

ATHOL HIGH SCHOOL

STUDENT HANDBOOK

2019-2020

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

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SCHOOL SONG

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

ALMA MATER

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

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

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ACADEMICS

CLASS SCHEDULE AND STUDENT COURSE LOAD

6 PERIODS WITH ONE INTERVENTION & ONE COMMON PLANNING

TIME	MINUTES	MONDAY - CO-PLANNING (rotates weekly)			TUES.	WEDNESDAY - ADVISORY			THURS.	FRIDAY - ADVISORY		
		TIME	MINUTES	MON.		TIME	MINUTES	WED.		TIME	MINUTES	FRI.
7:40-8:34	54	7:40-8:30	50	A	B	7:40-8:30	50	C	D	7:40-8:30	50	A
8:37-9:31	54	8:33-9:23	50	B	C	8:33-9:23	50	D	A	8:33-9:23	50	B
9:34-9:49	15	9:26-10:05	39	INTERVENTION CLUB MEETINGS	ADVISORY	9:26-10:05	39	INTERVENTION	ADVISORY	9:26-10:05	39	ADVISORY CO-PLANNING
9:52-10:46	54	10:08-10:58	50	C	D	10:08-10:58	50	A	B	10:08-10:58	50	C
10:49-11:43	54	11:01-11:51	50	D	A	11:01-11:51	50	B	C	11:01-11:51	50	D
11:46-12:08	22	11:54-12:16	22	1 ST LUNCH/ E	1 ST LUNCH/ E	11:54-12:16	22	1 ST LUNCH/ E	1 ST LUNCH/ E	11:54-12:16	22	1 ST LUNCH/ E
12:11-12:33	22	12:19-12:41	22	2 ND LUNCH/ E	2 ND LUNCH/ E	12:19-12:41	22	2 ND LUNCH/ E	2 ND LUNCH/ E	12:19-12:41	22	2 ND LUNCH/ E
12:36-1:08	32	12:44-1:12	28	E	E	12:44-1:12	28	E	E	12:44-1:12	28	E
1:11-2:05	54	1:15-2:05	50	F	F	1:15-2:05	50	F	F	1:15-2:05	50	F

LUNCH PERIOD

Clubs can ONLY meet during Monday Interventions.

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

Athol High School has a six period schedule. The daily schedule consists of six classes of 50 minutes in length on Monday, Wednesday and Friday; and six classes of 54 minutes in length on Tuesday and Thursday. The last two periods (E and F) are fixed at the end of the day to facilitate coordination with outside institutions and businesses to help promote dual enrollment and internship opportunities.

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/INTERVENTION

All students will be assigned to an advisory/intervention period that will meet each day. The advisory/intervention period will meet for 39 minutes on Monday, Wednesday, Friday and for 15 minutes on Tuesday and Thursday. The advisory period will focus on social/emotional, academic and college/career activities, while the intervention period will focus on academic needs based on school assessment data.

GRADUATION & PROMOTION REQUIREMENTS

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

GRADUATION REQUIREMENTS

Subject	Credits/Hours
English	4.0 Credits: Grade-specific English class, grades 9-12, (1 credit each)
Math	4.0 Credits: Grade-specific Math class, grades 9-12, (1 credit each)
Science	3.0 Credits
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>
Total	20 Credits

*Elective Seminars as required for State Competency Determination requirements.

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

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

PROMOTION REQUIREMENTS

Graduation	20 Credits
Senior	14
Junior	8
Sophomore	4

COMMUNITY SERVICE

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

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

COURSE LEVELS AND WEIGHTING

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.

Additionally, all **100** level Mount Wachusett Community College courses taken through the Health Careers Opportunity Program (HCOP) will be weighted as AP level courses.

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 be sent 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
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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 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 weighing 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.

INCOMPLETE GRADES

A student may be granted an extension at the end of the 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 Athol High School's 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.

SCHOOL GENERAL INFORMATION

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, or more severe discipline as determined by the Principal. 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 (unless so waived by the Principal due to extenuating circumstances); 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

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 M.G.L. 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 their class 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.

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.

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 students 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.

STUDENT SHADOWS

Students must have prior permission from the principal or the assistant principal to bring a student shadow to Athol High School. Student

shadows 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 and read daily. 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.

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

LIBRARY/ MEDIA CENTER SERVICES

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

information on media center policies, programs, research resources and access to the media center online catalog: http://www.arrsd.org/?page_id=1991.

The media center is open from 7:30 a.m. to 2:40 p.m. Monday through Thursday and 7:30 a.m. to 2:05 p.m. 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.

BEFORE SCHOOL

School will be open for students at 7:10 a.m. Before 7:35 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. Students 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, main office, or any other destination.
3. Students awaiting the end of the lunch period must stay in those areas 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. Buses depart from the parking lot at approximately 2:10. Students should remain in the building after 2:10 p.m. only when they are under the direct supervision of a faculty member. In the event a student must remain in the building and she/he is not under direct supervision, the student should remain in the front hallway.

RUBRICS

**Athol High School
Learning Expectation Assessment Rubric**

Demonstrate Growth of Character through Personal Responsibility, Ethical Behavior, and Personal Health and Fitness
[Character]

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

Fitness	promotes positive physical and emotional health.	positive physical and emotional health.	quality of the individual's personal health or the health of others.	individual and others at significant health risk.
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Athol High School

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

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

	Is positive and encouraging with others.	being positive and productive.	setting.	work setting.
Creativity	Is innovative in the group setting and is keenly aware of the benefits that collaboration can yield.	Demonstrates critical thinking and sees the potential value of individuals working together.	Can sometimes reflect creative ideas that assist the group.	Seldom offers ideas that assist the group in its goals.

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

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

Fact from Opinion	differences between fact and opinion, and able to articulate thoughts on why one differs from the other.	to distinguish fact from opinion.	fact from opinion.	discerning fact from opinion.
Use of Reason	Uses sound and thorough reasoning and able to make subtle connections.	Consistently able to use reasoning and to make connections.	Has some difficulty using reasoning and making more obvious connections.	Uses questionable reasoning and unable to make connections.
Appropriate Risk	Chooses most challenging learning experiences and participates in a way that advances critical thinking. Learns from mistakes.	Takes academic risks by welcoming challenge. Participates actively and learns from mistakes.	Avoids academic challenge and often unwilling to engage in tasks.	Unwilling to take on academic challenges.
Select/Test Solution	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]

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

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

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

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

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

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

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

Athol High School
Learning Expectation Assessment Rubric

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

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

SCHOOL COUNSELING

ARRSD GUIDANCE DEPARTMENT MISSION STATEMENT

The mission of the ARRSD School Counseling Department is to empower all students to strive for and achieve academic, college/career, and personal/social success.

In partnership with students, families, staff and the community, we will provide a comprehensive program that supports students in acquiring the 21st century skills to be productive and respectful students, responsible citizens, and lifelong learners.

SCHOOL COUNSELING DEPARTMENT OVERVIEW

The AHS School Counseling program is comprehensive and developmental in that we emphasize academic, college/career, and social/emotional 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.

All students are assigned a school 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 school 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 have a determination meeting with the Athol High School 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, gender identity, national origin age, handicap, disability, pregnancy, pregnancy related condition, 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 school counseling office.

