principal if you have any questions regarding its contents.

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

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**ATHOL HIGH SCHOOL ADMINISTRATIVE DIRECTORY**

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ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT  
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## **STUDENT RIGHTS AND RESPONSIBILITIES**

As a student you are considered a citizen of this school community. Citizenship, as in any community, is something which confers fundamental rights and equally important responsibilities upon each of its members.

### **Student Rights**

As a student in Athol High School, you have the right

1. To be treated with respect by all members of the school
2. To be personally safe and to expect that your personal property will be secure
3. To do your schoolwork in clean and pleasant surroundings
4. To have freedom of expression and opinion so long as you do not cause disruption or disorder within the school
5. To a full and appropriate education
6. To "due process" in the fair application of individual classroom and school wide discipline policies

### **Student Responsibilities**

As a student in Athol High School, you have the responsibility:

1. To treat all members of the school community, both pupils and staff, with respect
2. To help make the school a safe place for all
3. To ensure proper care and security of all personal and school property
4. To help keep the school a clean and pleasant place for everyone
5. To express yourself in a manner that will not cause disruption, disturbance, or embarrassment to others in school or on social media
6. To meet all your academic obligations to the very best of your abilities
7. To know and understand individual classroom and school wide discipline policies and to avoid behaviors which would be deliberate violations of these behavioral expectations

## CORE VALUES AND LEARNING EXPECTATIONS

### ATHOL HIGH SCHOOL STATEMENT OF CORE VALUES

Athol High School is committed to providing the academic, civic and social foundation for students to become life-long learners and productive, creative and healthy citizens of a 21<sup>st</sup> 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.

# ACADEMICS

## CLASS SCHEDULE AND STUDENT COURSE LOAD

Days 1-6	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
7:40 – 8:32	A	B	C	D	E	A
8:35 – 9:27	B	C	D	E	A	B
9:27 – 9:42	Advisory					
9:45 – 10:37	C	D	E	A	B	C
10:40 – 11:32	D	E	A	B	C	D
11:35 – 1:10	E	A	B	C	D	E 11:35 – 12:49
11:32 – 11:54	First Lunch					
11:57 – 12:19	Second Lunch					
12:22 – 1:10	E	A	B	C	D	E 12:22 – 12:49
1:13-2:05	F	F	F	F	F	F 12:52 – 2:05

*Raider Pride Days (RPD) will be scheduled throughout the year. These special schedules are contingent on the daily activity (e.g., Positive Coaching Assemblies, Student Recognition Assemblies, etc).*

Athol High School has a six period schedule. The daily schedule consists of five classes of 52 minutes in length and one class 73 minutes in length. The schedule rotates over a six-day cycle so that all courses have the opportunity to make use of the extended block. One period is fixed at the end of the day to facilitate coordination with outside institutions and businesses to help promote dual enrollment and internship opportunities. There is also a 13-15 minute advisory period that will meet each day that focuses on social/emotional, academic and college/career activities.

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

### ADVISORY

All students will be assigned to an advisory group. The advisory groups will meet for 13-15 minutes each day. During the advisory block, groups will focus on social/emotional, academic and college/career activities.

### GRADUATION & PROMOTION REQUIREMENTS

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

### **GRADUATION REQUIREMENTS**

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

\*Elective Seminars as required for State Competency Determination requirements.

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

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

### **PROMOTION REQUIREMENTS**

<b>Graduation</b>	<b>20 Credits</b>
Senior	14
Junior	8
Sophomore	4

### **COMMUNITY SERVICE**

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

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

### **COURSE LEVELS AND WEIGHTING**

All students are encouraged to challenge themselves academically. As students build their high school transcripts, the level of courses that they take will play a role in determining what options are available to them. Students who wish to attend college should be taking at least college preparatory (CP) courses. Students are encouraged to take as many honors and advanced placement (AP) courses as possible to help gain admission to competitive colleges.

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

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

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

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

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

### REPORT CARDS & PROGRESS REPORTS

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

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

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

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

### GRADE POINT AVERAGE AND CLASS RANK

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

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

Letter Grade	Numerical Equivalent	Advanced Placement	Honors	College Preparatory	Standard
A+	98-100	5.3	4.8	4.3	4
A	93-97	5	4.5	4	3.7
A-	90-92	4.7	4.2	3.7	3.4
B+	86-89	4.3	3.8	3.3	3
B	83-85	4	3.5	3	2.7
B-	80-82	3.7	3.2	2.7	2.4

C+	76-79	3.3	2.8	2.3	2
C	73-75	3	2.5	2	1.7
C-	70-72	2.7	2.2	1.7	1.4
D+	66-69	2.3	1.8	1.3	1
D	63-65	2	1.5	1	0.7
D-	60-62	1.7	1.2	0.7	0.4
F	0-59	0	0	0	0

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

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

### **MID-YEAR AND FINAL EXAMINATIONS**

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

### **FINAL COURSE GRADES**

Final grades will be calculated by weighting each quarter equally and factoring in the mid-year and final exams. For full-year courses each quarter is 20% of the final grade and the mid-term and final exams are each worth 10%. For semester courses each quarter is 40% of the final grade and the final is 20%.

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

### **INCOMPLETE GRADES**

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

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

### **HONOR ROLL**

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

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

All courses count for honor roll.

### **ACADEMIC ACHIEVEMENT AWARDS**

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

#### **A. One school year**

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

#### **B. Two school years**

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

**C. Three school years**

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

**D. Four school years**

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

### **GRADING POLICIES**

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

### **HOMEWORK**

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

### **LONG-TERM ASSIGNMENTS**

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

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

### **ATHOL HIGH SCHOOL HONORS ACADEMY**

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

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

### **PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE**

During advisory each school day the teacher in charge 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.

## School Wide Academic Support (TITLE I)

Athol-Royalston Regional School District Schools receive Title I Federal Grant aid based on enrollment numbers and federal guidelines. These funds are used to provide academic assistance to students who are identified as at-risk or unable to meet the state’s content and performance standards in literacy.

TITLE I – Right to Know Provision: The Elementary and Secondary Act requires all local education agencies (LEA) to notify parents of all children in all Title I schools that they have the right to request and receive timely information on the professional qualifications of their children’s classroom teachers. This notice must be sent at the start of each school year. The notice does not itself contain the teacher information; it simply tells parents the types of information they may request. At a minimum, if a parent requests it, LEA/school must report:

- Whether the teacher has met state qualifying and licensing criteria for the grade levels and subject areas in which the teacher is teaching;
- Whether the teacher is a teacher under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree; and
- Whether the child is provided services by paraprofessional and, if so, their qualifications.

In addition, if a child is assigned, or taught by, a teacher who is not “highly qualified” for four or more consecutive weeks, the parents must receive timely notice. These and other communications with parents must be in an understandable and uniform format and, to the extent practical, in a language the parents can understand. According to ED guidance, if there is no other way to provide information, it should be provided in oral translation. Requests must be in writing to the principal. This applies only to Title I schools.

### Athol High School

#### Learning Expectation Assessment Rubric

#### *Demonstrate Growth of Character through Personal Responsibility, Ethical Behavior, and Personal Health and Fitness*

#### [Character]

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Deficient</b>
<b>Personal Responsibility</b>	Demonstrates an admirable level of integrity and is a role model for others.	Demonstrates integrity and makes appropriate decisions.	Occasionally makes decisions that could be regarded as questionable or misguided.	Is chronic in his or her misbehavior, making decisions that can be construed as destructive to themselves and/or others.
<b>Ethical Behavior</b>	In the school and in the community, the student would be regarded as a model	Is generally regarded as a quality individual, based on the behaviors that he or she	Occasionally makes questionable decisions that have a negative effect on the	Regularly makes questionable decisions that have a negative effect on the individual and



	individual with regard to decision-making and behavior.	exhibits in the school and in the community.	individual and others in the school and in the community.	others in the school and in the community.
<b>Personal Health and Fitness</b>	Consistently engages in behavior that promotes positive physical and emotional health.	Typically engages in behavior that promotes positive physical and emotional health.	Engages in behavior that negatively affects the quality of the individual's personal health or the health of others.	Clearly engages in behaviors that place the individual and others at significant health risk.

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

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Deficient</b>
<b>Participation</b>	Consistently accepts and fulfills individual role with group. Extensively contributes knowledge, opinion, and skills.	Frequently accepts and fulfills individual role within group and consistently contributes knowledge, opinion, and skills.	To some degree, accepts and fulfills individual role within group and occasionally contributes knowledge, opinion, and skills.	Rarely accepts and fulfills individual role within group and seldom, if ever, contributes knowledge, opinion, and skills.
<b>Organization</b>	Consistently remains on task, completing work thoroughly. Is consistently punctual with deadlines and demonstrates exceptional preparation and planning.	Frequently stays on task, completing work. Is mostly punctual with deadlines and demonstrates appropriate preparation and planning.	Stays on task at times, but is inconsistent with regard to the meeting of deadlines. Further work in preparation and planning needed.	Does not stay on task and ignores deadlines. Preparation and planning virtually nonexistent.
<b>Respect/Maturity</b>	Consistently values the knowledge, opinions, and skills of all group members and encourages the contributions of all. Is respectful of the work	Values the knowledge, opinions, and skills of group members. Is respectful of the work environment and demonstrates positive personal behavior.	Sometimes values the knowledge, opinions, and skills of group members. Further demonstration of a respect for the work environment needed.	Does not reflect a value for the knowledge, opinions, and skills of others. Demonstrates a lack of respect for the work environment.

	environment. Demonstrates integrity and self-discipline.			
<b>Leadership</b>	Consistently willing to take a leadership role, keeping others on track. Is positive and encouraging with others.	Takes an appropriate role in the group. Supports others by being positive and productive.	Is somewhat positive and productive with others in the group setting.	Detracts from the group dynamic and distracts others in the work setting.
<b>Creativity</b>	Is innovative in the group setting and is keenly aware of the benefits that collaboration can yield.	Demonstrates critical thinking and sees the potential value of individuals working together.	Can sometimes reflect creative ideas that assist the group.	Seldom offers ideas that assist the group in its goals.