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.

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 school counseling office administrative assistant. 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 school counseling office.

STUDENT TRANSFER/WITHDRAWALS TRANSFERS - INCOMING STUDENTS:

1. Report to the School Counseling 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 school counseling department.
6. The school counseling 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. Credits awarded by other schools will be converted to Athol High School credits.

TRANSFERS - EXITING STUDENTS:

1. Notify the school counseling department one week in advance so that necessary paperwork can be completed.
2. Have a parent/guardian sign a “release of records” form.
3. Report to the school counseling office at 7:30 a.m. 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 school counselor to discuss the reason for withdrawal.
2. Obtain and complete a Withdrawal Notice and an Exit Survey Form.
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 School Counseling Office. Contact the School Counseling Department with any questions.

SCHEDULING

Students will complete course selection via the student portal 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.

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. Dual enrollment courses taken at Athol High School will be weighted as AP and will be included in GPA/Class Rank.

ATHOL EARLY COLLEGE EXPERIENCE

The full-time dual enrollment program is available to 11th and 12th grade students who wish to attend a community college on a full-time basis, concurrently earning college and high school credits. A three-credit college course equals a one-credit high school course. Students who are approved for this program must meet specific criteria as outlined by Athol High School and the community college. All students must carry a full course load each semester and meet all AHS graduation requirements. All schedules must be approved in advance by the student's school 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. Tuition is paid for by the school district. Other costs including books, fees, and transportation are the responsibility of the student. Courses taken at the community college are weighted as AP. Students who participate in this program will not be included in class rank.

HEALTH CARE OPPORTUNITY PROGRAM (HCOP)

The purpose of MWCC's grant-funded Health Career Opportunity Program (HCOP) is to build an allied health pipeline for selected students from Athol, Fitchburg and Gardner High Schools. Enrollment in HCOP offers students an introduction to allied/behavioral health career fields, exposure to coursework in health fields, medical terminology, cultural competence and professional behaviors needed for a future healthcare career. It also includes coursework that will introduce effective study habits, research skills, and test taking strategies. Additionally, this unique year-long experience offers the high school student the opportunity to take dual enrollment courses that transfer to most two- year and four-year public and some private institutions while completing their high school graduation requirements.

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, school 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 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 school 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 school 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 school counseling 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 have formed an educational partnership with the L.S. Starrett Company. The goal of this Work Based Learning Program (WBLP) is 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

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 department chair, 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 department chair.
- 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 department chair.
- Student must discuss course information with parents.
- Student must fill out permission form including student, parent, administration signatures and return to department chair.

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 department chair will sign and obtain the principal's and supervisor's signature.

CREDIT RECOVERY/SUMMER SCHOOL

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

These credit recovery programs 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 provide 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 or Edgenuity and are required to attend school on Tuesdays, Wednesdays and Thursdays from 2:05 p.m.-4 p.m. 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.

ADDITIONAL STUDENT SUPPORTS

Athol High School utilizes both a Child Study Team and Student Success Team consisting of members of the faculty and the building administration. These teams discuss students who may be experiencing academic and behavioral difficulties in school. Parents or teachers may refer any student experiencing said difficulties to the Child Study Team by contacting the Assistant Principal. This may result in additional strategies to ensure student support, including but not limited to examining a student's progress in relation to grade level curriculum standards using a tiered system of support or Massachusetts Tiered System of Support (MTSS) model. MTSS is a general education process of providing high-quality, scientifically-researched instructional practices based on your child's needs, monitoring your child's progress, and adjusting instruction & interventions based on your child's response rate of success.

The school district endorses a three step process of identifying student needs. This process is followed by a tiered approach to intervening. Depending on the significance of a student's learning differences and the effectiveness of tiered interventions, this approach may result in the development of a district curriculum accommodation plan, a positive behavioral intervention and support plan, the development of a 504 accommodation plan if a student has a substantial impairment, or possibly a referral for evaluation to determine if a student is eligible for special education.

MTSS MODEL/TIERED SYSTEMS OF SUPPORT

Step 1: *Formal Assessments* - 9th and 10th grade students are assessed 3 times a year in Reading and Math through the Measures of Academic Progress Test (MAP). Additionally, every student is given a Common Formative Assessment every six weeks throughout the school year in ELA, Math and Science. We utilize a range of formative and summative assessment data to track how students are doing in comparison to benchmark expectations.

Step 2: *Analyze Student Data* - Assessments results are analyzed to identify the learning needs of all students.

Step 3: *Provide Differentiated Instruction* - A variety of instructional strategies are used to teach students with different learning styles and rates. This instruction is delivered through a three-tier approach:

Tier 1 - involves the classroom teacher using different strategies and additional or different materials to assist student learning. If a student is not progressing as expected, they will need to spend some additional time receiving Tier 2 support.

Tier 2 - happens beyond the core instruction already occurring in English, Math and Science. We provide additional small group instruction 2 days per week for 39 minutes (Intervention period). Sometimes students need additional and more frequent help to meet standards. If that is the case, we will need to look at Tier 3 interventions.

Tier 3 - involves an individualized intervention plan (4-6 weeks in length) that will be developed for the child. Instruction will be tailored to specific learning goals.

ENGLISH LANGUAGE EDUCATION

ARRSD provides English language instruction and support for students whose native language is not English. English language learners (ELL students) study language appropriate materials to increase their English language reading, writing, listening, and speaking skills. The English as a Second Language (ESL) teacher collaborates with the classroom teacher and sends home quarterly reports. If your family speaks a language other than English and you believe your child needs English language support, please contact your child's classroom teacher or building principal.

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 Education 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 a 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. 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.

SPECIAL EDUCATION

ARRSD provide special education services in accordance with IDEA and CMR 28.00. Students may be referred for a special education evaluation following modifications to the regular classroom program and a pre-referral meeting at the building level. A student is determined eligible for services if they have a qualifying disability and require specially designed instruction or the provision of a related service. The educational team will write an Individualized Educational Program, which defines the type and frequency of services. Our schools provide special education services in the regular classroom whenever possible.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law that protects handicapped or disabled individuals in programs that receive federal funds. Under this Act, a qualified disabled person is “one who has had a physical or mental disability which substantially limits a major life activity or, has a record of such or is regarded as disabled by others.” Major life activities include the ability to care for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. A disability need only limit one major life activity for an individual to be eligible. Typically, students with disabilities who do not qualify for special education under the IDEA do qualify under Section 504. These disabilities might include students with Attention Deficit Disorder (AD/HD), students with AIDS, heart conditions, and other physical disabilities such as severe asthma, juvenile diabetes, severe arthritis, and cerebral palsy, etc. All of these conditions under 504 allow a student to receive the necessary related services to make their education comparable to non-disabled students.

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

TUTORING

If your child has to be out of school for an extended period of time (exceeding 10 school days) due to a serious medical issue, the school district may be able to provide short term tutoring. Please contact the Principal as soon as possible if your child has a medical condition that will prevent or otherwise limit his or her daily school attendance. The school district wants to work with families to maintain continuity in learning and to minimize the educational impact that could occur from any loss of instructional time. Additional opportunities for tutoring are available for all students through our National Honor Society. If interested, please contact Donna Lajoie,

NHS Adviser at dlajoie@arrsd.org.

EXPECTATIONS

ATHOL HIGH SCHOOL Defined Core Values “Raider Pride Way”

Participation

I am able to take risks to try something new, learn something new, and follow through with that even if I know I may not be successful at first.

I am willing to learn new techniques even when they feel uncomfortable to me.

I can be encouraging to others even if they are not someone I would call a friend. I’m willing to offer assistance. I may fail at something but I can find new ways to solve a problem and not allow that failure to stop me.

Respect

I can learn about other people, cultures, likes, and dislikes and be accepting of them. I understand empathy and the power of a genuine apology.

I can recognize when someone needs assistance and support them. I recognize authority/adults. I will use language that demonstrates expectations.

I recognize others and treat them kindly using words that are not derogatory.

Integrity

I can “own” my decisions and behavior and admit when I’ve made a bad decision by accepting the consequences. I can do what’s right even when no one is looking.

I can give a compliment and not expect one back.

I will work towards my goals of being the best version of myself.

I recognize what is needed in the community and I work to fill those needs. I recognize how my behavior impacts others.

Determination

I won’t give up, I’ll do something over and over until I get better at it. I can remain focused on a goal and not lose sight of that goal.

I will continue to work no matter how frustrated I become.

I can recognize my accomplishments and feel awesome inside.

Excellence

I use the concepts of Participation, Respect, Integrity, and Determination in all that I attempt to reach my goals. I have confidence in my decisions and can determine the cause and effect of my decisions.

I will give 110%.

I can work with others in a team and support them.

RAIDER PRIDE WAY

Athol High School is committed to providing clear classroom and school-wide expectations that supports the social emotional learning of all students. The below provided classroom and assembly expectations are a minimal standard based on our defined values. Teachers may provide additional classroom expectations that reinforce the commitment to an orderly and safe educational environment where all students are provided with the opportunity to learn. Students who do not meet classroom and school-wide expectations will be considered in violation of our Student Code of Conduct and issued an intervention/consequence.

<u>Classroom Expectations</u> Student expectations during class time	
P articipation	<ul style="list-style-type: none">❖ Be on time to class.❖ Bring materials for learning.❖ Participate positively and appropriately.❖ Be actively engaged in all teaching and learning opportunities.❖ Stay in class and do not wander the halls during class time.
R espect	<ul style="list-style-type: none">❖ Stand and participate or listen quietly to the Pledge of Allegiance and the announcements.❖ Follow the classroom rules and expectations.❖ Respect classrooms where food and drink are not allowed.❖ Be a positive group member and allow teachers to teach and students to learn.❖ Be polite to others and respect others' voice and right to learn.❖ Follow the AHS dress code.❖ Use appropriate language and volume.
I ntegrity	<ul style="list-style-type: none">❖ Keep cell phones and earbuds in backpack.❖ Make bathroom breaks timely.❖ Complete all assignments with honesty and integrity.❖ Be honest.❖ Keep food and drink in the cafeteria during lunch time.

D etermination	<ul style="list-style-type: none"> ❖ Set goals and give best effort during class time to listen, focus, and learn something new. ❖ Seek help when you need it. ❖ Help others succeed. ❖ Utilize resources.
E xcellence	<ul style="list-style-type: none"> ❖ Model expected behavior by removing hoods, earbuds, and meeting schoolwide cell phone procedures. ❖ Complete high quality work. ❖ Challenge yourself each day. ❖ Work to the best of your ability. ❖ Take on leadership opportunities. ❖ Get involved within the school community.

Assembly Expectations
Student expectations during school assembly

P articipation	❖ Participate appropriately.
R espect	<ul style="list-style-type: none"> ❖ Enter and exit quietly and calmly. ❖ Presenters hand being raised indicates that student conversation should stop and attention is required. ❖ Remain quiet when the presenter is talking. ❖ Keep hands, feet, and objects to yourself. ❖ Applaud when appropriate. ❖ Stay seated until dismissed.
I ntegrity	<ul style="list-style-type: none"> ❖ Sit in assigned area with your graduating class. ❖ Accept, appreciate, and respect everyone.
D etermination	❖ Give best effort during assemblies to listen, focus, and learn something new.
E xcellence	❖ Model expected behavior by removing hoods, earbuds, keeping cell phones away, and leaving food and drink outside of the auditorium/gym.

5 Competencies of Social Emotional Learning

Self-Management	Self-Awareness	Responsible Decision Making	Relationship Skills	Social Awareness
Regulate emotions and thoughts in various situations.	Recognize emotions, thoughts, and how they impact behavior.	Make respectful choices.	Establish and maintain “healthy relationships” with individuals and groups.	Use accurate perception.
Manage stress.	Assess strengths and weaknesses.	Consider ethical standards.	Communicate clearly.	Recognize family, school, and community resources and supports.
Control impulses.	Feel sense of confidence.	Evaluate potential consequences (cause and effect).	Listen actively.	Consider social and ethical norms in various cultures.
Be motivated.	Feel sense of optimism.	Consider social norms.	Cooperate.	Show empathy.
Set and work toward goals		Consider safety concerns.	Resist social pressures.	
		Acknowledge the wellbeing of others.	Resolve conflicts.	
			Seek and offer help.	

Social Contract

Everyone is responsible for:

- Behaving in a manner that provides for a safe, respectful, and productive educational environment.
- Respecting the rights and differences of others and their property.
- Working cooperatively with each other.
- Understanding consequences of actions and behaviors.
- Recognizing the importance of school attendance.

Parents are responsible for:

- Familiarize themselves and their child with Athol High School expectations and student handbook.
- Ensuring that their child attends school daily, on time, and communicates any absences.
- Encouraging their child to do their best.
- Conveying the needs and concerns of their children to the school.
- Communicating with staff regarding their child's academic progress and personal well-being.

Teachers and staff are responsible for:

- Providing students with a positive and safe school environment.
- Meeting the educational and social/emotional needs of all students.
- Enforcing Athol High School's Student Code of Conduct.
- Informing students and parents of classroom rules and behavioral expectations.
- Managing classroom behaviors.
- Communicating with parents and administration regularly.
- Encouraging and modeling exemplary behavior and attendance.

Administration is responsible for:

- Ensuring a positive and safe learning environment for students and staff.
- Meeting the educational and social/emotional needs of all students.
- Communicating school-wide expectations and information to students, staff, and parents.
- Enforcing Athol High School's Student Code of Conduct.
- Communicating the discipline action taken with student(s) to parents and involved staff.
- Maintaining discipline and attendance files.
- Encouraging and modeling exemplary behavior and attendance.