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

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Deficient</b>
<b>Identifying Problems</b>	Identifies and defines multiple and/or complex problems.	Is able to identify and define a problem.	Capable of identifying and defining simple problems.	Incapable or unwilling to identify and define problems.
<b>Brainstorming Strategies</b>	Is able to brainstorm a variety of complex and sophisticated solutions.	Can brainstorm possible solutions.	Generally relies on the easiest or quickest solution.	Unable or unwilling to consider solutions.
<b>Organizing Information</b>	Identifies a variety of potentially important information, gathers highly relevant information and organizes it effectively.	Identifies, gathers, and organizes information that is important to solve a problem.	Has difficulty identifying, gathering, and organizing information important to solving a problem.	Cannot effectively identify, gather, and organize information to solve a problem.
<b>Using Logical Progression</b>	Independently creates and carries to completion complex, multi-step tasks.	Carries out multi-step tasks appropriately.	Can complete some tasks but needs frequent monitoring and assistance.	Unable or unwilling to take needed steps with a task.
<b>Recognizing Fact from Opinion</b>	Distinguishes subtle differences between fact and opinion, and able to articulate thoughts on why one differs from the other.	Able to use evidence to distinguish fact from opinion.	Can sometimes discern fact from opinion.	Has difficulty discerning fact from opinion.

<b>Use of Reason</b>	Uses sound and thorough reasoning and able to make subtle connections.	Consistently able to use reasoning and to make connections.	Has some difficulty using reasoning and making more obvious connections.	Uses questionable reasoning and unable to make connections.
<b>Appropriate Risk</b>	Chooses most challenging learning experiences and participates in a way that advances critical thinking. Learns from mistakes.	Takes academic risks by welcoming challenge. Participates actively and learns from mistakes.	Avoids academic challenge and often unwilling to engage in tasks.	Unwilling to take on academic challenges.
<b>Select/Test Solutions</b>	Selects, justifies, and evaluates a sophisticated and accurate solution and is able to test, analyze, and adapt that solution.	Selects, justifies, and evaluates an accurate solution and is able to test and analyze a possible solution	Has difficulty identifying an accurate solution. Is quick to select or dismiss possible solutions and tends to rely on others.	Unable or unwilling to test any solutions.

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

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Deficient</b>
<b>Comprehension</b>	Uses active reading strategies independently, understands abstract concepts, makes sophisticated inferences, and demonstrates a mature understanding of material.	Uses active reading strategies with some support and is able to understand material and find meaning.	With support and/or significant effort, is able to understand most essential elements of material.	Shows limited and/or inaccurate understanding of written text.
<b>Fluency</b>	When applicable, reads aloud with strong and accurate expression, even with sophisticated language.	When applicable, reads aloud with appropriate expression and knowledge of vocabulary.	When applicable, reads aloud with a limited understanding of appropriate expression.	When expected, student is unable to properly articulate the reading of a given text.
<b>Vocabulary</b>	Readily uses advanced knowledge of prefixes, suffixes, and roots to understand vocabulary in unfamiliar material.	Uses knowledge of prefixes, suffixes, and roots to understand vocabulary in unfamiliar material.	Occasionally uses knowledge of prefixes, suffixes, and roots to understand vocabulary in unfamiliar material.	Is unable to access knowledge of prefixes, suffixes and roots to understand vocabulary in unfamiliar material.
<b>Detail/Evidence</b>	Readily identifies relevant and pertinent information necessary to draw appropriate and mature conclusions.	Identifies the relevant and pertinent information necessary to draw accurate conclusions.	Occasionally, or with support, identifies the relevant and pertinent information necessary to draw conclusions.	Rarely identifies the relevant and pertinent information necessary to draw conclusions about a given text.
<b>Essential vs. Non-Essential</b>	Easily and quickly distinguishes relevant aspects of the text, even those subtle in nature.	Accurately identifies pertinent information from the less essential.	With some guidance and/or considerable effort, can distinguish key vs. superfluous information.	Even with considerable support, the reader is unable to identify areas of a given text that are

				more meaningful than others.
<b>Theme/Main Idea</b>	In a sophisticated manner, Identifies author's intent on meaning or message and can articulate thoughts clearly.	Identifies main idea of a text and can speak to author intent.	Can identify author intent or the main idea/message in a work with some guidance.	Despite assistance, cannot understand author intent or the meaning/message of a text.
<b>Point of View/Bias</b>	Possesses knowledge and context of material that allows for a mature analysis of the text with regard to potential bias.	Successfully Identifies a writer's point of view and can discern potential writer bias.	Accepts most information as factual and has some difficulty discerning potential author bias.	Is generally unable to identify writer bias, even when abundantly clear.
<b>Making Connections</b>	Is able to draw sophisticated connections between studied texts and other texts, ideas, or events.	Is able to see connections between a studied text and other material, ideas, or events.	Occasionally sees how the ideas of written text connect to other works, ideas, or events.	Has significant difficulty seeing how a studied text has any meaning beyond itself.

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

	<b>Advanced</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Deficient</b>
<b>Purpose</b>	Is keenly aware of the purpose of the writing assignment and makes a conscious effort to engage the reader in a meaningful way. When necessary, the writing is driven by a precise and sophisticated thesis statement.	Has a strong understanding of the writing task and is aware of his or her audience. When required, writing is driven by a clear and arguable thesis statement.	Reflects a limited understanding of the purpose of the writing task. When needed, the thesis statement is either incomplete or overly vague.	Does not demonstrate an understanding of the purpose of the writing task and/or cannot articulate ideas in a sufficiently clear manner.
<b>Organization</b>	Goes beyond a formulaic approach to the planning of the writing (unless otherwise directed) and organizes ideas in a thoughtful and effective manner. Arrangement of ideas leaves a powerful impression on the reader.	Uses a clear and effective organizational approach. Ideas are easily followed. It appears as though careful planning took place prior to the writing.	Reflects a lack of proper planning and organization needed to convey information effectively.	Ideas are haphazardly presented and little to no planning is evident.
<b>Development</b>	Provides detailed evidence and careful explanations to support ideas. When expected, relevant research is presented and sources are documented properly.	Uses sufficient support and development for the assigned task. When expected, research is presented and sources are documented.	Does not provide adequate details or development to fully support the purpose of the writing. When expected, research is lacking or	Does not provide ideas or evidence to support purpose of the writing.

			documentation of sources is poor.	
<b>Coherence</b>	Expresses ideas logically and/or creatively (depending on the purpose of the assignment) and presents thoughts in an impressive manner, staying focused throughout.	Expresses ideas effectively and clearly, leaving the reader with a clear understanding of the ideas presented. A clear consistency of purpose is present in the writing.	Leaves a reader with questions regarding the thoughts that are presented. Goes off-topic at various points in the writing.	Expresses ideas haphazardly, leaving the reader with considerable confusion.
<b>Fluency</b>	Is sophisticated in the use of language, using words and phrases accurately and powerfully.	Selects and uses words and phrases accurately and effectively.	Is understandable, but lacks precision and clarity in the use of language.	Writes without control or command of language.

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

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

	and/or demonstrating leadership.		meaningful involvement.	
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**Athol High School**  
**Learning Expectation Assessment Rubric**

*Use a Variety of Technologies to Appropriately Retrieve, Synthesize, and Communicate Information*  
**[Technology]**

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

	regarding the use of technology.	regarding the use of technology.	ethical rules regarding the use of technology.	regarding the use of technology.
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## HEALTH AND SAFETY

### SCHOOL NURSE

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

1. **Health Services:** Students in grade 9 are required to have a state-mandated scoliosis postural screening exam. This postural screening exam is performed by the school nurse. Parents/guardians are given the option of having their child's pediatrician do the screening exam and submit the form to the school nurse. Students in grade 10 are required to have a physical exam, this is performed by the school physician. Parents may opt to have the physical exam done by their child's pediatrician and submit the physical exam to the school nurse by November 1. Students in grade 10 will also be screened for hearing and vision loss in addition to height and weight. These screenings are performed by the school nurse. The Body Mass Index (BMI) can be calculated from the height and weight measurements. Parents may opt out of the (BMI) portion of the screening by sending a note to the nurse stating this request. For students who want to participate in sports, a yearly consent form and physical exam is required prior to practices. In response to the growing opioid/addiction epidemic/crisis, our school district is being proactive by installing a new screening program for grade 10 students as mandated by the state. The program focuses on harm prevention and does not generate disciplinary action. Our goal is to inform students and their families that we are available to reinforce healthy decisions and assist those who need direction in obtaining support. The screening is done privately with the school nurse, consists of a few questions, a brief discussion, and being given helpful information. If needed, the school nurse will refer students to our counseling staff for further evaluation. Results of the screening are not included in your child's school record and will be kept confidential. As with any school screening, you have the right to opt your child out of the screening, and your child has the right to refuse any screening. A letter will be mailed home in the fall about this screening and on it is a place for the parent/guardian signature to opt out (not participate) in this and other screenings; the opt out form must be submitted to the school nurse.
2. **Medication at school:** It is encouraged that all medications be taken at home (including Adderall, Tylenol, Motrin, Pamprin, etc), but when they must be given during school hours, the school must receive the following:
  - A. A written, signed, dated, consent form from the parent/guardian

- B. A written, signed, dated medication form from the prescribing health care practitioner (“doctor’s orders”)
- C. The medication in a container appropriately labeled by a pharmacy or physician and/or manufacturer. No more than a 30 day supply is to be kept at school
- D. The very first dose of a medication that is new (never been prescribed in the past or is a newly filled prescription) to the student will be given to the student by the parent/guardian
- E. Parent/guardian shall retrieve all unused, outdated or discontinued medications

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

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

**Communicable Diseases:** See district health handbook.

### **STUDENT IMMUNIZATION**

Chapter 76, Section 15 of the General Laws of Massachusetts requires you to be immunized against certain diseases. The school nurse requests your cooperation in keeping immunization records up to date.