Student Responsibilities and Rights

Safe and Orderly Education Environment

Student Responsibilities <ul style="list-style-type: none">● To only engage in behaviors which support a positive educational environment.● To express needs and concerns appropriately.● To report instances of bullying and dangerous/unsafe situations to school administrators.	Student Rights <ul style="list-style-type: none">● To attend school in a safe, supportive, respectful, and engaging learning environment.● To have school staff that recognize and support the needs and concerns of students.● To feel safe from crime, violence, intimidation, bullying, harassment, racism, and other discrimination at school.
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Attendance

(For more information please reference Athol High School, Attendance, Absenteeism and Truancy Policy)

Student Responsibilities <ul style="list-style-type: none">● To attend school each day, be on time, and actively participate in all scheduled classes.● To provide documentation of the reason for an absence or tardy arrival (to school building or individual class throughout the day).● To request make-up work for an absence and arrange to complete it upon return to school.	Student Rights <ul style="list-style-type: none">● To be informed of District policies and individual school and building rules about absences and tardiness.● To have access to class work during the absence and be provided a reasonable time frame to complete it.
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Dress Code

Student Responsibilities

- To dress in a way that contributes to the health and safety of the individual and promotes an orderly educational environment (such as no sunglasses, hoods, bare feet, etc.).
- To wear clothing or hairstyles that are not hazardous to them in their educational activities such as shop, lab work, physical education, art, or on-the-job training.
- To wear clothing that does not display offensive or disruptive symbols or statements such as topics of sex, drugs, alcohol, weapons, etc.
- To wear clothing that is not revealing such as exposed undergarments, midriff, see-through attire, etc.
- To wear appropriate footwear for the educational environment (physical education, lab, etc.).
- To maintain personal grooming standards that are conducive to the education environment.

Student Rights

- To have a dress code that is clear and reasonable.
- To have dress requirements for participation in shop, lab work, physical education, art, or on-the-job training, education, and other designated activities that do not impose a financial hardship on them or their families.

Internet Use Policy

Student Responsibilities <ul style="list-style-type: none">● To read, sign, and comply with Athol High School's Internet Use Policy.● 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.	Student Rights <ul style="list-style-type: none">● To feel safe from cyber-bullying and harm inflicted through the use of technology.● To know that electronic work is safe from tampering.● To have access to technology for educational purposes.
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Cell Phone/Headphone Use

Student Responsibilities <ul style="list-style-type: none">● To use cell phones/headphones for personal use during passing and lunch time only.● To use cell phones/headphones for educational purposes only when given permission by the teacher during class time.● To turn off and/or set cell phones to silent to minimize distractions.● To follow schoolwide cell phones/headphones procedures during each class period.	Student Rights <ul style="list-style-type: none">● To have a work environment that is distraction free from cell phones.● To use for personal reasons during non-educational times such as lunch and passing time.
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Honor Code

Student Responsibilities <ul style="list-style-type: none">● To read, sign, and comply with Athol High School's Academic Integrity Policy.● To be honorable and possess integrity.● To acknowledge that cheating is an act of dishonesty.● To accept responsibility for actions and subsequent consequences if Academic Integrity Policy is violated.	Student Rights <ul style="list-style-type: none">● To have an honor policy that is clear and reasonable.● To participate in a community where teachers, staff members, and students pledge to be truthful in words and in their actions.
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STUDENT CODE OF CONDUCT AND BEHAVIORAL INTERVENTIONS/CONSEQUENCES FOR VIOLATIONS

Rules of conduct apply to and are to be complied with at all school sponsored activities on and off school grounds.

It is expected that teachers will maintain a safe and orderly environment by utilizing a variety of classroom management techniques. Actions that are disrespectful, constitute a refusal, and/or are disruptive or unsafe will not be tolerated. The administration will assess each situation and apply educationally sound interventions/ consequences for violations of student code of code of conduct and ensure compliance with federal and state laws: Individuals with Disabilities Act (IDEA), Privacy Act (FERPA), and Section 504.

TIER 1

Tier 1 offenses include student behavior which impedes orderly classroom procedures or interferes with the orderly operation of the school. An adult or staff member in the classroom manages these behaviors.

Actions (not limited to)	Behavior	Management	Possible Behavioral Interventions/Consequences
1. Not following classroom/school expectations 2. Violation of the dress code 3. Tardy 4. Cell phone usage 5. General derogatory comments 6. General profanity and gesture 7. Inappropriate drug/alcohol references (language, conversations, talking, joking, drawings, etc.) 8. Failure to identify self when asked 9. Inappropriate display of affection	1. Refusal 2. Refusal 3. Refusal 4. Refusal 5. Disruption 6. Disruption 7. Disruption 8. Refusal 9. Refusal	<ul style="list-style-type: none"> ● Tier 1 Student behaviors are managed in the classroom. ● The staff member maintains a proper, accurate record of the offenses and disciplinary action on google sheets. 	<ul style="list-style-type: none"> ● Verbal redirection ● Alternative assignment ● Withdrawal of classroom privileges ● Student Success Center (SSC) ● Conference with the teacher privately ● Teacher detention ● Parent contact ● Referral to School Counselor ● Contact Advisory Teacher ● Contact Coach, Class Advisor, etc.

TIER 2

Tier 2 offenses include student behaviors of such frequency or seriousness that the learning climate of the classroom is disruptive. These infractions, which usually result from the continuation of Tier 1 behaviors, require the intervention of personnel on the administrative level because the application of Tier 1 consequences/ interventions have failed to correct the situation. Also limited in this level are behaviors, which do not represent a direct threat to the health and safety of others, but the educational consequences are serious enough to require corrective action on the part of the administrative team.

Actions (not limited to)	Behavior	Management	Possible Behavioral Interventions/Consequences
<ol style="list-style-type: none"> 1. Continuation/repetition/ escalation of Tier 1 behaviors that impacts instruction 2. Excessive tardiness to school or class 3. Derogatory comments directed towards another individual 4. Profanity or gesture directed towards another individual 5. Cutting class/detentions 6. Leaving an assigned area without permission or being in an unassigned area of the building 7. Violation of the Honor Code 8. Violation of the Internet Use Policy 9. Truancy, falsely calling in or forging notes of any kind 10. Parking lot or driving violations 11. Bus conduct 12. Refusal to comply with administrative search 13. Failure to cooperate during an emergency drill or situation 14. Insubordination/Refusal to obey a reasonable request of staff 	<ol style="list-style-type: none"> 1. Refusal 2. Refusal 3. Disrespect 4. Disrespect 5. Refusal 6. Refusal 7. Refusal 8. Refusal 9. Refusal 10. Refusal 11. Refusal 12. Refusal 13. Refusal 14. Refusal 	<ul style="list-style-type: none"> ● Staff member completes X2 referral form documenting the incident. ● The administration meets with the student and/or teacher and affects the appropriate response. ● The Administration and Administrative Assistant maintains a proper and accurate record of the offenses and the referral form action. ● The Administrator provides notification of action taken to the student, parent/ guardian, and staff member. 	<ul style="list-style-type: none"> ● Parent contact by teacher ● Conferences ● Lunch detention ● Office detention ● Extended office detention ● Saturday detention ● In-School suspension ● Loss of privileges ● Cell phone registration ● Cell phone restriction ● Bus suspension ● Parking suspension ● Referral to School Counselor ● Restoration/restitution made by student ● Parent conference ● Referral to Student Success Team ● Referral to Child Study Team ● Behavior contract ● Referral to outside agency ● Referral to school resource officer ● SSC (indicate tier 2) ● No contact order <p>Violation of the Honor Code (Academic Integrity Policy) may</p>

For the following, the student remains in class and the teacher immediately calls the Front Office			also include:
15. Vandalism 16. Theft	15. Refusal 16. Refusal		<ul style="list-style-type: none"> ● Zero on the assignment ● Saturday School ● Notification to National Honor Society ● Notification to Class Advisor/ Student Council Advisor <p>Violation of the Internet Use Policy:</p> <ul style="list-style-type: none"> ● Loss of computer and/or other technology privileges ● Possible criminal prosecution

TIER 3

Tier 3 offenses are student acts that are directed against persons or acts that warrant immediate intervention. These acts may require assistance from outside agencies including law enforcement. All Tier 3 behaviors/actions require staff to immediately contact the Front Office to report the incident.

Actions (not limited to)	Behavior	Management	Possible Behavioral Interventions/Consequences
1. Continuation/repetition/escalation of Tier 2 behaviors that impacts instruction	1. Refusal	The staff member immediately notifies the Front Office.	<ul style="list-style-type: none"> ● Temporary removal from class ● Office detention ● Extended office detention ● Saturday detention ● In-School suspension ● Out-of-School suspension ● Alternative School placement ● Bus suspension ● Referral to School Counselor ● Restoration/restitution made by student
2. Possession and/or use of controlled substances (see specifics under heading 'Substance Use/Possession')	2. Safety	<ul style="list-style-type: none"> ● The Administrator determines the most appropriate response. ● If contraband is involved, it will be confiscated. ● Law enforcement/ SRO is notified. ● An investigation is conducted. ● A search is conducted (if needed). 	
3. Possession of incendiary device (lighter, matches)	3. Safety		
4. Leaving campus without permission	4. Safety		
5. Unauthorized access	5. Safety		
6. Fighting	6. Safety		
7. Pulling a false fire alarm	7. Safety		

8. Bullying, cyber-bullying, threats, harassment, intimidation, taunting	8. Safety	<ul style="list-style-type: none"> ● The parent/guardian is notified. ● Emergency removal (if needed). ● The Front Office or Administrator maintains a proper and accurate record of the offense and the X2 referral process. ● Hearing for proposed suspension is held. ● The Administrator provides notification of action taken to the student, parent/guardian, and staff member. ● Re-entry meeting (if needed). 	<ul style="list-style-type: none"> ● Cell phone restriction ● Behavior contract ● Social probation ● Referral to Child Study Team ● Referral to Student Success Team ● Referral to school resource officer ● Re-entry meeting (may include one or more of the following: administration, school counselor, parent, student, teacher(s)) ● Suspension from co-curricular activities ● Expulsion ● No Contact Order
9. Inciting a violation of the code of conduct	9. Safety		
10. Assault	10. Safety		
11. Possession of a weapon	11. Safety		
12. Arson	12. Safety		
13. Threats to the safety of the school	13. Safety		
14. Disturbance of school or assembly	14. Disruption		
15. Hazing	15. Safety		

SUBSTANCE USE/POSSESSION

Athol High School values and supports a safe learning environment free of alcohol, tobacco or other drugs (and drug paraphernalia) as part of our school culture. A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away: any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function. Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

All behaviors/actions related to Controlled Substances require staff to immediately call the Front Office to report the incident.

The student will be escorted from the classroom, or other area of school to the Front Office.

Tobacco/Vaping

Actions (not limited to)	Behavior	Management All Tier 3 behaviors/actions require staff to immediately call the Front Office to report the incident.	Possible Behavioral Interventions/Consequences
1. Tobacco products,	1. Safety	<ul style="list-style-type: none"> ● The staff member immediately notifies 	<ul style="list-style-type: none"> ● First offense - 1 day ISS,

including other nicotine delivery devices and vaping products		<p>the Front Office.</p> <ul style="list-style-type: none"> ● The Administrator meets with the student and/or teacher and affects the most appropriate response. ● An investigation is conducted. ● A search is conducted. ● The parent/guardian is notified. ● The Front Office or Administrator maintains a proper and accurate record of the offence and the X2 referral process. ● Hearing for proposed suspension. ● The Administrator provides notification of action taken to the student, parent/guardian and staff member. ● A re-entry meeting occurs (if needed). 	<p>meeting with School Counselor, Refusal to meet with School Counselor will result in an additional 1 day of ISS.</p> <ul style="list-style-type: none"> ● Second offense - 3 days ISS and re-entry/planning meeting with parent/guardian, student, school counselor, administrator. ● Third offense - 5 days ISS and referral to the Principal.
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Prescription/Over the Counter Medication

Actions (not limited to)	Behavior	Management All Tier 3 behaviors/actions require staff to immediately call the Front Office to report the incident.	Possible Behavioral Interventions/Consequences
1. Possession of non-controlled substances/over the counter medication	1. Safety	<ul style="list-style-type: none"> ● The staff member immediately notifies the Front Office. ● The Administrator meets with the student and/or teacher and affects the most appropriate response. ● An investigation is conducted. ● A search is conducted. ● The parent/guardian is notified. ● The Front Office or Administrator maintains a proper and accurate record of the offence and the X2 referral process. ● Hearing for proposed suspension (if needed). 	<ul style="list-style-type: none"> ● First offense - Administration and Nurse's Office Intervention. ● Second offense - 2 days ISS and re-entry/planning meeting with parent/guardian, student, school counselor, nurse, and administrator. ● Third offense - 2 days OSS, social probation for 5 weeks, and re-entry/planning meeting with parent/guardian, student,

		<ul style="list-style-type: none"> • The Administrator provides notification of action taken to the student, parent/guardian and staff member. • A re-entry meeting occurs (if needed). 	<p>school counselor, nurse, and administrator. Additional consequences may apply.</p>
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Paraphernalia

Students found to be in possession of paraphernalia that contains or has residue of an illicit substance will be held to the same disciplinary action as being in possession of such substances (see possession of controlled substance/alcohol).

Actions (not limited to)	Behavior	Management All Tier 3 behaviors/actions require staff to immediately call the Front Office to report the incident.	Possible Behavioral Interventions/Consequences
1. In possession of paraphernalia	1. Safety	<ul style="list-style-type: none"> • The staff member immediately notifies the Front Office. • The Administrator meets with the student and/or teacher and affects the most appropriate response. • Law enforcement/SRO are notified. • An investigation is conducted. • A search is conducted. • The parent/guardian is notified. • The Front Office or Administrator maintains a proper and accurate record of the offence and the X2 referral process. • Hearing for proposed suspension. • The Administrator provides notification of action taken to the student, parent/guardian and staff member. • A re-entry meeting occurs (if needed). 	<ul style="list-style-type: none"> • First offense - Administration Intervention and referral to School Counselor. • Second offense - Administration Intervention and re-entry/planning meeting with parent/guardian, student, school counselor, and administrator. • Future offenses will result in additional interventions/consequences. This may include loss of privileges, ISS, and/or OSS.