From time to time, your record will be reviewed and if, according to these records, you are not fully immunized, you will receive written notice that you have thirty (30) days to obtain the necessary immunizations. If you fail to become immunized within thirty days of notification, you will be considered to be in violation of the law and you will be excluded from school until you are immunized.

### **NURSE'S CONTACT CARDS**

You must fill out and return a nurse’s contact card at the beginning of each school year. This card provides the nurse with important information needed for emergency situations. It is important that a new card be filled out and signed by your parent each year so that the information contained on the card will be as accurate as possible. Please inform the school nurse of any changes of contact card information which may occur during the school year.

### **SERVICES FOR HOME/HOSPITAL STUDENTS**

The school Principal will provide a Parent/Guardian with the Physician Statement (28R/3) form to be completed and signed by the student's physician. (The person signing this form must be a medical doctor, not a psychologist.) There is no waiting period (required absence days) for services to begin. The school Principal will direct the Guidance Counselor to contact each of the student's classroom teachers and assist the tutor in contacting teachers for materials, transferring grades, and to change attendance status.

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



## **SCHOOL INSURANCE**

An inexpensive accident insurance policy is available for all students who are not covered by a family accident insurance program. If you plan to participate in the CTE or any TE shop course, you must be covered with accident insurance. Further explanation will be given to you by your teacher. Members of the school's sports program are automatically covered by a school accident insurance policy for those activities. For more sports related insurance information, please consult the Athletics Handbooks or contact the Athletic Office.

## **MANAGING THE CARE OF STUDENTS WITH ATHLETIC CONCUSSIONS**

Research has estimated that 5-10% of high school or college contact sports athletes sustain a concussion each year. These estimates likely understate the true incidence of concussion. In one investigation over 50% of high school football athletes did not report their injury to a parent, coach, or medical professional. A concussion is an alteration of mental status resulting from the brain being jolted inside of the skull due to a blow to the head or body. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea, and disorientation are commonly reported. Loss of consciousness however occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also, following the injury, the athlete may experience other difficulties such as sensitivity to light and sound, forgetfulness, fatigue and emotional changes such as anxiety or depression.

Most athletes who sustain a concussion can fully recover as long as the brain has had time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms of injury, the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed athletes who return to play before their brain has healed, are highly vulnerable to more prolonged post-concussion syndrome, or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome. Therefore, we encourage the following care when an athlete sustains a concussion in a school-sponsored sporting event.

1. When the concussion occurs, the injured athlete should visit the local hospital emergency room or review their condition with their primary care physician to ensure there is not a need for emergency medical care.
2. Subsequently, a care team consisting of the student's primary care physician and parents, along with the athletic trainer, head coach and athletic director should monitor the symptoms of the injury. Concussion is one of the most complex injuries faced by medical professionals as the signs and symptoms are not always straightforward and the effects and severity of the injury can be difficult to determine. The injury results in no structural changes in brain tissue, generally making traditional neuro-diagnostic tests such as CT, MRI and EEG insensitive. Therefore, we encourage a third step in the concussion care process.

Engage the injured athlete in a battery of tests that include a combination of self-report symptoms, balance, and neuro-cognitive testing. The combined assessment will provide a more sensitive and objective evaluation of the effects of the concussion that will help better determine when it is safe for the athlete to return to play.

## **NO SCHOOL /DELAYS**

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

## **FIRE DRILLS/EVACUATIONS**

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

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

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

## **LOCKDOWN/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 “stay in place” command will be given over the intercom.

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

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

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

## **TOBACCO FREE ZONE**

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

## **ALCOHOLIC BEVERAGES IN SCHOOL**

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

## **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.

## **STUDENT DRESS**

The responsibility for the dress and appearance of the students will rest with individual students and parents. They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent/guardian groups may not recommend appropriate dress for school or special occasions. (See Code of Conduct). It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

## **EYE PROTECTION**

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.

# **SCHOOL POLICIES AND PROCEDURES**

## **ACADEMIC INTEGRITY POLICY**

Academic dishonesty is unacceptable and will not be condoned in any manner or form. This includes, but not limited to, attempting to secure answers on tests, quizzes and homework from another source other than direct personal knowledge; or submitting another person's work/report/term paper as one's own; or use of any resource without proper footnoting or credits. Students involved in such academic dishonesty and students who supply work to another student for their use may receive a Saturday Detention and a zero for the assignment. Eligibility and membership for National Honor Society will be in jeopardy.

In addition, any student who uses or attempts to use a note, a pass or any other document containing a forged signature of any authorizing person will be subject to discipline.

Use of any electronic device to transmit or receive any information for academically dishonest purposes is subject to discipline.

## **ATTENDANCE POLICY**

Rationale - Athol High School encourages good attendance in order to be successful in school. Therefore, it endorses the following attendance policy.

- I. In order to obtain credit for a course, students may not have more than **eight** unexcused absences for a semester course and no more than **fifteen** unexcused absences for a year course. An absence is defined as missing more than one-half a class period. Students will be considered constructively present if they are with an administrator, a guidance counselor, or on a field trip.

- II. If a student exceeds the allowed absences he/she will receive the grade earned for the class but will not receive credit for the course. Seniors are reminded that they need to receive credit in five classes their senior year to be eligible for graduation.
- III. This means that a student who passes a course may move to the next level in an academic sequence but still must make up any required credits before graduation.
- IV. Absences will only be excused under the following circumstances:
  - A. There is a specific written request for an excused absence given to the student's assistant principal within **two** school days of the absence; and
  - B. The absence fits under one of the circumstances listed below
    - 1. Illness, for a medical excuse. A signed doctor's note verifying the appointment is required.
    - 2. College visit
    - 3. Bereavement
    - 4. Family or catastrophic emergency
    - 5. Observation of major religious holidays or participation in required religious instruction
    - 6. Necessary court appearance, a signed court document is required
    - 7. DYS confinement
    - 8. DCF commitment
    - 9. Suspension
    - 10. Weather related conditions so serious as to pose a threat to health or safety
    - 11. Meetings with recruiters
    - 12. Driving test (not to imply absence for an entire day is acceptable or excused)
    - 13. Approval of the Principal of Athol High School
- 1. There is the right to appeal to the principal
  - a. Attendance secretary will direct written requests for an excused absence to the appropriate assistant principal.
  - b. Excused absences will be recorded by the attendance secretary.
  - c. Teachers will record grades and keep attendance as usual.
  - d. At the end of each semester, the Assistant Principal will check class absences that exceed limits and reconcile them with the excused absences. In accordance to GL c. 74 regulation requires that any students who miss 25% or more days of vocational classes will not be given credit for their career and technical programs.

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

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

### **ABSENCES**

Athol High School expects all students to attend school daily. Not all the learning that goes on in a classroom is reflected in makeup work. Many of the experiences, working situations and group activities cannot be made up outside the classroom. Emphasis on regular attendance serves to teach a valuable life skill as it reinforces values critical to the workplace. The law requires that parents/guardians of mandatory school age children (ages six through fifteen inclusive) ensure attendance of their children in accordance with Athol High School

Policy. **Parents/guardians are advised to contact the schools at least ten (10) days in advance of any planned absences, including vacations, for proper guidelines.** When students are absent as a result of contracting a communicable disease, they are required to submit a doctor's note upon their return.

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

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

#### Excessive Absenteeism

The principal shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

#### **DAILY ATTENDANCE**

A normal school day is from 7:40 a.m. to 2:05 p.m. Attendance will be taken during all classes daily.

**Parents/guardians should contact the main office at (978) 249-2435 to inform the school if their student(s) will be absent or tardy for any reason.** The school will attempt to contact the parent/guardian of any student who is marked absent whose parent/guardian has not contacted the school.

#### **DISMISSAL FROM SCHOOL**

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

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

#### **TARDINESS TO SCHOOL**

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

#### **TARDINESS TO CLASS**

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

#### **MAKE-UP WORK**

A student with an excused absence is permitted to make up, for credit, all work missed. A student with an unexcused absence (i.e., truancy) is responsible for all assignments but may not receive credit for the completed work and may not be permitted to take tests that were missed unless approved by an administrator. Work

missed should be made up within a week of the return to classes, or as specified in the rules/grading philosophy of each teacher.