Possession of Controlled Substance/Alcohol

Actions (not limited to)	Behavior	Management All Tier 3 behaviors/actions require staff to immediately call the Front Office to report the incident.	Possible Behavioral Interventions/Consequences
1. In possession of a controlled substance and/or alcohol 2. In possession of paraphernalia that contains or has residue of illicit substance	1. Safety 2. Safety	<ul style="list-style-type: none"> ● The staff member immediately notifies the Front Office. ● The Administrator meets with the student and/or teacher and affects the most appropriate response. ● Law enforcement/SRO are notified. ● An investigation is conducted. ● A search is conducted. ● The parent/guardian is notified. ● Emergency removal. ● The Front Office or Administrator maintains a proper and accurate record of the offence and the X2 referral process. ● Hearing for proposed suspension is held. ● The Administrator provides notification of action taken to the student, parent/guardian and staff member. ● Re-entry meeting (if needed). 	<ul style="list-style-type: none"> ● First offense - 2 days OSS and 3 days ISS and re-entry/ planning meeting with parent/guardian, student, school counselor, and administrator. ● Second offense - 4 days OSS and 3 days ISS, social probation for 5 weeks, and re-entry/planning meeting with parent/guardian, student, school counselor, and administrator. ● Third offense - 10 days OSS and referral to the Principal and/or referral to the Superintendent for additional consequences and/or possible expulsion.

Under the Influence

Actions (not limited to)	Behavior	Management All Tier 3 behaviors/actions require staff to immediately call the Front Office to report the incident.	Possible Behavioral Interventions/Consequences
1. Under the influence of a controlled substance and/or alcohol	1. Safety	<ul style="list-style-type: none"> ● The staff member immediately notifies the Front Office. ● The Administrator meets with the student and/or teacher and affects the most appropriate response. ● Law enforcement/SRO are notified. ● An investigation is conducted. ● A search is conducted. ● The parent/guardian is notified. ● Emergency removal. ● The Front Office or Administrator maintains a proper and accurate record of the offence and the X2 referral process. ● Hearing for proposed suspension is held. ● The Administrator provides notification of action taken to the student, parent/guardian and staff member. ● Re-entry meeting (if needed). 	<ul style="list-style-type: none"> ● First offense - 2 days OSS and 3 days ISS and re-entry/ planning meeting with parent/ guardian, student, school counselor, and administrator. ● Second offense - 4 days OSS and 3 days ISS, social probation for 5 weeks, and re-entry/planning meeting with parent/guardian, student, school counselor, and administrator. ● Third offense - 10 days OSS and referral to the Principal and/or referral to the Superintendent for additional consequences and/or possible expulsion.

Sale or Distribution of Drugs/Substances

Actions (not limited to)	Behavior	Management All Tier 3 behaviors/actions require staff to immediately call the Front Office to report the incident.	Possible Behavioral Interventions/Consequences
1. Sales of and/or distribution of drugs/substance	1. Safety	<ul style="list-style-type: none"> ● The staff member immediately notifies the Front Office. ● The Administrator meets with the student and/or teacher and affects the most appropriate response. ● Law enforcement/SRO are notified. ● An investigation is conducted. 	<ul style="list-style-type: none"> ● OSS indefinitely ● Report to Law Enforcement/ SRO ● Referral to Principal ● Referral to Superintendent ● Expulsion

		<ul style="list-style-type: none"> ● A search is conducted. ● The parent/guardian is notified. ● Emergency removal. ● The Front Office or Administrator maintains a proper and accurate record of the offence and the X2 referral process. ● Hearing for proposed suspension. ● The Administrator provides notification of action taken to the student, parent/guardian and staff member. ● Re-entry meeting (if needed). 	
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The Principal always has the discretion to award a different behavioral intervention/consequence if so warranted based on the particular circumstances.

DEFINITIONS

Classroom and School Expectations Teachers are responsible for keeping order and handling misbehavior in the classroom, hallways, and throughout the school community. Teachers will discuss with you their classroom expectations and the rules which they have established so that effective teaching and learning can take place.

Behavioral Intervention refers to the actions(s) taken or recommended by the Administration and/or School Counselors that work closely with students, school staff, and parents in an effort to:

- Prevent/change the behavior.
- Reduce the number of violations of the Student Code of Conduct among students.
- Enhance the factors that help protect students from risk taking behavior that violate the Student Code of Conduct.

Student Success Center (SSC) provides and immediate response to a behavior, a space for de-escalation and to process, problem solve, and to reinforce self-regulation skills.

Student Success Team (SST) includes, but is not limited to, the Personal Counselor, School Counselors, Dean of Dropout Prevention and Recovery, School Resource Officer, School Nurse, and members of the Administration team. Members of the team are engaged in a positive, problem solving approach to interventions that focus on the academic, social, and emotional growth of all students.

Child Study Team (CST) As part of our collaborative culture, it is important that staff have time, a place, and a process for engaging in collaborative problem-solving. The Child Study Process creates this place, time and process. Child Study Team is tasked with looking at the whole child, taking into consideration a student’s academic and non-academic needs, including family needs and medical needs where

applicable. (See District Handbook)

Re-entry/Planning Meeting will be scheduled when a Tier 3 behavioral intervention/consequence is necessary. The student, parent/guardian, school counselor, administration, and if appropriate other members of the SST meet to:

- Review violation(s)
- Review recommendations
- Develop a plan
- Develop a timeline for follow-up and progress review

The student may invite a staff member of his/her choosing as an advocate/support

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

Teacher Detentions are Tier 1 behavioral interventions given by the classroom teacher. Prior to a teacher detention the teacher will have worked to redirect the behavior through a variety of classroom management strategies. The student is required to serve time after school with that teacher at the teacher's convenience; 24 hour notice is required. Students are given one day's notice to arrange schedules and transportation. The length of time is solely at the discretion of the classroom teacher. If a student does not serve the teacher detention, additional consequences may be assessed.

Lunch Detentions are Tier 2 behavioral interventions given by the administrator. Student should get their lunch and report directly to the Student Success Center.

Office Detentions are used as a Tier 2 behavioral intervention given by the administrator. The student will be given a minimum of 24 hour notice. The late bus will be available at 3:00 p.m. for student transportation home. Students must arrive on time at 2:10 p.m. and stay until 2:55 p.m. Students who arrive after 2:10 p.m. will be permitted to stay, with the expectation that the remaining time must be served the following day. Students are to bring work with them, take their seat, work quietly/individually and follow school-wide cell phone procedures. If student is sleeping, talking or being unproductive, they will be asked to leave and additional consequences will be assessed. Office detention takes priority over any other school activities including sports, extracurricular clubs, and work. If students are absent on the assigned day, they should report to the Front Office to reschedule on the first day they return to school.

Extended Office Detentions are used as a Tier 2 and Tier 3 behavioral intervention given by the administrator. The student will be given a minimum of 48 hour notice. Students will be responsible for their own transportation. Students must arrive on time at 2:10 p.m. and stay until 4:00 p.m. Extended Office Detentions will take place in the Alternative School. Students who arrive after 2:10 p.m. will be permitted to stay, with the expectation that the remaining time must be served the following day in office detention. Students are to bring work with them, take their seat, work quietly/ individually and follow school-wide cell phone procedures. If student is sleeping, talking or being

unproductive, they will be asked to leave and additional consequences will be assessed. Extended Office Detention takes priority over any other school activities including sports, extracurricular clubs, and work. If students are absent on the assigned day, they should report to the Front Office to reschedule on the first day they return to school.

Saturday School are Tier 2 and Tier 3 behavioral interventions given by the administrator. Saturday detention runs from 8 a.m. - 11 a.m.

Students must:

- Arrive on time
- Remain in Saturday School for the duration of 3 hours
- Bring plenty of schoolwork, reading materials, writing materials, project material to keep busy for the 3 hours.
- Remain quiet and working for the duration of the 3 hours
- Follow school-wide cell phone procedures.
- Students will receive a 5-minute break at 8:45 a.m., 9:30 a.m. and 10:15 a.m. for use of restroom and brief stretch.

Additionally;

- Cut Saturday School will result in an In-School Suspension in addition to being reassigned to the next Saturday School.
- Only 1 warning will be given for non-compliance with Saturday School rules. Failure to comply with these rules will result in being dismissed from Saturday School, and will result in consequences such as an additional Saturday School, time in ISS, or possible out of school suspension. Parent/guardian will be notified by the teacher if the student is dismissed from Saturday School.

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.

In-School Suspension (ISS) is used as a Tier 2 and Tier 3 behavioral intervention. ISS may include, but is not limited to, students participating in:

- Educational materials and research.
- Self-Reflection and goal setting.
- Make-up work for missed class time and homework.
- Meetings with members of the Student Success Team.

Emergency Removal A student may be temporarily removed prior to notice and hearing when a 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 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 suspension and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, with 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.

Out-of School Suspension (OSS) Students on out-of-school suspension (OSS) are not allowed on any school grounds or permitted to attend any school related or school sponsored activities. These include, but are not limited to, home and away athletic events, events sponsored by clubs, prom or other dances, senior activities that include commencement and senior week activities, either as a participant, observer, or guest. 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. Make-up work is the responsibility of the student. Work missed should be made up within a week of returning to classes. Upon return to school, students are encouraged to stay after school to make-up work.

Alternative School may be assigned for a student that has been issued an out-of-school suspension. Students assigned to the Alternative School should report to the Front Office at 2:00 p.m., and will be escorted to the Alternative School. It is expected that students assigned to the Alternative School remain productive, following all school expectations, and stay for the duration of the time. Alternative School ends at 4:00 p.m.

Social Probation Any student who is placed on social probation at Athol High School will be allowed to attend only regularly scheduled classes. He/she will not be allowed to participate in any co-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 request is contingent upon the student making a contractual commitment to adhere to academic and/or disciplinary improvement goals.

Hearing for Proposed Suspension (Due Process) The Discipline Code of Athol High School is administered within the guidelines set by Massachusetts laws and regulations which require that a student facing temporary (up to ten days) suspension from a public school be given oral and 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, 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.

Due process does not require that hearings in connection with short-term suspensions be trial-like in nature. Therefore, school officials are not required to give students an opportunity to secure counsel, to confront and cross-examine witnesses supporting the charges, or to call their supporting witnesses.

Students facing long-term suspensions (10 or more days in a school year) have additional rights, including the right to appeal their suspension to the Superintendent. Such additional rights also include the student's right to review their student record and the documents upon which the Principal may rely in making their decision, the right to be represented by counsel at the student's own expense, the right

to have the Principal hearing recorded, and the right to produce witnesses.

Notification of Action Taken A decision shall be rendered 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.

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, the 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 student' 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.

Administrators, upon reasonable suspicion, can search a student' locker, book bag, pockets, jackets, etc for prohibited, inappropriate, or illegal items. Students who fail to comply with administrative search based upon the above mentioned standards are subject to disciplinary consequences.

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 (see below) or other applicable statutes.

Student Discipline

Each school has developed discipline policies in keeping with individual school culture, in accordance with district policies and state regulations. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians. The focus is on student education and changing behavior whenever possible and/or appropriate.

In-School Suspension is assigned to a student when a disciplinary offense warrants action more severe than detention but less severe than one that warrants an out-of-school suspension. When appropriate, in-schools suspension will be imposed as an alternative to short-term out-of-school suspension. Students assigned to in-school suspension must complete work sent to them. Those who refuse to work productively may remain in in-school suspension until work is completed or may be assigned to a Saturday detention. Those who are assigned to a full-day of in-school suspension will not be allowed to participate in extracurricular activities on the day of the assigned suspension unless the administration feels an exception is warranted.

Out-of-School Suspension is assigned when a student has committed a serious disciplinary offense or when other consequences have proven ineffective at modifying behavior. Students who are suspended out-of-school may not attend school events and are

prohibited from being on school grounds unless they have prior permission from school administration.

Severe disciplinary infractions such as drug or alcohol possession, weapon possession, bullying, fighting/assault, and threats directed at faculty/staff may result in a long-term out-of-school suspension/possible exclusion hearing.

REGULATIONS AND LAWS REGARDING STUDENT DISCIPLINE

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

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H1/2 or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

a) the disciplinary offense; b) the basis for the charge; c) the potential consequences, including the potential length of the student's suspension; d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing; e) the date, time, and location of the hearing; f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

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

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

Due process for Certain Disciplinary Consequences:

I. Suspensions of Ten Days or Fewer, short-term suspension

Unless emergency circumstances dictate otherwise, the following procedure will be followed for suspensions of ten days or fewer:

The student will receive a letter indicating the intent to suspend which will include: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; and the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

At the hearing, the student and parent(s)/guardian(s) will be told the nature of the charges, and have an opportunity to respond. The principal will make a decision based upon information presented by the student, further investigation if required, and evidence already known to the principal. If the principal determines that suspension is warranted, he/she will notify the student of the nature and duration of the suspension verbally and in writing, and, if the student previously denied the charges, the principal will supply an explanation of the basis of his/her finding.

The school will make every effort to notify parents/guardians of the suspension by telephone immediately, and will, in all cases, notify them in writing. A student returning from suspension must be accompanied by a parent or guardian, and must meet with the principal prior to re-admission to school.

In most cases, suspensions will be based upon the disciplinary consequences listed in this handbook. However, the principal retains discretion to impose a suspension of a different length (longer or shorter), or impose some other penalty based upon the circumstances of the case.

In all cases, once a student has been assigned to suspension, he/she will not be allowed to take part in or attend any school-related function or activity. This remains in effect until the student has officially returned to school from suspension. Suspension days will be counted as excused absences. Students who are suspended will be given the number of days they are out to make up their work. The school's Educational Service Plan is available on the district website and outlines the opportunities available for students to make up academic work during the period of removal.

The principal will send written notice of his/her determination to the parent/guardian, outlining the reasons for the out-of-school suspension. In the case of PreK-grade 3 students, the principal will send a copy of this written determination to the Superintendent before the short-term suspension takes place.

II. Suspensions in Excess of Ten Days, long-term suspension

For cases involving suspensions in excess of ten days or indefinite suspensions based upon the issuance of a felony criminal complaint, the following procedure will be followed:

The student will be allowed an informal hearing, as set forth in Section I. for “Suspension of Ten Days or Fewer,” prior to the suspension taking effect except where circumstances make it necessary to impose the suspension prior to such a hearing. (Such circumstances may include, but are not limited to, incarceration of student, refusal of student to attend the hearing, or where the student poses an unreasonable danger to the welfare of the school). In cases involving a felony criminal complaint, the principal may decide to take action without a hearing. If the parent/guardian is present during this informal hearing, the principal will allow the parent/guardian an opportunity to discuss the student’s conduct and offer information, including mitigating circumstances for the principal’s consideration.