### **OBTAINING MAKE-UP WORK**

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

### **ATTENDANCE VIOLATION LOSS OF CREDIT**

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

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

### **RELEASE TIME FOR RELIGIOUS EDUCATION**

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

### **RIGHT OF APPEAL**

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

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

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

### **AGE OF MAJORITY**

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

### **TRUANCY**

Truancy is defined as an absence from school without parent/guardian permission. If you are truant from school, you will receive appropriate discipline and an administrator will contact your parent. Chronic school truancy may be reported to the juvenile court. Leaving school grounds without permission is considered by this district to be truant behavior and subject to disciplinary measures.

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

### **CHRONIC ABSENTEEISM**

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

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

## **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 prohibited.
- 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.



# **GUIDANCE**

## **GUIDANCE DEPARTMENT OVERVIEW**

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

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

## **REGISTRATION OF NEW STUDENTS**

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

## **WITHDRAWAL FROM CLASSES**

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

## **UPDATE OF RECORDS**

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

## **COLLEGE VISITATION PROCEDURE**

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

## **STUDENT TRANSFER/WITHDRAWALS**

### **TRANSFERS - IN-COMING STUDENTS:**

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

### **TRANSFERS - OUT-GOING STUDENTS:**

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

### **WITHDRAWAL FROM SCHOOL:**

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

### **TEST SCHEDULE**

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

### **SCHEDULING**

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

### **ADD-DROP PERIOD**

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

### **DUAL ENROLLMENT**

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

### **FULL-TIME DUAL ENROLLMENT**

The full-time dual enrollment program is available to 11<sup>th</sup> and 12<sup>th</sup> grade students who wish to attend a community college on a full-time basis, concurrently earning college and high school credits. A three-credit college course equals a one-credit high school course. Students who are approved for this program must meet specific criteria as outlined by Athol High School and the community college. All students must carry a full course load each semester and meet all AHS graduation requirements. All schedules must be approved in advance by the student’s guidance counselor, and the student is responsible for submitting a college transcript to

AHS each semester. Dual enrollment students are eligible to attend all AHS functions, participate in sports, and belong to clubs as long as they meet the requirements, meetings, practices and game schedules. In addition, students are responsible for keeping up with school announcements and deadlines. All costs including books, fees, tuition and transportation are the responsibility of the student.

### **INDEPENDENT STUDY**

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

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

### **INTERNSHIP**

The School to Career Internship program places students with area businesses/agencies and/or on campus for internships. Students earn students Athol High School academic credit for participating in internships. The following process will be followed for suitable placement.

**Student Sign-Up:** Interested juniors (eligible for on campus internships) and seniors need to fill out an application and make an appointment to meet with their guidance counselor or the internship counselor to discuss possible internship placement.

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

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

**Follow Up Session:** Based on identified goals and information from the basic interview, the student and the internship counselor will discuss a specific internship site interview with a potential mentor and finalize plans for placement.

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

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

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

All students who participate in the placement process will have gained experience in utilizing career planning skills that will be beneficial for future job, college or military interviews and productive career decision-making

## WORK BASED LEARNING

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

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

## ONLINE COURSES (VIRTUAL HIGH SCHOOL)

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

### Eligibility Criteria

- Student must be a junior or senior.
- Student must have serious commitment to complete the course.
- Student cannot take courses already offered at Athol High School.
- Student cannot be in violation of the school's attendance policy and must have a good conduct record.
- The principal, the guidance chairperson, and parent(s) must approve the student's participation.
- The principal has the discretionary authority to recommend a student or set conditions of participation that do not meet the above criteria.

### Registration Process

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

### Participation Requirements

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

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

### **CREDIT RECOVERY/SUMMER SCHOOL**

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

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

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

### **ATHOL HIGH SCHOOL ALTERNATIVE PROGRAM**

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

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

## **GENERAL INFORMATION**

### **LOCKERS**

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

### **PERSONAL PROPERTY**

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

### **LOST AND FOUND**

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

### **VISITORS/STUDENT SHADOWS**

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

## **STUDENT PARKING**

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

## **STUDENT ANNOUNCEMENTS**

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

## **SCHOOL TELEPHONES**

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

## **SCHOOL EQUIPMENT**

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

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

## **LIBRARY/ MEDIA CENTER SERVICES**

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

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

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

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

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

### **PARTICIPATION IN SPECIAL ACTIVITIES DURING SCHOOL HOURS**

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

### **WORK PERMITS**

If you hold a full or part-time job, whether school related or not, you must provide your employer with a work permit. This form indicates to your employer that you are still in school and therefore may not be employed during school hours. Work permits may be obtained at the front office at the high school both during the school year and during the summer. This request is in accordance with the provisions of M.G.L. c. 149 § 8695.

### **BEFORE SCHOOL**

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

### **CORRIDOR PASSING**

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

### **STUDENT PASSES**

All students must be authorized in writing by a staff member to relocate during class, lunch or other educational activity by being in possession of a pass. No student will be allowed in the corridor without a pass signed by a teacher. Students should regard the pass as a privilege and should not abuse this privilege. Abuse or misuse of a pass may result in the school administration precluding a student from obtaining passes from classes and activities. **The level of restriction on passes may vary based on an individual’s circumstances and may include specific times, such as intervention, or require the student to be escorted at all times.**

### **ASSEMBLIES**

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

## **CAFETERIA**

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

### **RULES AND REGULATIONS FOR LUNCH PERIODS**

1. Students may only eat/drink in the cafeteria. Student not eating/drinking may either stay in the cafeteria, go to the courtyard (weather permitting) or be in the hallway between Hall of Fame trophy case and cafeteria.
2. Students must receive permission from a cafeteria monitor to go to the nurse's office, guidance office, go to the main office, or any other destination.
3. Students awaiting the end of lunch period will stay inside the cafeteria until the bell rings.
4. Unacceptable behavior in the cafeteria, including, but not limited to throwing of food, popping milk cartons, leaving one's tray at the table, cutting in line, etc. may result in a disciplinary consequence.
5. All school rules apply in the cafeteria.

## **AFTER SCHOOL**

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

### **CELL PHONE REGISTRATION & RESTRICTION**

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

## **CONFERENCES**

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

### **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.



# **EXTRA-CURRICULAR ACTIVITIES AND ATHLETICS**

## **EXTRA-CURRICULAR ACTIVITIES**

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

### **ACTIVITY ELIGIBILITY**

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

### **OUT OF DISTRICT GUESTS**

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

### **ATHLETIC ELIGIBILITY**

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

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

### **ATHLETIC PROGRAMS**

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

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

#### **A STUDENT IS NOT ELIGIBLE WHO:**

1. Was not a member of a secondary school for a minimum of two (2) months, exclusive of summer vacation months, and who HAS NOT received a report card preceding the contest.

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

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

**First violation:** When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All fractional parts of an event will be dropped when calculating the 25% of the season.

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

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

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

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

#### **ATHLETIC USER FEE**

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

#### **ATHLETIC EQUIPMENT**

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

#### **NATIONAL HONOR SOCIETY**

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

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

#### **STUDENT ADVISORY COUNCIL**

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

## **CLUBS AND ACTIVITIES**

The following clubs are offered at AHS:

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

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

## **OFFICERS**

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

# **LAWS PERTAINING TO SCHOOL POLICIES AND PROCEDURES**

## **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.

## **PUBLICATION OF NAMES POLICY**

We plan to publish the names of students who will receive recognition at the Honor Society Induction, sports assemblies, quarterly honor rolls, special awards and assemblies, and graduation. If you do not wish to have such information about you released to the news media or printed in school programs, you must inform the principal in writing. This requirement is in compliance with student record release regulations.

The Every Student Succeeds Act (ESSA) contains a provision regarding the disclosure of names, addresses, and telephone listings of secondary students to military recruiters and institutions of higher education. Athol High School is obligated to provide, upon request, names, addresses and telephone numbers of students in grades 9-12 to military recruiters, charter schools as well as to institutions of higher education. Therefore, student names, addresses, and telephone numbers will be released to military recruiters, charter schools and institutions of higher learning UNLESS the parent/guardian or student notifies the principal in writing indicating that they DO NOT want this information released.

Athol High 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

## **REHABILITATION ACT OF 1973**

Several important pieces of federal and state legislation are listed here for your benefit. These laws prohibit discrimination in public schools. The essence of these laws is presented in the following paragraphs:

### **TITLE IX**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance.” Molly Superchi, 978-249-2430, 1062 Pleasant St. Athol, MA 01331, and Mary Jane Rickson, 978-249-2435, 2363 Main St. Athol, MA 01331 are the Title IX Coordinators.

### **CHAPTER 622**

“No person shall be excluded from or discriminated against in admission to a public school or any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin.”

### **SECTION 504**

MGL Chapter 76 specifically states, “No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.”

**Kathryn Clark** is the Section 504 Coordinator. She will coordinate Athol High School's efforts to carry out the responsibilities of the regulations. Any inquiries concerning the application of the regulations to the practices and policies of Athol High School may be addressed to the Superintendent, or the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20221.

## NOTICE OF NON-DISCRIMINATION

The Athol High School reaffirms that it does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or exercise of civil rights in admission to, access to, treatment in or employment in its programs or activities. The Athol High School also affirms its commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, age, disability, sexual orientation, or exercise of civil rights. Any harassment on the basis of sex, race, national origin, religion, age, disability, sexual orientation, or exercise of civil rights will not be tolerated.

If you should have a complaint or concern that there has been discrimination, you may also utilize the following procedure:

1. Report the violation to the building principal. The building principal will meet with you and other persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be commenced within a reasonable period of time. The building principal will issue his/her decision in writing to you within ten (10) days of the conclusion of the investigation.
2. If the complaint is not resolved, it can then be appealed to the district's **Equal Opportunity/Title IX/Section**. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be taken within one week after receipt of the principal's decision.
3. The **Equal Opportunity/Title IX** will meet with you within a reasonable time. Following a review of the materials presented to the principal and any additional investigation which will be conducted promptly, the Coordinator will make a final determination on whether there has been a violation of the district's policy within ten (10) days after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it.

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U. S. Department of Education, J. W. McCormack POCH, Room 222, Boston, MA 02109-4557.

## UNIVERSAL PRECAUTIONS FOR SCHOOL SETTING

Universal precautions refer to the usual and ordinary steps all school staff need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms (such as Hepatitis B virus). They are universal because they refer to steps that need to be taken in all cases. They are precautions because they require foresight and planning, and should be integrated into existing safety guidelines.

Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) must be readily available to staff members who are responsible for the clean-up of body fluid spills.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.
3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to do the clean-up. Latex gloves contribute an added measure of protection, but are not essential if skin is intact.
4. Clean up blood spills with a solution of one part household bleach, ten parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with fresh bleach solution.
5. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of the body (be careful not to touch your eyes before washing up.) Soap and water will kill HIV.
6. Clean up other body fluid spills (urine, vomitus, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.

## **PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION**

In accordance with General Laws Chapter 71, Section 32A, the Athol-Royalston School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy and will inform parents/guardians that they may:

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

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute. The Superintendent of Schools will distribute a copy of this policy to each principal by September 1 of each year.

## **BULLYING PROTOCOL**

### **1. GOALS**

Athol High School is committed to providing our students equal educational opportunities, and a safe learning environment free from bullying. This will be possible when all members of the school communities treat each other with respect, appreciating the individual differences in our schools. This protocol is an integral part of Athol High School's comprehensive efforts to promote learning and eliminate all forms of violent, harmful and disruptive behavior. All students require this support to reach their personal and academic potential.

Athol High School will not tolerate any unlawful or disruptive behavior, including bullying, in our schools or during school-related activities. Such reports of bullying will be promptly investigated.

As stated in the Massachusetts Anti-bullying Law, "Bullying", the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places

the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Athol High School responses to bullying actions will include, when appropriate, referral to a law enforcement agency. Athol High School will support this protocol in all aspects of their activities, including their curricula, instructional programs, staff development, extracurricular activities and parental involvement.

## 2. RATIONALE

Athol High School prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, gender identity, ethnicity, sex, sexual orientation, age or disability. The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Athol High School also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. Further, Athol High School will not tolerate retaliation against persons who take action consistent with this protocol.

## 3. APPLICATION

This protocol applies to all sites and activities under the supervision and control of Athol High School, or where they have jurisdiction under the law. The protocol applies to all students and staff on school premises or in school-related activities, including school-related transportation. Nothing in this protocol is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H, or in response to violent, harmful, or disruptive behavior, regardless of whether this protocol covers the conduct.

## 4. DISCIPLINARY AND CORRECTIVE ACTION

Violation of this protocol is a serious offense. Violators may be subject to appropriate disciplinary and/or corrective action to stop the conduct and prevent its reoccurrence. The District is committed to protecting the complainant, and all students, from bullying. Procedural manuals containing responsibilities of staff and students, reporting procedures, complaint process, resolution, and protection against retaliation shall be in place at each level. All disciplinary incidents will be reported using the school disciplinary action process.

### **HARASSMENT POLICY**

If you feel that you are the victim of any type of harassment, including, but not limited to, cyber bullying, you should follow the policy listed below:

1. Report the matter to a school administrator, counselor, teacher and/or other staff member.
2. The assistant principal will then arrange for a prompt investigation. The assistant principal will meet with all of those involved who will have an opportunity to give a statement.
3. If the accusation of harassment has been substantiated by the assistant principal, the principal will be notified. Appropriate discipline will be administered depending on the nature of the offense.
  - a. Verbal first offenses will be handled by a warning to be followed by much stricter discipline if the offending behavior continues. Parents will be notified.
  - b. Physical offenses will be taken very seriously. Appropriate discipline will be administered. Parents will be notified.

The Committee recognizes that children learn best and teachers teach best when schools are safe. In safe schools, students and teachers feel physically secure, respected and supported. The Committee promotes Civil



Rights and Protecting Students from Harassment, Bullying, and Hate Crimes. The Complaint Procedure in this handbook may also be followed in appropriate circumstances.

## **SEXUAL HARASSMENT**

The school's support of equal educational opportunity includes the recognition that sexual harassment of students will not be tolerated. "Harassment" means unwelcome sexual advances, request for sexual favors and other verbal or physical contact of a sexual nature when such conduct by its unreasonable nature creates an intimidating, hostile, or offensive school environment. Sexual harassment is defined by the victim, thus an individual's feelings and reactions to inappropriate behavior may determine whether sexual harassment has taken place. Any student who feels that he or she has been the victim of sexual harassment should report the matter immediately to a school administrator, counselor, teacher, and/or other staff member who will arrange for a prompt investigation and corrective action where appropriate.

### **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:

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

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

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

## **SEXUAL HARASSMENT 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 Coordinators for the Athol-Royalston Regional School District are:**

Mary Jane Rickson  
Title IX Coordinator  
2363 Main St., Athol MA 01331  
978-249-2435

Molly Superchi  
Title IX Coordinator  
1062 Pleasant St. Athol MA 01331  
978-249-2430

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

**PURPOSE**

- \*To create for all Athol High School students a study environment free of sexual harassment.
- \* Athol High School is committed to safeguarding the right of all persons associated with the Athol High School, including students, employees, school committee members and volunteers to a work and educational environment that is free from all forms of 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 School 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.
- \*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.
- \*Management representatives and school employees are charged with the responsibility of discouraging any sexually harassing behaviors within or outside of their areas of supervision or on school premises. 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. In the absence of the Title IX Coordinator the Superintendent or Principal will investigate complaints. No person will suffer retaliation or intimidation as a result of using the internal complaint procedure, or for cooperating in an investigation of a sexual complaint. 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 Athol High School is the Superintendent.

**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 an administrator. The administrator will 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 Title IX Coordinator will look at the totality of the circumstances and the context in which the alleged incidents occurred. He/she 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 choose to 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 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 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 five 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 formal meeting. If the complainant and respondent agree to pursue mediation, a date mutually acceptable to both parties will be set within five working days.
5. If the mediation results in a mutually acceptable agreement, copies of the agreement will be forwarded to both parties.
6. If the mediation does not result in an agreement, the case will be forwarded to the Superintendent for a meeting unless the Superintendent is the alleged harasser in which case the meeting will be before the Athol High School, School Committee.

7. When a meeting is requested, the Title IX Coordinator will inform the School Committee, and the matter 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 as the case may be.

#### DECISION OF THE COMMITTEE OR THE SUPERINTENDENT

1. After all the information has been presented, the school committee will convene for deliberations to determine whether the school system's policy on sexual harassment has been violated.
2. If the Committee finds after a roll call vote that the policy has not been violated the written decision will be forwarded to the complainant and the respondent no later than five working days after completion of the meeting. If the Committee finds after a roll call vote that the policy has been violated, the Committee will determine the penalty for the respondent and the relief for the complainant no later than five working days after completion of the meeting.
3. In meetings 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 five working days after the completion of the hearing.
4. 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.
5. 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.

#### **HAZING**

Massachusetts General Law, Chapter 269, Sections 17-19 strictly prohibits any type of hazing or initiation into any student organization which will endanger, either physical or mental, a student's person. The law specifically states:

**\*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 one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or both such fine and imprisonment. The term hazing as used in this section and in sections 18 and 19, shall mean any conduct or method of initiation into any student organization whether public or private property, which willfully or recklessly may endanger the physical or mental health of any student or other person.

**\*Section 18:** Whoever knows that another person is the victim of hazing as defined in section 17 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 five hundred dollars.

**\*Section 19:** Each secondary school and each public and private college shall issue to every group or organization under its authority or operation 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 17 and 18.

Full documentation and explanations are available from the building principal or his designee.

#### **ASSAULT/BATTERY ON SCHOOL TEACHERS**

Whoever commits an assault and battery on a school teacher, teacher's aide, faculty member, school administrator or school staff member of a public or private elementary, vocational, secondary school, junior college, college or a university while said school teacher, teacher's aide, faculty member, school administrator or school staff member is on or within the real property comprising a public or private elementary, vocational, secondary school, junior college, college or university whether or not in session shall be punished by imprisonment for not less than ninety days nor more than two and one-half years in a house of correction or by a fine of not less than five hundred nor more than five thousand dollars, and a violator may be arrested without a warrant by any officer having police power in the jurisdiction of the act.

### **POLICY ON PHYSICAL RESTRAINT**

Athol High School complies with the Department of Education (DOE) restraint regulations, 603 CMR 46.00 et seq. (“regulations”), as required by law on school ground and at school-sponsored events and activities.

Physical restraint is direct physical contact which prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical restraint shall only be used in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint is prohibited as a form of punishment, when it cannot be safely implemented because of student medical safety concerns, as a response to student misbehavior (not resulting in assault or imminent, serious, physical harm), or as a standard response.

Whenever possible, physical restraint must be witnessed by at least one person who is not participating in the restraint. When the use of physical restraint is appropriate, properly trained employee(s) shall only use the amount of force reasonable necessary to protect a student or another member of the school community from assault or from imminent, serious, physical harm.

Physical restraint shall only be used by employees who have received the necessary training under 603 CMR 46.04(2) or 603 CMR 46.04(3). Employees shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

The use of physical restraint shall be done in the safest method available and appropriate to the situation in a manner to prevent or minimize physical harm. Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention. Physical restraint shall not be administered in a manner in which the student is prevented from breathing or speaking.

During the restraint a staff member must continuously monitor the physical status of the student, including skin temperature and color, and respiration. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

Any use of physical restraint shall end as soon as the student is no longer an immediate danger to him/herself and/or others. If a student is restrained for a period longer than twenty (20) minutes, program staff shall obtain the approval of the Principal. The approval shall be based upon the student’s continued agitation during the restraint justifying the need for continued restraint.

The use of mechanical restraint, medication restraint, and seclusion are prohibited in all instances. Prone restraint is prohibited, except when all of the following criteria are met:

- the student has a documented history of repeatedly causing serious injury to self or others;
- all other forms of restraint have been unsuccessful in ensuring safety;
- there are no medical contraindications as documented by a licensed physician;
- there is psychological or behavioral justification with no psychological or behavioral contraindications as documented by a licensed mental health professional;
- the program has obtained consent from the parent to use prone restraint in an emergency, and the consent has been approved in writing by the principal;
- the program has documented all of the above in advance of the use of prone restraint.

As stated above, seclusion is prohibited. Time-outs, however, are a permitted behavioral support strategy. Time-outs involve a temporary separation of a student from learning activities or from the classroom, either by choice or by direction of staff for the purpose of calming. Time-outs must end as soon as the student has calmed. If time-outs are used as a behavioral support strategy, there must be a procedure in place for the use of time-outs that includes a process for obtaining principal approval for time-outs of more than thirty (30) minutes. During a time-out the student must be continually observed by staff member(s). Staff member(s) must be with the student or immediately available to the student at all times. The space used for time-out shall be clean, safe, sanitary, and appropriate for the purpose of calming.

## CODE OF CONDUCT

### ATHOL HIGH SCHOOL STUDENT CODE OF CONDUCT

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

**The Athol High School Code of Conduct addresses the following 21<sup>st</sup> Century Learning Expectations:**

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

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

Conduct Infraction	Description/Expectation	Typical Consequences
<b>Attendance</b>		
Tardy to school	<p>School starts at 7:40 am, students arriving after this time without an excuse will be considered tardy and face disciplinary action. Please see the attendance section for acceptable excuses.</p> <p>The first three times a student has an unexcused tardy per semester will be considered warnings before a referral is made for disciplinary action. Subsequent violations will result in disciplinary action.</p>	<p>4<sup>th</sup> Tardy: Documented warning and parent contact Subsequent Tardiness: Office detention once student's accrued time reaches 30 minutes (see below)</p> <p>1-10 min late=10 min 11-20 min late=20min 21-30 min late=exact time</p>
Chronic tardiness to school	Students who are tardy to school more than 10 times a semester will be considered to be chronically tardy.	Letter sent home to parents Saturday School Student will be placed on Social Probation (see page 15)
Tardy to class	Students are expected to be in their assigned classroom ready to learn when the late bell rings. Students who are not in their class when the late bell rings face disciplinary action.	<p>1<sup>st</sup> Offense: Warning 2<sup>nd</sup> Offense: Teacher Detention 3<sup>rd</sup> Offense: Office Detention</p>
Truant	Students who are absent from school without an excuse will be considered truant and face disciplinary and/or legal action. Please see the attendance section for more information.	<p>1<sup>st</sup> Offense: Saturday detention 2<sup>nd</sup> Offense: In-School Suspension</p>
Cut class	Students are expected to be in their assigned class. Any student not in their assigned class without permission will be considered to be "cutting class" and face disciplinary action	<p>1<sup>st</sup> Offense: Office Detention 2<sup>nd</sup> Offense: Saturday detention 3<sup>rd</sup> Offense: In-School Suspension</p>
Cut teacher detention	Students who fail to report to an assigned teacher detention will be considered to have cut the teacher detention and face disciplinary action.	Office Detention in lieu of the teacher detention.

Cut office detention	These are not extra-help sessions. These must be served in the office detention location. Students who fail to report to an office detention on the assigned date will be considered to have cut the detention and face disciplinary action.	In-School Suspension in addition to the office detention.
Cut Saturday detention	These are not extra-help sessions. These are typically held on Saturday each month from 7:30-10:30. Students who fail to report to a Saturday detention on the assigned date will be considered to have cut the detention and face disciplinary action.	In-School Suspension in addition to the Saturday detention.
Leaving school without permission	Students are expected to follow their schedules throughout the day. Leaving the building or campus during the day is not permitted. This expectation applies from arrival at school through pick-up from school. Students leaving the building or campus without permission will face disciplinary action.	In-School Suspension  Violations outside of the student school day may have alternative consequences
Leaving class without permission	Students may not leave the class without permission from the teacher. Students leaving class without permission will face disciplinary action	In-School Restriction for the remainder of the class.
Excessive class absences	Students with excessive class absences may lose credit (see attendance policy), be assigned additional detention time, and/or be referred for legal action.	See Classroom Attendance Policy
<b>General Rules</b>		
Cell phone or electronic device/accessory violation	<p>Cell phones, headphones, earbuds and electronic devices may be used before and after school, during passing times and lunch. While these devices may be used, they should be used appropriately; all ringers, speakers, and any other distracting noises should be silenced. Students must be able to respond to a verbal request.</p> <p>Students will be permitted to use them for an <b>academic purpose in the classrooms under the guidelines and discretion established by the teacher</b>. It is understood that some teachers will regularly use these devices as learning tools, while others may not permit their appearance in class. Students are expected to respect the guidelines set</p>	<p>1<sup>st</sup> Offense: Warning  2<sup>nd</sup> Offense: Cell Phone Registration  3<sup>rd</sup> Offense: Office detention  4<sup>th</sup> Offense: 1 day cell phone restriction and parent notification  5<sup>th</sup> Offense: 3 day cell phone restriction and parent notification  6<sup>th</sup> Offense: 5 day cell phone restriction and parent notification</p>



	<p>forth in individual classrooms. Headphone and earbuds are expected to be off and out-of-sight during class time unless under the guidelines established by a teacher.</p> <p>These devices may never be used and should be stored in backpack during an assessment (similar to MCAS testing). Use of these devices during assessments will be considered cheating.</p> <p>These devices may never be used in the restroom or locker room. Additionally, recording capabilities, audio and/or video, may not be used during the school day, unless approved by school administration.</p>	
Use of cell phone or electronic device which promotes/incites a violation of the code of conduct	Use of these devices to violate any of the rules in the code of conduct, such as harassment, bullying, promoting/inciting a physical/verbal altercation which includes the dissemination of such is strictly prohibited.	In/Out of School Suspension
Refusal to comply with cell phone restriction	Students who are placed on cell phone restriction may not have their phone on them or use any other electronic device. Students are expected to turn in any devices at the main office at the start of the day.	Students who refuse to comply with cell phone restriction will be placed in ISR and their parents/guardians will be notified. Students may leave ISR upon compliance.
Cell phone restriction violation	Students who are on cell phone restriction may not use their cell phone or any other electronic device.	In-school suspension
Food or drink violation	Food and drink may only be consumed in the cafeteria. Students may carry water in clear plastic bottles with them during the school day. Administration reserves the right to inspect any outside food or drink brought into the school.	1 <sup>st</sup> Offense: Warning 2 <sup>nd</sup> Offense: Office Detention
Dress code violation	Students are expected to dress in a manner that does not offend other individuals or detract from the learning environment. The administration will enforce reasonable standards of cleanliness, neatness, morality and safety in connection with pupils' appearance.	1 <sup>st</sup> Offense: Parent Conference and In-School Restriction until in compliance with the dress code 2 <sup>nd</sup> Offense: Office Detention, and

	<p>Attire that may be injurious to any persons or may mar or damage any portion of the school building or equipment will not be allowed.</p> <p>Hats, hoods and bandanas are not permitted. Clothing providing indecent exposure or of an immoral or suggestive style is prohibited. These would include but not limited to: see-through attire, "muscle" shirts, uncovered midriff baring shirts/blouses, back baring shirts/blouses, spaghetti straps, strapless, one shoulder tops or halter tops. Bottom of shirt/blouse must overlap the top of the pants/bottoms. Undergarments such as bras and underwear, including box shorts, will be covered at all times.</p> <p>Clothing that advertises alcohol, tobacco or illegal materials are not permitted. Clothing or accessories with inappropriate language or pictures that can cause a disruption are not allowed. Clothing which exhibits language or designs that are explicit, violent, obscene and sexually suggestive will be not allowed.</p>	<p>In-School Restriction until in compliance with the dress code</p> <p>3<sup>rd</sup> Offense: Saturday Detention, and In-School Restriction until in compliance with the dress code</p>
Inappropriate display of affection	<p>Students are expected to behave in a manner that does not make other feel uncomfortable. Excessive public display of affection is not accepted at Athol High School, this includes but is not limited to inappropriate or excessive touching, kissing, groping, and hugging</p>	<p>1<sup>st</sup> Offense: Joint Parent Conference</p> <p>2<sup>nd</sup> Offense: Office Detention</p> <p>3<sup>rd</sup> Offense: Saturday Detention</p>
Wandering	<p>Students are expected to have a pass to leave class. Students should report to the destination on their pass and return to class using a direct path and in a reasonable amount of time. Failure to do so will result in disciplinary action.</p>	<p>1<sup>st</sup> Offense: Teacher Detention</p> <p>2<sup>nd</sup> Offense: Office Detention</p> <p>3<sup>rd</sup> Offense: Saturday Detention and Restricted Pass</p>
Horseplay	<p>Students are expected to conduct themselves in a manner that is safe and appropriate at all time. Horseplay, roughhousing, or physically joking around can create an unsafe environment. Students who engage in horseplay will face disciplinary consequences.</p>	<p>1<sup>st</sup> Offense: Office Detention</p> <p>2<sup>nd</sup> Offense: Saturday Detention</p> <p>3<sup>rd</sup> Offense: In-School Suspension</p>

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

	with a staff directive will result in disciplinary action.	
Disturbance of school or assembly	Students are expected to comply with staff directives to remove themselves from a classroom or other area of the building. It is expected that students will comply with this request as to minimize the disruption to other students. Failure to comply with this expectation will result in disciplinary action and possible police notification.	Out-of-School suspension and police notification
Lying/deceitful behavior	Students are expected to be honest in their interactions with other members of the school community. Lying to or deceiving a staff member is not acceptable. Students who do so will face disciplinary action.	1 <sup>st</sup> Offense: Office Detention 2 <sup>nd</sup> Offense: Saturday Detention 3 <sup>rd</sup> Offense: In-School Suspension
<b>Property</b>		
Damaging school property/Vandalism	Students should treat the building and all other school property with respect. Intentionally damaging, destroying or defacing school property is considered vandalism and students who do so will be subject to disciplinary action.	In-School Suspension and restitution
Theft	Students should respect everyone's property. Taking anything that does not belong to you is theft. Students who take something that is not theirs are subject to disciplinary action. Additionally, they may be subject to police action.	In-School Suspension, restitution, and police notification
Accidental property damage	Any students whose actions result in accidental property damage will be expected to make restitution. This restitution may be in addition to disciplinary action if the action which created the damage is a disciplinary infraction.	Restitution
<b>Controlled Substances</b>		
Drug possession/use	Student possession, use, sale or transfer of drugs (as defined in the controlled substance act, Mass. G.L. 94C as amended), or any potentially mind-altering product that can be smoked, injected, inhaled, or ingested, on school property or at any school sponsored event is prohibited at all times. Any student found in possession of, using, or under the influence of a controlled	Suspension or Expulsion (see MGL 37H1/2), and police notification

	<p>substance will face disciplinary action and the police will be notified.</p> <p>Students may be subjected to an alcohol and/or drug test without warning, in cases where the building principal or assistant principal have reasonable grounds to believe that the results will produce evidence of unlawful activity.</p>	
Alcohol possession/use	Students may not possess, use, or be under the influence of alcohol at school or any school sponsored event. Any student found in possession of, using, or under the influence of alcohol will face disciplinary action and the police will be notified.	School Suspension or Expulsion and police notification.
Vaporizer possession/use	Students may not be in possession or use a vaporizer or any other device designed to deliver nicotine or other chemicals. These devices are particularly dangerous due to the variety of substances that they can deliver. Students found in possession of a vaporizer may have the vaporizer confiscated and the police may be notified to determine the content of the substance.	1 <sup>st</sup> Offense: In-School suspension 2 <sup>nd</sup> Offense: Out-of-school suspension
Tobacco possession	Students may not possess tobacco, or any other products designed to containing nicotine, on school grounds. This includes, but is not limited to, vaporizers and electronic cigarettes.	Detention or Suspension
Tobacco use (smoking)	Students may not use tobacco, or any other products containing nicotine, or designed to contain nicotine, on school grounds. This includes, but is not limited to, vaporizers and electronic cigarettes.	Suspension
	<b>Physically Threatening Behavior</b>	
Assault or threatening remarks towards staff	A student may not physically contact a staff member or make threats directed towards a staff member. All staff members have the right to work without being physically accosted or threatened. Students who assault or threaten harm to a staff member will face disciplinary and possibly legal action.	Long term Suspension or Expulsion (see MGL 37H1/2), and police notification
Fighting	Students may not physically contact each other in an aggressive manner. All students have the right to attend school without being physically accosted. All	Suspension or Expulsion (see MGL 37H 1/2)and police notification

	cases of fighting will be reported to the main office and will be investigated by the administration. Police will be notified and charges for assault, battery and/or disrupting a school assembly may be filed against offenders. Any injuries sustained by fighting will be reported to the health office. Students who engage in a physical confrontation with another student will face disciplinary and possibly legal action.	
Inciting a fight	Students may not encourage or antagonize students to fight. Any attempt to instigate a fight between any students, through any form of communication, will be considered inciting a fight.	3 Day Out of School Suspension minimum
Weapon possession/use	Students may not be in possession of firearms, knives or any other weapons or ammunition on the grounds or in the building of Athol High School at any time without the permission of the school administration. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle, or smoothbore arm for which a shot, bullet or pellet can be discharged by whatever means. A weapon is considered to be an instrument of offensive or defensive combat. All state and local law enforcement statutes will be enforced as they apply to firearms/weapons possession.	10 Day Out of School Suspension minimum, Expulsion (see MGL 37H1/2), and police notification
Throw/propel an object	Students may not throw or propel any object. This includes, but is not limited to, food in the cafeteria. Throwing objects presents a safety hazard and any student throwing or propelling an object will face disciplinary action.	Office and/or Saturday Detention
Pushing/shoving	Students may not push or shove other students. Pushing and shoving presents safety hazard and any student doing so will face disciplinary action.	Office and/or Saturday Detention
	<b>Verbal/Written Threatening Behavior</b>	
Taunting, Teasing, Annoying other students	Students are expected to treat all members of the school community with respect and to be respectful of human differences. Failure to do so will result in disciplinary action.	1 <sup>st</sup> Offense: Teacher Detention 2 <sup>nd</sup> Offense: Office Detention 3 <sup>rd</sup> Offense: Saturday Detention

Harassment	Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. Harassing behavior may include, but is not limited to, epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. For more information, please refer to the sexual harassment and discrimination policies.	Suspension
Bullying	On-going harassment of a victim constitutes bullying. Please refer to the bullying policy.	Detention to Suspension
Intimidation	Any effort to intimidate a student in order to influence their statement or behavior is unacceptable. Students who do so will face disciplinary action.	In-School Suspension
Threat/Verbal Assault	Students are expected to contribute to a safe learning environment for all students. Any threat of harm made towards a student is a violation of this expectation and students who do so will face disciplinary action.	In-School Suspension
<b>Classroom Expectations</b>		
Cheating	Students are expected to submit work that represents their own thoughts and abilities. Any student caught cheating on a quiz, exam, book report, research paper, or any other graded work, will receive a zero for that particular grade. Cheating includes plagiarism, the use of the ideas or writings of another person as if they are your own. A student who provides information for another student's use in cheating is also guilty of cheating.	1 <sup>st</sup> Offense: Zero on the assignment 2 <sup>nd</sup> Offense: Zero on the assignment and office detention(s) 3 <sup>rd</sup> Offense: Zero on the assignment, office detention(s) and loss of credit for the class
Excessive talking	Students are expected to maintain an effective learning environment. Students should only be talking in class if it is directed by the teacher. Students who excessively talk in class disrupt the learning environment and may face disciplinary action	Teacher Detention
Refusal to do work	Students are expected to complete work as directed by the teacher during class.	Teacher Detention

	<b>Language</b>	
Rude/discourteous	Students are asked to treat all members of the school community with respect. Every effort should be made to have polite interactions with both staff and students. Students who blatantly disregard this expectation will face disciplinary action.	1 <sup>st</sup> Offense: Teacher Detention 2 <sup>nd</sup> Offense: Office Detention 3 <sup>rd</sup> Offense: Saturday Detention
Inappropriate language	Students are expected to speak in a manner that is appropriate for all ages. Students may not use vulgarity or make inappropriate innuendos.	1 <sup>st</sup> Offense: Office Detention 2 <sup>nd</sup> Offense: Saturday Detention 3 <sup>rd</sup> Offense: In-School Suspension
Profanity	Students are expected to speak in a manner that is appropriate for all ages. Students may not use profanity during the school day or at school sponsored events. This may include words which are similar to profanity that are used in place of profanity	1 <sup>st</sup> Offense: Office Detention 2 <sup>nd</sup> Offense: Saturday Detention 3 <sup>rd</sup> Offense: In-School Suspension
Obscene language/gesture/material	Students are expected to communicate about in a manner that is appropriate for all ages. Students may not use obscene language, gestures, or materials. These include but are not limited to topics involving genitals, sexual intercourse, and death and dismemberment.	1 <sup>st</sup> Offense: Saturday Detention 2 <sup>nd</sup> Offense: 1 Day In-School Suspension 3 <sup>rd</sup> Offense: 1 Day Out-of-school suspension
	<b>Bus Conduct</b>	
Bus Referral	Students riding school buses are expected to observe all school regulations. The bus driver has complete responsibility for the bus and students and must comply with driver requests. There shall be no eating or use of tobacco, alcohol, or drugs in any form on the buses. At no time should a student extend arms, legs, or head from the windows or throw anything out of the bus. <b>Additionally, students may not use hand sanitizers, perfumes, or body sprays while on the bus.</b> A student's privilege of riding the bus can be taken away for unacceptable behavior and other disciplinary action may be taken by the administration.	1 <sup>st</sup> Offense: Office Detention 2 <sup>nd</sup> Offense: Office Detention(s), bus privilege suspension 3 <sup>rd</sup> Offense: Saturday Detention, bus privilege suspension

### CLASSROOM CONDUCT

Since your teachers are responsible for keeping order and handling misbehavior in the classroom, they will discuss with you their classroom expectations and the rules which they have established so that effective



teaching and learning can take place. Your teachers will handle unacceptable classroom behavior in a variety of ways, including verbal warnings, conferences, parental contact, classroom interventions, and classroom detentions. A classroom detention is after school time spent with the teacher in whose classroom your misbehavior occurred. Hopefully an understanding will result between you and your teacher so that the misbehavior will not be repeated.

### **TEACHER DETENTION**

1. You are entitled to a minimum of twenty-four hours notice before serving a classroom detention. If you are asked to remain after school by a teacher, you must report directly to that teacher by 2:05 p.m., which can be up to 45 minutes in length. The teacher will decide if your reason for not attending detention is a legitimate reason.
2. If you have been asked to remain after school by more than one teacher, you should report to the teacher who requested you to stay first. You must make arrangements with the other teacher(s) to make up the other classroom detention(s) at a later time.
3. If you do not stay for a teacher, you are subject to both a classroom detention and an office detention.
4. Classroom detention takes priority over office detention. If there is a conflict, please see your assistant principal to reschedule your office detention.

### **STUDENT SUCCESS CENTER (SSC)**

If you are sent to SSC for misbehavior, you will wait there until the end of the class period. After written or oral communication with the teacher who sent you to the SSC and a conference with you, the assistant principal or principal will make a decision and take the appropriate corrective measures if warranted. Students who are sent out of class and fail to report to SSC may be suspended.

### **OFFICE DETENTION**

1. Office detention will be held from 2:10 p.m. to 2:40 p.m. in Room 111.
2. If you arrive at the office detention without a pass after 2:10 p.m. you will receive a "no credit" for that day's office detention.
3. There will be a minimum of twenty-four hour notice prior to the serving of assigned office detention(s).
4. It will be supervised by a teacher who will contact parents when these assignments are given. Students are expected to provide their own transportation.
5. You must sit quietly for the duration of office detention. You should bring enough homework or appropriate reading material to keep yourself busy for the entire period.
6. If you do not abide by the rules of office detention, you will be sent to your assistant principal for further action.
7. A detention may be postponed for a legitimate reason with the prior permission of your assistant principal.

### **EXTENDED AND SATURDAY DETENTIONS**

**Extended Detention** will take place from 2:05 to 4:05 p.m. It will be supervised by our Discipline/Community Service Specialist who will contact parents when these assignments are given. Students are expected to obtain their own transportation. There will be a minimum of two school days notice for Extended Detentions.

Students may be assigned **Saturday Detentions** for four hours, from 8:00 a.m. until 11:00 a.m. It will be supervised by our Discipline/Community Service Specialist who will contact parents when these assignments are given. Students will be responsible for their own transportation. Failure to attend Saturday Detention will result in ISS, and the student will still owe the Saturday Detention.

**Failure to attend any assigned detention** will result in the loss of all school privileges, including athletics and extra curricular activities. Privileges will be reinstated once your obligation is met.

## **OUT-OF-SCHOOL SUSPENSION (OSS)**

Some infractions are of such a serious nature that immediate and severe action is warranted. Suspension is the temporary exclusion from the regular school program for a specified number of days. The number of suspension days assigned is determined by the administration and depends on the nature of the case and your disciplinary record.

*Because of our commitment to make discipline more effective and to keep students in their classes, we will use suspensions rarely and only in seriously disruptive situations or when a student owes an excessive number of hours of detentions.*

Out-of-School Suspension will be imposed for serious incidents including, but not limited to: fights, drugs, alcohol, weapons, or other very serious offenses deemed so by the administration. Police may be involved in any instance which requires Out-of-School Suspension. Before a student is suspended from school, he or she is first given an informal hearing by an administrator. During the time of out-of-school suspension, a student may not participate in any sports practices and games, or extracurricular activities. Furthermore, a student must stay off school grounds during this time. In cases of a serious nature, OSS will begin immediately. Otherwise, OSS will be in effect for twenty-four hours for each day of suspension from 7:30 a.m. to 7:30 a.m. the next school day. Students are allowed to make up all missed work. Chronic school offenders may be referred to the juvenile court for further action.

## **DUE PROCESS**

The Discipline Code of Athol High School is administered within the guidelines set by the U.S. Supreme Court with regard to due process for students. The Supreme Court holds that the Due Process Clause of the Fourteenth Amendment to the United States Constitution requires that a student facing temporary (up to ten days) suspension from a public school be given oral or written notice of the charge(s) against them, explanation of the basis for the accusation(s) and an opportunity to present their version of the facts. In addition the Court holds that unless the student's continued presence at school endangers persons or property or "threatens disruption of the academic process," the hearing must precede rather than follow the suspension.

The Court points out that due process does not require that hearings in connection with suspensions be trial-like in nature. Therefore, school officials are not required to give the student an opportunity to secure counsel, to confront and cross-examine witnesses supporting the charges, or to call their supporting witnesses.

## **STUDENT SEARCHES**

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property. Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools. Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

## **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.

The principal shall not remove a student from the Athol High School until adequate provisions have been made for the student's safety and transportation, and immediate and reasonable efforts are made 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.

### **SOCIAL PROBATION**

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

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

### **GROUNDS FOR SERIOUS DISCIPLINE**

You are subject to serious discipline, long term suspension up to and including expulsion, from Athol High School, for, but not limited to, the following reasons:

1. Physical or verbal harassment including hazing, sexual harassment, and discrimination
2. Attendance issues: truancy, unauthorized departure, tardiness, cutting class, loitering
3. Possession and use of tobacco products including but not limited to cigarettes, e-cigarettes, and vaporizers.
4. Fighting or violent behavior
5. Stealing, cheating, plagiarism, forgery
6. Cafeteria disturbances (e.g. throwing food)
7. Violation of alcohol or controlled substance policies
8. Smoking
9. Safety violations
10. Failure to cooperate during an emergency drill or situation.
11. Any threat to the safety and lives of any member of the school community, or assault on any member of the school community
12. Vandalism (student will pay for damages) and misuse of equipment, or assault on any member of the school community
13. Class disruptions; failure to report to office when requested
14. Failure to follow Rules of Conduct such as unauthorized student parking or abuse of passes
15. Disrespectful or abusive behavior towards Athol High School Staff on or off campus
16. Failure to give name when asked

17. Habitual neglect of responsibilities; repeated violations of school rules
18. Abusive or vulgar language or actions
19. Insubordination (i.e. refusal to obey a reasonable request of a staff member)
20. Any form of gambling
21. False fire alarms
22. Possession and/or use of a weapon.
23. Violations of Office, Extended, or Saturday Detention guidelines.
24. Inappropriate use of the computer network within or outside of Athol High School, including but not limited to e-mail and the internet.
25. Other disruptive or inappropriate acts judged serious by the administration.

### **EXPULSION**

Expulsion is the most final and serious disciplinary action that can be taken. Expulsion means the permanent exclusion from school attendance and school privileges. Expulsion procedures will be conducted in accordance with Massachusetts General Laws or other applicable statutes.

### **MASSACHUSETTS GENERAL LAW, c 71, s. 37H**

By State Law the following procedure is followed in certain cases of serious student misconduct as specified below:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from the school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under Section 21 of Chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its school or provide educational services to the student in an education service plan, under Section 21 of Chapter 76.
- (f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type in a manner and form established by the

commissioner. The Department of Elementary and Secondary Education shall use its existing data collection tools to obtain this information from districts and shall modify those tools as necessary to obtain the information. On an annual basis, the department of Elementary and Secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

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

### **FELONY COMPLAINT OR CONVICTION OF STUDENT; SUSPENSION; EXPULSION, RIGHT TO APPEAL (M.G.L., c. 71 & 37H 1/2)**

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

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

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

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

Section 37H3/4.

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall

have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

### **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/](http://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/](http://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 PLANS**

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.

### **STUDENT ARRESTED**

The Principal of the school may suspend, exclude or place on social probation, a student who has been charged with a felony or is the subject of a felony delinquency complaint, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.



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

### **STUDENT DISTURBANCES**

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

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

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

### **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.

### **ACADEMIC PROGRESS**

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

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

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

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where

appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

#### **COLLECTION AND REVIEW OF DISCIPLINE DATA**

Athol High School shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with laws and regulations.