The Principal will notify the student and parent or guardian in writing of the reasons for a suspension in excess of ten days. The notice will include the information set forth in Section I. for “Suspension of Ten Days or Fewer,” as well as the following additional student rights: notice of the student’s right to receive education services during removal; the opportunity to review the student’s record and the documents upon which the principal may rely in making a determination to suspend the student or not in advance of the hearing; the right to be represented by counsel or a lay person of the student’s choice, at the student’s/parent expense; the right to produce witnesses on his or her behalf and to present the student’s explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; and the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal will issue a prompt written decision to the student and parent/guardian, setting forth findings on whether the student committed an offense and if so, the penalty awarded. Suspensions will be of a definite duration, except when based upon a pending felony criminal complaint. For suspensions in excess of ten days, educational services will be provided.

The student may appeal the suspension to the superintendent by forwarding a written request for an appeal to the Superintendent within five days of the effective date of the suspension, or request an extension for filing up to seven days. Notice of appeal must be in English and the primary language of the home. In the event of an appeal, the long-term suspension remains in effect unless reversed by the Superintendent. During the appeal, the student may request a hearing, at which the student will have the right to present evidence and be represented by counsel. The Superintendent will issue a decision within five days of the hearing.

The principal will send written notice of his/her determination to the parent/guardian, outlining the reasons for the out-of-school suspension. In the case of PreK-grade 3 students, the principal will send a copy of this written determination to the Superintendent before the short-term suspension takes place.

III. 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. A student will not be removed from school until adequate provisions are made for the student's safety and transportation.

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

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

IV. In School Suspension

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

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

The Principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so,

such attempts shall constitute reasonable efforts for purposes or orally informing the parent of the in-school suspension.

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

IV. Disciplinary Offenses Under M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses: Possession of a dangerous weapon; possession of a controlled substance; or assault of staff on school premises or at school-sponsored or school-related event.

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

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony Complaint or Issuance of a Felony Delinquency Complaint

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

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

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

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

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

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

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

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

ACADEMIC PROGRESS

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

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

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

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

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

Any time school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a “change of placement” and invokes certain procedural rights including but not limited to a review by the IEP Team of the relationship between the student’s disability and the behavior subject to 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 conducted before the behavior occurred. In the situation where an assessment was already conducted and a behavior intervention plan is already in place, the Team will review the plan and revise it accordingly. The student will also be returned to his educational placement unless the parent and the school agree otherwise. If the behavior is not a manifestation of the student’s disability, then the student may be removed from his educational placement to the same extent that a regular education student would be removed, provided that the special education student must continue to receive educational services to enable the child to continue to receive his special education services in order to participate in the general education curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student’s IEP. Additionally, the

student should receive, as appropriate, a functional behavioral assessment and behavior intervention plan to prevent the behavior from happening again.

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

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

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

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

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

DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

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

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

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

DISCIPLINE OF STUDENTS ON 504 PLAN

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

STUDENT DISTURBANCES

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

Any student who deliberately disrupts the orderly process of education, no matter the pretext, will be subject to immediate suspension from school, and the principal of the school will make any recommendations as to the final disposition of this disciplinary action. This includes any organized disturbance, sit-down strike, walkout, bomb scare, false alarm, or any serious vandalism. In the event a large number of students leave the premises or disturb the premises, the principal and other staff members in conjunction with the local police, will disperse this gathering, attempt to make identification of those participating and immediately suspend those students involved. The leader of the organized disturbance will be recommended for immediate expulsion.

DISRUPTION AND HARASSMENT OF STUDENTS OR SCHOOL ACTIVITIES

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

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

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

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 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.

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 by November 1. 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 written 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 conducting a 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

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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 sent home with the student 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 by November 1. 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 nurse 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 to the student (the student has never taken the medication in the past) 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 signed contract with the nurse to do so. Examples of such medications would be; an inhaler due to asthma, an epi-pen for an 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. ****NEW UPCOMING REQUIREMENT**** - *Starting with the 2020-2021 school year, an immunization record for the meningococcal conjugate vaccine is required for entering 7th grade students and an immunization record for the booster dose of meningococcal conjugate vaccine for entering 11th grade*

students. **ANNUAL HEALTH SURVEY** An Annual Health Survey form is distributed to students at the beginning of each school year. This form provides the nurse with important information needed for emergency situations. It is important that a new form be filled out and signed by your parent/guardian each year so that the information contained on the form will be as accurate as possible. Please

inform the school nurse of any changes with students medical and contact information that may occur during the school year.

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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.

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.

STUDENT LIFE

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 extracurricular 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

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 Massachusetts Interscholastic Athletic Association (MIAA) conditions:

Fall Winter Spring Cheerleading Basketball (Boys) Baseball Field Hockey Basketball (Girls) Outdoor Track

Football Cheerleading Softball Soccer (Boys) Indoor Track Volleyball (Boys) Soccer (Girls) Wrestling Volleyball (Girls) Ice Hockey (Co-op)

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 (MIAA rule 45). A student is not eligible for tournament participation in that sport if he/she violates this rule twice by missing 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 (including e-cigarettes, VAP pens and all similar devices); marijuana (including synthetic); 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 the 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.)

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

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

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CLUBS AND ACTIVITIES

The following clubs are offered at AHS:

A-Z Club, Art Club, Best Buddies, Cooking Club, Drama Club, eSports, Math Team, Mu Alpha Theta, National Honor Society, National Music Honor Society, S.A.D.D., Student Council, Tri-M Music Honor Society, 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. Officers must uphold the standards of the school and school wide expectations. Those holding an Officer position will be required to sign an officer contract.

Please see **ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT HANDBOOK** for the following policies and correlating laws:

INTERNET USE POLICY

PHYSICAL RESTRAINT POLICY

PROHIBITION AGAINST BULLYING AND RETALIATION DISCIPLINING STUDENTS WITH SPECIAL NEEDS

DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION DISCIPLINE OF STUDENTS ON 504 PLAN

DUE PROCESS FOR SUSPENSIONS NOTICE OF PROPOSED SUSPENSION

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

APPEAL OF LONG-TERM SUSPENSION

EMERGENCY REMOVAL

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

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

STUDENT DISTURBANCES

DISRUPTION AND HARASSMENT OF SCHOOL ACTIVITIES

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

MUNICIPAL PROPERTY

SEXUAL HARASSMENT POLICY

SEXUAL HARASSMENT, HARASSMENT and DISCRIMINATION POLICY/COMPLAINT PROCEDURE FOR STUDENTS

PROHIBITION AGAINST FIREARMS IN SCHOOLS

SEARCH AND SEIZURE IMMUNIZATION LAWS

EQUAL OPPORTUNITY GRIEVANCE PROCEDURE

TITLE IX- CHAPTER 662

NON-DISCRIMINATION

POLICIES AND PROCEDURE SECTION 504 OF THE REHABILITATION ACT OF 1973

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL