

Amherst-Pelham Regional High School



Student & Family Handbook

2012—2013

Amherst Regional High School

Core Values and Beliefs and Learning Expectations

CORE VALUES AND BELIEFS

High Achievement

Best Practices

Social Justice

1. **The high school administration, faculty, and staff believe in promoting high achievement for all students.**
 - **We develop and implement a developmentally appropriate, challenging and diverse curriculum based on national and state standards;**
 - **We emphasize high expectations for all students in all fields of endeavor;**
 - **We maintain inclusive and diverse educational environments that promote success for students with diverse challenges and learning styles.**

2. **The high school administration, faculty and staff believe in working from research-based best practices that promote student achievement.**
 - **We collaborate with colleagues to regularly develop curriculum and assessment, incorporate known best practices to support effective instruction and classroom innovations, and to ensure high professional standards in our work;**
 - **We create effective ways of gathering and analyzing data from student performance and use it to monitor individual student progress and inform instruction within and across departments;**
 - **We build partnerships with academic institutions and community organizations that enrich students and staff and add value to our school system.**

3. **The high school administration, faculty and staff believe that an education in diversity and social justice is essential for all members of our community. We believe that these values help us to recognize our civic responsibilities and the potential we share to make a positive difference in and beyond the school.**
 - **We develop curricula that educate students about the historical injustices suffered by people because of their identity;**
 - **We create a learning environment where students can grow personally, acknowledge their identities, and express differences while nurturing acceptance and respect for self and others;**
 - **We provide professional development opportunities for faculty and staff in diversity training and social justice education;**
 - **We celebrate the diversity within our community and affirm the bond we share as human beings.**

SCHOOL-WIDE LEARNING EXPECTATIONS

Preamble: At ARHS, students must be able to think critically and work both collaboratively and independently to construct knowledge. These core skills are integrated throughout our school's Learning Expectations.

1. ARHS students write effectively in a variety of formats.
2. ARHS students speak knowledgeably, clearly, and persuasively as a means of communication.
3. ARHS students read and listen for understanding.
4. ARHS students use quantitative and analytical reasoning skills to build understanding and solve problems.
5. ARHS students apply information literacy concepts and skills to use information resources critically and ethically.
6. ARHS students express themselves creatively in a variety of media.
7. ARHS students are informed, culturally aware and responsible local, national, and global citizens.
8. ARHS students demonstrate an understanding of historical and institutional injustice.
9. ARHS students demonstrate self-advocacy, self-respect, and respect for others.

Amherst, Pelham and Amherst-Pelham Regional School Districts

2012-2013 School Calendar

Aug 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

- 24 and 27 New Teachers' Orientation
- 28 All Teachers' Curriculum/Professional Development Day
- 29 All Teachers' Orientation
- 30 First Day of School Grades 1-12 (Kindergarten Orientation August 30 ,31)

September

- 3 Labor Day
- 4 Kindergarten Students' First Day of School

October

- 8 Columbus Day (No School)
- 25 Elementary Early Dismissal for Parent Conferences
- 30 Elementary Early Dismissal for Parent Conferences

November

- 6 Elementary Teachers' Workday (No School Grades Pre-K-6)
- 12 Veteran's Day (No School)
- 21 MS/HS Exams and Early Dismissal (All Schools)
- 22 -23 Thanksgiving Recess
- 26 Regional Teachers' Curriculum/Work Day (No School at MS or HS)

December

- 24 -January 1 Holiday Recess (School reopens 1/2)

January

- 1 New Year's Day (No School)
- 21 Martin Luther King, Jr. Day (No School)

February

- 1 Elementary Teachers' Workday (No School Grades Pre-K to 6)
- 18 -22 Winter Recess

March

- 8 HS/MS Half-Day (HS Exams)
- 11 Regional Teachers' Curriculum/Work Day (No School at MS/HS)
- 29 Good Friday (No School--due to budgetary constraints)

April

- 15 -19 Spring Recess

May

- 27 Memorial Day (No School)

June

- 14 Earliest Possible Last Day of School
- 21 Last Day of School (includes 5 make-up days) Note: The last three days of school are half-days at the HS/MS due to HS exams.

Feb 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Mar 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Apr 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jun 2013						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Jul 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Sep 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Oct 2012						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Nov 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dec 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jan 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

The last day of Trimester 1 is 11/21/12. The last day of Trimester 2 is 3/8/13. This provides 57 days in trimester 1, 61 days in trimester 2 and 62 days in trimester 3.

Name	Department	Voice Mail	Email
A Return to top			
Abbott, Jordan	Special Education	362-1734	abbottj@arps.org
Abbott, Shari	Social Studies	362-1519	abbotts@arps.org
Abdow, Sue	English Language Education, Department Head	362-1792	abdows@arps.org
Agustin, Tina	Special Education	362-1787	agustint@arps.org
Alschuler, Ericka	Guidance Counselor	362-1781	alschule@arps.org
Alvarez, Alexander	Mathematics	362-1560	alvareza@arps.org
Alward, Sue	Library	362-1773	alwards@arps.org
Ames, Jane	Physical Education, Department Head	362-1594	amesj@arps.org
B Return to top			
Baker, Karin	South East Campus	362-1980	bakerk@arps.org
Balzano, Sherry	Guidance Counselor	362-1793	balzanos@arps.org
Barber-Just, Sara	English	362-1516	barber-justs@arps.org
Beauregard, David		362-1700	beauregardd@arps.org
Bechtold, John	English; Performing Arts, Department Head	362-1502	bechtolj@arps.org
Bialek, Raloon	Special Education	362-1790	bialekr@arps.org
Blatner, Bill	Mathematics	362-1550	blatnerw@arps.org
Blauner, Patricia	Science	362-1534	blaunerp@arps.org

Blumgarten, Elizabeth	South East Campus, Program Coordinator	362-1728	blumgartene@arps.org
Bowen, Mareatha	Advisor, Gospel Choir; Advisor, Class of 2012	362-1700	bowenm@arps.org
Bressem, Kimberly	Special Education, School Psychologist	362-1770	bressemk@arps.org
Brooks, Barry		362-1722	brooksbjr@arps.org
Browne, Tina	English	362-1504	brownet@arps.org

C

[Return to top](#)

Camera, Samantha	Social Studies	362-1520	cameras@arps.org
Campbell-Morton, Melissa	Special Education	362-1766	mortonm@arps.org
Candito, Lisa		362-1780	canditol@arps.org
Caporello, Michael	Computer/Electronics Technician	362-1762	caporellom@arps.org
Cappelli, Connie	Guidance Office, Secretary	362-1720	cappellic@arps.org
Chamberlain, Diane	Assistant Principal	362-1731	chamberlaine@arps.org
Cissé, Oumy	World Languages, French	362-1568	cisseo@arps.org
Cocco, Claire	Social Studies	362-1529	coccoc@arps.org
Cooper, Anita	Performing Arts, Vocal Ensembles	362-1742	coopera@arps.org
Cornacchioli, Fran	South East Campus, School Adjustment Counselor	362-1981	cornaccf@arps.org
Courtney, Maribeth	Family and Consumer Science	362-1598	courtne@arps.org
Crossen, Heather	Special Education	362-1776	crossenh@arps.org
Custard, Mary	Dean of Students	362-1708	custardm@arps.org

D

[Return to top](#)

Dalmau, Bianca	Dean's Office, Secretary	362-1722	dalmaub@arps.org
Davis, Gloria	Social Studies	362-1524	davisg@arps.org
Day, Garrett	South East Campus	362-1980	dayg@arps.org
DiBona, Kimberly	Special Education	362-1789	dibonak@arps.org
Dustin, Andrea	Secretary to the Assistant Principal	362-1714	dustina@arps.org

E

[Return to top](#)

Ecclestone, Brian	Instructional Support Services, Computer/Electronics Technician	362-1763	ecclestb@arps.org
Eckart, Richard	Mathematics; Mathematics	362-1552	eckartr@arps.org
Elliott, James	Social Studies	362-1522	elliottj@arps.org
Ezbicki, Kristin	Special Education, School Psychologist	362-1749	ezbickik@arps.org

F

[Return to top](#)

Ferro, Rich	Athletic Director	362-1747	ferror@arps.org
Ferullo, Robert	Special Education	362-1788	ferullor@arps.org
Fleming, Maureen	Guidance Office, Department Head	362-1756	flemingm@arps.org
Figliola, Anne	Library	362-1773	figliolaa@arps.org
Foerster, Rand	South East Campus	362-1728	foerster@arps.org
Foulis, Stacy	Mathematics	362-1551	fouliss@arps.org
Fownes, James	Science	362-1540	fownesjh@arps.org

Fricke, Tom	Social Studies	362-1523	fricket@arps.org
Friedman, Geoffrey	Mathematics	362-1553	friedmag@arps.org
Fuller, Kathryn	Special Education Office	362-1730	fullerk@arps.org

G			
Return to top			

Goetz, Peter	World Languages, German	362-1574	goetzp@arps.org
Gould, Chris	Social Studies	362-1526	gouldc@arps.org
Gromacki, Miki	Assistant Principal	362-1783	gromackim@arps.org

H			
Return to top			

Hanson, Mark	Mathematics	362-1565	hansonm@arps.org
Harrington, Colin	Special Education	362-1791	harrinc1@arps.org
Hartl, Hannah	Art, Department Head	362-1588	hartlh@arps.org
Hayes, Sarah	Mathematics	362-1552	hayess@arps.org
Haygood, Elizabeth	Health Education; Physical Education	362-1595	haygoode@arps.org
Hedemann, Johanne	Family and Consumer Science	362-1597	hedemannj@arps.org
Herland, Chris	English	362-1506	herlandc@arps.org
Howes, Richard	Special Education, Department Head	362-1721	howesr@arps.org
Hwang-Carlos, Malia	English	362-1507	hwang-cm@arps.org

I			
Return to top			

Iverson, Kristen	English	362-1501	iversonk@arps.org
----------------------------------	---------	----------	--

J[Return to top](#)

Jackson, Mark	Principal	362-1706	jacksonmk@arps.org
Jacque, Ken	Health Education; Physical Education	362-1596	jacquek@arps.org
Jean, David	Family and Consumer Science	362-1599	jeand@arps.org

K[Return to top](#)

Kalman, Amy	Special Education, Speech/Language Pathologist	362-1739	kalmana@arps.org
Keenan, Marc	Dean's Office, Campus Monitor	362-1722	keenanm1@arps.org
Keenan, Pat	Main Office, Secretary	362-1701	keenanp1@arps.org
Koch, Nina	Computer Education; Mathematics; Webmaster	362-1555	kochn@arps.org
Kropf, Aaron	Science	362-1541	kropfa@arps.org
Kunze, Matthew	Science	362-1777	kunzem@arps.org

L[Return to top](#)

Larcheveque, Kelly Cortis	Guidance Counselor	362-1716	cortisk@arps.org
Larcheveque, Lee	Computer Education; Technology Education	362-1579	larchevl@arps.org
Leatart, Terry	Advisor, Community Service Club	362-1700	leatartt@arps.org
Leopold, Becca	Social Studies	362-1521	leopoldr@arps.org
Leutz, Simon	Social Studies, Department Head	362-1527	leutzs@arps.org

Levy, Benjamin	English	362-1509	levyb@arps.org
Lomasson, Leslie	Librarian	362-1773	lomassonl@arps.org
Lynn, Lori	Art	362-1589	lynnl@arps.org

M			
Return to top			

Marr, Danae	English, Department Head	362-1517	marrd@arps.org
Marruffo, Sara (on leave)	World Languages, Russian		
Mathews, Betsy	World Languages, Latin	362-1576	mathewsb@arps.org
McCarthy, Kathy	Science	362-1545	mccarthyk@arps.org
McCarthy, Mary	Science, Department Head	362-1542	mccarthm@arps.org
McCormick, Tracey	English	362-1512	mccormickt@arps.org
McFarland, Keith	English	362-1505	mcfarlandk@arps.org
Morehouse, Adriana	World Languages, Spanish	362-1569	morehoua@arps.org
Moriarty, Mark	Computer Education; English; Technology Education, Department Head	362-1755	moriartm@arps.org
Mucci-Ramos, Alessandra	Guidance Counselor	362-1782	ramosa@arps.org
Mudie, Jane	Mathematics, Department Head	362-1758	mudiej@arps.org
Murphy, Karen	South East Campus	362-1729	murphyk@arps.org
Muska, Paris	South East Campus	362-1729	muskap@arps.org

N			
Return to top			

[Nugent, Joshua](#) Mathematics 362-1564 nugentj@arps.org

[Nye, Kara](#) Performing Arts,
Band 362-1740 nyek@arps.org

O

[Return to top](#)

[O'Connor, Michael](#) Social Studies 362-1531 oconnorm@arps.org

[Oakes, Robin](#) Mathematics 362-1559 oakesr@arps.org

[Olson, Stewart](#) Technology Education 362-1580 olsons@arps.org

[Ominsky, Terry](#) Main Office,
Secretary to the Principal 362-1706 ominskyt@arps.org

P

[Return to top](#)

[Page, Bonnie](#) Nurse's Office,
Nurse 362-1744 pageb@arps.org

[Palmer, Dr. Sharon M.](#) Science 362-1537 palmers@arps.org

[Paradis, Annie](#) Science 362-1536 paradisa@arps.org

[Peterson, Benjamin](#) Performing Arts,
Orchestra 362-1741 peterstonb@arps.org

[Peterson, Jayne](#) Special Education 362-1719 peterstonj@arps.org

[Piccozzi, Eva](#) World Languages,
Spanish 362-1570 piccozzie@arps.org

Q

[Return to top](#)

[Quinn, Michael](#) South East Campus,
Behavior Interventionist 362-1728 quinnm@arps.org

R

[Return to top](#)

Ranen, David	Performing Arts	362-1961	ranend@arps.org
Reich, Ellen	English	362-1513	reiche@arps.org
Ross, Myra	College Advisor	362-1715	rossm@arps.org
Runyan, Greg	Dean's Office, Dean of Students	362-1707	runyang@arps.org

S

[Return to top](#)

Sarr, Momodou	Special Education	362-1711	sarrm@arps.org
Saxenian, Steve	Mathematics	362-1561	saxenias@arps.org
Sears, Ben	Art	362-1590	searsb@arps.org
Shapiro, Netania	South East Campus	362-1728	shapiron@arps.org
Shaw, Nick	Performing Arts; Science	362-1543	shawn@arps.org
Shea, Missy	Business Education	362-1583	sheam@arps.org
Smith, Sean	World Languages, Latin	362-1963	smiths1@arps.org
Snowdon, Joan	English Language Education	362-1794	snowdonj@arps.org
Stankiewicz, Cynthia	World Languages, Department Head	362-1577	stankisc@arps.org
Stauder, Jeffrey	Art	362-1584	stauderj@arps.org
Steed, Meaghan	World Languages, Spanish	362-1571	steedm@arps.org
Suprenant, Robbin	Nurse	362-1743	suprenantr@arps.org

T

[Return to top](#)

Tarr, Michaela	Registrar	362-1703	tarrm@arps.org
Thomas, James	South East Campus	362-1729	thomasj@arps.org

Thompson, Michael	Interim Assistant Principal; Science	362-1783	thompsom@arps.org
-----------------------------------	---	----------	--

Tracy, Cathy	Guidance Office, Secretary	362-1715	tracyc@arps.org
------------------------------	-------------------------------	----------	--

V

[Return to top](#)

Vaissiere, Frank	World Languages, French	362-1567	vaissief@arps.org
----------------------------------	----------------------------	----------	--

Vernon, Tracy	Performing Arts, Dance	362-1591	vernont@arps.org
-------------------------------	---------------------------	----------	--

W

[Return to top](#)

White, Pam	Athletic Director's Office, Secretary	362-1746	whitep@arps.org
----------------------------	--	----------	--

Wilby, June	Mathematics	362-1562	wilbyj@arps.org
-----------------------------	-------------	----------	--

Wilkes, Kathy		362-1700	wilkesk@arps.org
-------------------------------	--	----------	--

Woodruff, Nat	Science	362-1538	woodruffn@arps.org
-------------------------------	---------	----------	--

Y

[Return to top](#)

Yan, Yiping	World Languages, Chinese	362-1575	yany@arps.org
-----------------------------	-----------------------------	----------	--

Yohan, Tara	Science	362-1548	yohant@arps.org
-----------------------------	---------	----------	--

Z

[Return to top](#)

Zephyr, Lisa	Student Support Counselor	362-1784	zephyrl@arps.org
------------------------------	---------------------------	----------	--

Ziomek, Karen	Special Education	362-1582	ziomekk1@arps.org
-------------------------------	-------------------	----------	--

Zutautas, Marcia	Advisor, Class of 2014	362-1700	zutautasm@arps.org
----------------------------------	------------------------	----------	--

Table of Contents

<i>School Administration Guide</i>	I
<i>Mission Statement</i>	II
<i>School Calendar 2012-2013</i>	III
<i>Academic Calendar</i>	IV
<i>High School Staff Directory</i>	V

Section I: ACADEMIC POLICIES AND REQUIREMENTS

Part 1: ATTENDANCE/TARDINESS POLICIES AND PROCEDURES

<i>Important School Contact Numbers</i>	1-2
<i>Contacting School Personnel</i>	1-2
<i>General Statement/Statement of Belief</i>	3
<i>Role of Parents and Guardians</i>	3
<i>Absence Limits and Loss of Course Credit</i>	4
<i>Absences</i>	4
<i>Excused Absences</i>	5
<i>Unexcused Absences</i>	5
<i>Other Absence-Related Issues</i>	6
<i>Early Dismissals from School</i>	6
<i>Early Dismissal Due to Illness</i>	6
<i>Attendance Conference</i>	7
<i>Tardiness Policies and Procedures</i>	8-9
<i>Tardy to Class</i>	9
<i>Attendance Requirements</i>	9
<i>Field Trips, Athletics and Co-Curricular Activities</i>	9

Part 2: GRADES, HOMEWORK AND EXAMS

<i>Academic Honesty</i>	10
<i>Homework</i>	10
<i>Physical Education Make-Up Work</i>	11
<i>Final Examinations</i>	11
<i>Senior Exam Exemption</i>	12
<i>School to Home Communications</i>	12
<i>Uniform Grade Policy</i>	12
<i>Incompletes</i>	13
<i>Incompletes & In Progress Grades</i>	13
<i>Pass/Fail Grades</i>	13
<i>Honor Roll</i>	13
<i>Grade Point Average</i>	14

Part 3: GRADUATION REQUIREMENTS AND PROCEDURES

<i>Participation in Ceremony</i>	14
<i>Requirements for Graduation</i>	14
<i>Credit or Partial Credit</i>	15
<i>Early Graduation Requirements</i>	15
<i>Reduced Day</i>	16
<i>Change of Student Programs</i>	16-17
<i>Changing Levels</i>	17
<i>Transfer Procedures</i>	17
<i>Full-Time Enrollment</i>	17
<i>Re-enrollment of Student 18 years of age or older</i>	18

Part 4: ALTERNATIVE ACADEMIC EXPERIENCES

<i>Alternative Learning Program (ALPs)</i>	19
<i>Occupational /Vocational Program (Work Study)</i>	20
<i>College Courses</i>	20
<i>Student Records</i>	21
<i>Withdrawal and Re-enrollment Procedures for Families on Sabbatical Leave</i>	22
<i>Auditing Classes</i>	22

Section II: CODE OF CONDUCT

<i>Philosophy</i>	23
<i>The Right to Due Process</i>	23-24
<i>Student Expression</i>	24
<i>Disciplinary Protocols</i>	24-25
<i>Disciplinary Infractions</i>	26-36
<i>Additional Disciplinary and Safety Policies</i>	36-37
<i>Rules Governing Behavior on School Buses</i>	38-39

Section III: ATHLETICS /REQUIREMENTS/PRESCHOOL FEES

<i>Philosophy</i>	40
<i>Participation in Interscholastic Sports</i>	40
<i>Eligibility for Interscholastic Sports</i>	41
<i>M.I.A.A. Eligibility Requirements</i>	41
<i>ARHS Eligibility Requirements</i>	41
<i>High School Athletic Fees 2012-2013</i>	42-43
<i>MS Athletic Fees 2012-2013</i>	43
<i>ARHS Fees 2012 – 2013</i>	44
<i>ARHS Preschool Fees</i>	44
<i>Sports Waiver Process</i>	44
<i>Athletic Teams</i>	45
<i>M.I.A.A. Chemical Health Policy</i>	45-47
<i>Minimum Penalties</i>	45
<i>National Honor Society</i>	47

Section IV: HEALTH

<i>Health Room Procedures and Staff</i>	49
<i>Health Screenings: Vision, Hearing, BMI, and Postural Tests</i>	49
<i>Emergency Information</i>	49
<i>Physical Education Excuses</i>	50
<i>Physical Examination Requirements</i>	50
<i>Sports Examination Requirements</i>	50
<i>Immunization Requirements</i>	50
<i>Medication Policy</i>	51
<i>Condom Availability</i>	51
<i>Elevator Pass</i>	51

Section V: USE OF FACILITIES/SAFETY

<i>Security</i>	52
<i>Library</i>	52
<i>Cafeteria</i>	52
<i>Closed Campus</i>	53
<i>Telephones</i>	53
<i>School Murals</i>	53
<i>Fire Drill Procedures</i>	53
<i>Student Parking</i>	53-54

Appendix

<i>Letter from the Superintendent</i>	
<i>District Policies and Procedures</i>	

IMPORTANT SCHOOL CONTACT NUMBERS

A complete list of contact information for all ARHS employees can be found on the schools web site: <http://www.arps.org/hs/>.

<u>ADMINISTRATIVE OFFICES</u>	<u>TELEPHONE NUMBERS</u>
Mr. Jackson PRINCIPAL'S OFFICE	362-1700, 1701
Ms. Gromacki ASSISTANT PRINCIPAL	362-1714
Ms. Chamberlain ASSISTANT PRINCIPAL	362-1730
Mr. Rich Ferro ATHLETIC DIRECTOR	362-1746
Ms. Dustin MASTER SCHEDULE	362-1714
ATTENDANCE AND MESSAGES	362-1718
GUIDANCE OFFICE	362-1715
CAREER AND COLLEGE PLANNING	362 -1720 362 -1713
Ms. Custard[Grades 9 & 11] Mr. Greg Runyan[Grades 10 &12] DEAN of STUDENTS OFFICE	362-1708 362-1707
Ms. Suprenant HEALTH OFFICE	362-1743
Ms. Tarr REGISTRAR'S OFFICE	362-1703
SPECIAL EDUCATION OFFICE	362-1730
Mr. David Slovin SOUTH AMHERST CAMPUS	362-1728

CONTACTING SCHOOL PERSONNEL

Students and parents/guardians are encouraged to talk directly with teachers and other school staff when they have questions or concerns. Parents/guardians can best reach teachers directly by telephoning the school during school hours. (7:30 a.m. - 3:00 p.m.) to leave a voice mail message. Parents and guardians should expect to receive a call back within 48 hours. Please refer to the Table of Contents for High School Staff Directory, including a list of contact phone numbers and email addresses for Faculty and Staff.

The intent of the grid below is to direct parents/guardians to the faculty or staff member best able to address their particular concern.

Concern	Contact Person
Student's performance/behavior in a particular course.	Teacher
General questions about curriculum, course sequence grading system for a particular department	Department Head [See listing of department head below]
Student's overall performance	Guidance Counselor
Personal concerns affecting performance	Guidance Counselor
If you have contacted a teacher or counselor and you feel your concern has not been adequately resolved.	The Assistant Principal who supervises the particular department.
If you have spoken to an Assistant Principal and	The High School Principal

you feel your concern has not been adequately resolved.	
If you feel that your concern still has not been resolved adequately at the building level.	Superintendent of Schools
School Records	The Registrar

Department	Department Head
1. Art	Ms. Hartl [hartl@arps.org]
2. English Language Education	Ms. Abdow [abdowS@arps.org]
3. English	Ms. Marr[marrd@ARPS.ORG
4. Family & Consumer Science	Ms. Ames[AMESJ@ARPS.ORG]
5. Guidance	Ms. Fleming[FlemingM@ARPS.ORG]
6. Health & Physical Education	Ms. Ames[AMESJ@ARPS.ORG]
7. Library	Ms. Lomasson[LomassonL@ARPS.ORG]
8. Mathematics	Ms. Mudie[mudiej@ARPS.ORG]
9. Performing Arts	Ms. Bechtold[bechtolj@ARPS.ORG]
10. Science	Ms. McCarthy[MCCARTH@ARPS.ORG]
11. Social Studies	Mr. Leutz[LEUTZS@ARPS.ORG]
12. Special Education	Mr. Howes[HowesR@arps.org]
13. Technology/Business	Mr. Moriarty[MORIARTM@ARPS.ORG]
14. World Language	Ms. Stankiewicz[stankisC@arps.org]

The Student and Family Handbook contains all the policies and expectations governing Amherst Regional High School for SY 2012 - 13. The school administration reserves the right to amend all policies, pending notification to the school community, exclusive of those determined by Massachusetts General Law and the Amherst Regional School Committee.

**SECTION I
ACADEMIC POLICIES AND REQUIREMENTS
PART 1: ATTENDANCE/TARDINESS POLICIES AND PROCEDURES**

STATEMENT OF BELIEF

ARHS is committed to ensuring the success of all students. The school's policies and procedures are designed to facilitate this success. The most basic of these concerns attendance. Success more readily comes to students who are in class, on time, every day.

Both Massachusetts General Law[Chapter 76: Section 1] and Amherst Regional Public Schools[Policy JH] require daily attendance of all students. But, in addition to law and policy, the most important reasons for daily attendance are, finally, educational.

We strongly believe that what occurs in class is central to student learning. On-line courses and independent study have their place. But, ultimately, the classroom is the centerpiece of the academic experience. The richness of the classroom environment - the exchange of ideas with peers and teachers, the opportunity to explain, defend and receive feedback on one's thinking, learning to work collaboratively with one's peers - these are all experiences that are irretrievably lost when a student is not present in class. Some academic experiences can be made up; these cannot.

The purpose of this section, then, is to provide students and families with all the information about the ARHS attendance policy necessary for them to make sound decisions.

The most basic piece of information is this: unless they have a valid excuse, students are required to attend each of their scheduled classes. As well, they are required to be on time for each class.

ROLE OF PARENTS & GUARDIANS

Massachusetts General Law[Chapter 76: Section 2] directly addresses the responsibility of parents and guardians to ensure their children's consistent attendance. As it is consistent with Massachusetts General Law, we hope and expect that parents and guardians support the ARHS attendance policy and encourage their children's daily attendance.

An important way parents and guardians can support ARHS's attendance policy is to inform the school about reasons for absences and tardies. How to provide this information to the school is described in the **EXCUSED ABSENCE** section found below.

At times, the school and parents and guardians will disagree about what constitutes a legitimate excuse. The school will work to be fair and reasonable in its judgments, but, ultimately, retains the right to make these determinations.

ABSENCE LIMITS AND LOSS OF COURSE CREDIT

In each trimester, per each course, students are allowed eight(8) absences without affecting their credit status. An exception is for courses which meet two or three days a week all year. Here, credit status is affected when students exceed eight(8) absences cumulatively for all three trimesters.

Tardies to class also figure into this equation. Three(3) tardies are equal to one absence. So, for example, if a student who was absent to class seven(7) times and was also tardy to the same class six(6) times, which is equal to two absences, then the student's absence total would actually be nine(9).

If a student exceeds the **absence limit total of 8** in a trimester, he/she will receive a grade but no credit for the course.

ABSENCES

There are three categories of absences. Each category bears differently on the potential loss of course credit. Therefore, it is important to distinguish between each of them.

Category I Excused absences which DO NOT count towards loss of credit:

Generally, these absences are beyond the control of students. As reasons, the school recognizes them as valid.

A. School-related Absences: These absences do not require students or families to submit any supporting documentation.

1. School-sponsored field trips
2. School-sponsored foreign exchange programs
3. Suspensions from school.
4. In-school meetings with college representatives[limited to three(3) per school year]

B. Non School-related Absences: Unlike the reasons for absences listed above, absences listed here require documentation. See specifics of how to excuse an absence in the 'Excused Absence' section below.

1. Observation of religious holidays
2. College visits[limited to three(3) days per school year]
 - The three day limit applies to both juniors and seniors.
3. Quarantine or physician-documented long-term illness, injury or physician-authorized recurring appointments.
4. Death in immediate family, family illness, or serious emergency
5. Mandated court appearances

Category II Excused absences which DO count towards loss of credit: Generally, students and families retain a degree of control over these circumstances.

- A. Short-term student illness;
- B. Early dismissals
- C. Medical appointment
- D. Family vacation

- E. College visits beyond the three(3) school day limit
- F. In-school meetings with college representatives, beyond the three(3) period limit
- G. Behind the wheel driver's test

Category III Unexcused absences, all of which DO count towards loss of credit

- A. Absence not explained by same day phone call to the attendance line or a note written by a parent or guardian and submitted to the main office within two school days of returning.
- B. Missed school bus
- C. Traffic or car trouble
- D. Student oversleeps
- E. If a student is driven to school by parent, sibling, or friend and that ride is late or did not show up

All Category II and III absences will count toward the absence limit.

Therefore, families and students need to be mindful of the accumulating total of absences in each of a student's classes.

The school will mail home absence total reminders when students accumulate five and eight absence in any of their classes.

For students who have regularly scheduled appointments with health care professionals, parents should request that these appointments be scheduled outside of school hours.

EXCUSED ABSENCES

Below are the procedures by which absences are considered 'excused'.

1. When they return from an absence, students are required to bring a note, signed by a parent or guardian, that informs the school that the student was absent with the parent/guardian's knowledge. Students, after their return to school, have 48 hours to submit a note. For example, a student who was absent on Monday and returns to school on Tuesday has until the close of school on Wednesday to submit a note.
2. All absence notes must be submitted to the main office.
3. To excuse an absence, parents and guardians also have the option to call the main office **on the day of the absence**. Next day phone calls will **not** be accepted.
4. If a same day call is made to excuse an absence, the student does **not** have to bring a note when he or she returns to school.
5. The number to call to excuse an absence is: **362-1718**.
6. If a note is returned within 48 hours, or a call is made the same day, the absence is considered 'excused' and the student will have an opportunity to make up for credit all work missed during the absence.

UNEXCUSED ABSENCES

1. If a student fails to produce an excuse note signed by a parent or guardian within 48 hours or, if a same day phone call is not received, the student's absence from school will be considered 'unexcused'.

2. If a student is absent from first period class, parent or guardians will be notified via email and a computer-generated phone call. If an absence note is received within 48 hours, the absence will be re-categorized as 'excused'. If an absence note is not received within 48 hours, the student is subject to a disciplinary consequence.
3. Notes submitted after 48 hours must first be approved by one of the deans of students. Approval will be granted only under extreme circumstances.

OTHER ABSENCE-RELATED ISSUES

1. If a student is absent from school because of an extended illness or surgery, a doctor's note at the time of diagnosis must be sent to the office. If the student is absent from school for more than 14 consecutive days for medical reasons, the student is eligible for home/hospital tutoring services.
2. Even for non-medical reasons, if a student is absent for an extended period of time, parents and guardians should notify the student's guidance counselor.
3. If a student misses 20 minutes of a class period, the student will be considered absent for the entire period.
4. Students who are 18 years old may write absence notes for themselves only if they are emancipated and living on their own. Only the courts can designate a student as emancipated.

EARLY DISMISSALS FROM SCHOOL

The purpose of an early dismissal is to allow a student to schedule a critical appointment that cannot be scheduled after school. An example of a critical appointment is a court summons. Dismissals should not be requested on a regular basis.

1. Students may be dismissed from school and receive an "excused" absence only if the student brings a note from a parent/guardian to the main office stating the date and time of the dismissal prior to leaving the building.
2. Students who are dismissed from school and miss 20 minutes of a class period will be considered absent for the entire period.
3. Upon returning to school from a dismissal, a student must check in to the main office and receive a pass to class.
4. If an in-season student-athlete receives an early dismissal, he or she must present a note from a parent or guardian to the athletic director to be eligible for participation on that day. Student athletes who leave school grounds without permission will be ineligible to compete or practice on that day.
5. Students who leave school without following this dismissal process will be considered as having cut school. They will be assigned disciplinary consequences for an unexcused absence and not receive credit for missed work.

EARLY DISMISSAL DUE TO ILLNESS

1. Students who become ill in school must report to the Health Room.
2. If a student becomes ill during class, he or she must inform the teacher. The teacher will write the student a pass to the Health Room.
3. The school nurse will assess the student and attempt to contact the parent or guardian before making a judgment about whether or not the student is to be released from school.
4. Only with clearance from the nurse, and after proper arrangements have been made with a parent or guardian, will a student be permitted to leave school.

5. Students who leave school without following this dismissal process will be considered as having cut school. They will be assigned disciplinary consequences for an unexcused absence and not receive credit for missed work.

ATTENDANCE CONFERENCE

When, in any given course, a student exceeds the **absence limit total of eight(8) days** per trimester, he/she will be placed on non-credit status. This means that the student will receive a grade for the course but no credit.

Once a student is placed on non-credit status, he or she must schedule an attendance conference.

The school assumes that exceeding the absence limit is an opportunity disguised as a problem. The conference provides an opportunity for the school and family to collaborate on a plan to improve the student's attendance pattern. If there is no evidence of extenuating circumstances, the prospect of losing credit is a real one. However, the goal of the hearing is to ensure consistent attendance by resolving the issues that prevent it.

An attendance conference has three possible outcomes:

- The permanent loss of credit;
- The restoration of credit; or,
- The loss of credit with conditions to meet before credit is restored.

How to arrange for a conference and the specifics of the process are described below.

- The school will notify families by letter when a student exceeds the absence limit in any particular course. This notification will not wait until the end of the trimester, but, instead, will come as soon as the student has exceeded the absence limit. This letter will direct parents and guardians to call the office of the Deans of Students to make an appointment for a conference.
- A conference cannot be held with parents or guardians alone. Students **must** attend the attendance conference. If a student is unable to attend, the conference will be rescheduled. As well, the school will invite the student's guidance counselor and dean to attend. For students with IEP's, the school will also invite their liaisons.
- At the conference, students and parents/guardians must be prepared to present documentation and describe circumstances that the school may not be aware of that they believe explains the attendance pattern. Assertions without documentation will not be looked upon favorably.
- The school principal, or his designee, will preside and make all final decisions. These decisions are not subject to appeal.

PLEASE READ THIS PARAGRAPH TWICE: Students and families need to understand that if, after the conference, the principal, or his designee, decides the evidence does not support the restoration of credit, the student is **NOT** guaranteed the opportunity in the subsequent trimester to make up the course. A number of considerations may preclude this: the course may not be offered; the course may be offered only at a time in the day that conflicts with another course in the student's schedule; and, lastly and, most likely, there may not be empty seats in particular

course. If a course is fully enrolled, the enrollment ceiling will not be raised to accommodate students who need to re-take the course.

TARDINESS POLICIES AND PROCEDURES

Students are tardy to school if they are not in their first period classroom when the bell rings at 7:45 am.

1. If students arrive to school after the 7:45 bell, they are expected to sign in with the campus monitor who will be stationed in the front hall. They are then to proceed directly to class.
2. Every time students are tardy to school, they will be assigned an administrative detention. Administrative detention meets in the cafeteria and lasts for 30 minutes.
3. Students will be expected to serve their detention within 48 hours. This means they can serve the detention either on the same day or the next school day.
4. Failure to serve the detention within 48 hours will result in disciplinary consequences.
5. If students have an acceptable excuse note signed by a parent or guardian, they must present it to one of the Deans of Students. In order to be exempted from detention, the student has the responsibility to present a note to a dean within 48 hours. The deans are available in the cafeteria during all lunch periods. **After 48 hours, notes will no longer be accepted and disciplinary consequences will be assigned.**
6. All notes need to specify the reasons for tardiness. Excuse notes will be accepted in the following cases:
 - a. A medical appointment—the student must bring a note from a parent/guardian identifying the time and date the student was seen. A doctor’s note alone is not sufficient to excuse tardiness. A note from the parent or guardian must also be provided.
 - b. A court appearance—the student must bring a note from parent/guardian identifying the time and date of the appearance.
 - c. In the case of other **urgent or extenuating circumstances**, the Deans of Students, Ms. Custard and Mr. Runyan, are authorized to engage students and families in a conversation to better understand the circumstances and make a final decision about whether consequences will be waived.
 - d. Here are a few examples to help clarify what circumstances would be considered ‘**urgent or extenuating**’: traffic jams or the alarm clocks not going off would not; trips to the hospital or child care arrangements falling through would.
7. If a student is late to school after 8:05 am, she/he should report to the main office before going to class. Students will be issued a blue hall pass.
8. Unlike an absence, tardiness, including tardiness that results in an absence to class, **cannot** be excused by a phone call to the main office or the absence line.

TARDY TO CLASS

1. Tardy to class is defined as not being inside the assigned classroom before the late bell rings.
2. Teachers have the lead in addressing tardiness to class.
3. Teachers will assign a teacher detention on the 4th tardy to class.
4. Subsequent offenses need to be written up as a referral to the deans. Students will be assigned a deans detention for each subsequent tardy.

ATTENDANCE REQUIREMENTS

When a student who is 16 years or older has exceeded the absence limit and cannot earn credit, an administrative withdrawal may be in his or her best interests. This is a potential option the student and his or her family may want to explore with the school. The student and his/her parent/guardian will be encouraged to re-enroll the student for the following trimester with a supportive plan developed with the student's guidance counselor and the Assistant Principal for Student Support Services.

FIELD TRIPS, ATHLETICS AND CO-CURRICULAR ACTIVITIES

Students who arrive at school after 8:05 or are dismissed during the day are not eligible to participate in school-sponsored activities on that day unless their notes are approved by the athletic director or the moderator of the activity. This includes practice and games for student athletes, performers in dramatic and musical activities and all participation in club activities.

Important Reminder: While they are on suspension, students are not eligible to participate in any school-sponsored activities. This includes practice and games for student athletes, performers in dramatic and musical activities and all participation in club activities.

PART 2: GRADES, HOMEWORK AND EXAMS

ACADEMIC HONESTY

Academic honesty and integrity are important to our school community. The values of honesty and integrity are the cornerstones of academic success and life-long learning habits. To this end, students have the responsibility to acknowledge the work of others, and to take credit only for work that is solely their own. Using the words or ideas of others without giving them credit (plagiarism), cheating on tests or attempting to cheat, not crediting the work of each participant in a group project, copying assignments, or sharing work in any way not directly permitted by the teacher are forms of academic dishonesty. Giving or receiving help on tests or projects unless specifically permitted by the teacher are also forms of cheating. Plagiarism, cheating, attempts at cheating and falsification of materials (including written, audio-visual, Internet and other computer technologies) will meet with serious consequences. See Page 23 for an itemization of consequences. The names of students who violate the Academic Honesty policy will be referred to the Assistant Principal. A record of such incidents will be maintained in the event that a pattern of academic dishonesty develops.

HOMEWORK

Homework is considered an integral part of the educational process in our school. Academic success requires that ARHS students are organized, disciplined and active participants in all classes. Students must come to school everyday on-time, ready and prepared to learn. Completing all of the assigned work inside and outside the classroom ensures academic preparation that leads to academic success.

Definition of Homework:

Assignments to be completed outside of class hours/rooms are considered homework. Homework can be assigned for many different purposes by teachers. Some of these purposes are:

- To encourage responsibility, self-discipline and independence.
- To expand the curriculum.
- To increase academic achievement.
- To meet the expectations of families and the community at large.

Type of Homework:

The type of homework depends on the purpose behind it, as stated above. There are different types of homework to be completed outside of the classroom:

- Preparation
- Practice
- Application
- Extension
- Creativity

Teacher Responsibility:

- Teachers must be clear and specific with all students about what is required for homework, including due dates, assessment criteria for completed work and relevance to course work.
- Teachers should assign homework assignments that are relevant, that reinforce and/or expand classroom work.
- Teachers should give students feedback on homework on a timely fashion and keep them informed regularly of their performance/status of their work.
- Teachers need to keep parents/guardians informed of the students' class performance; therefore, they must report to them a pattern of not completing homework. This must be

done through phone calls, e-mail, and/or Comment Appraisal forms sent home after the student has failed to turn in 3 assignments.

- Teachers must inform students of missed work/homework upon their arrival back in class after an absence and inform them when the work is due.

Student Responsibility:

- Students must complete homework within the time limit assigned by the teacher.
- Students must try to provide the best possible quality of work within their ability.
- Students must alert their parents/guardians and/or teachers the moment they confront any difficulties in the process of completing homework
- In the event of an absence, students are responsible for getting the work they might have missed upon their arrival. For every day of absence, students have two days to make up and/or make the necessary arrangements to complete missed homework.

Parent/Guardian Responsibility:

- Parents/guardians must provide a home environment that facilitates and is conducive to effective homework/study time.
- Parents/guardians should monitor homework completion and promote a positive attitude at home regarding the importance of homework for academic progress.

PHYSICAL EDUCATION MAKE-UP WORK

Students are required to make-up all excused absences in physical education. Unexcused absences cannot be made up. Excused absence notes must be presented 24 hours from the date of the absence. No excuse will be accepted after that date. In addition to regular make-up sessions arranged individually with the specific teacher after school (2:20-3:10), physical education classes may be made up after school during a one-week period prior to the close of each marking period. Dates and times will be announced in advance of each make-up week. Questions should be referred to the Athletic Director.

FINAL EXAMINATIONS

All courses of study will include some type of cumulative experience designed to evaluate student achievement. Exam periods will be scheduled at the end of each term. Exams (or culminating activities) will be included in each trimester grade for each course. The weight of such grades will be determined by each department within a range of ten to twenty percent of the trimester grade. The weight of exam grades will be consistent within each course (e.g. the same weight will be used for all Chemistry classes, for all Algebra classes, etc.).

- All exams are to be taken during the regularly scheduled exam period for the course. Students are not permitted to take exams before when their class is scheduled to take them. There are no exceptions.
- Students who have an unexcused absence will receive a 0 for missed exams. A student who misses an exam because of an excused absence will receive an INC on his/her report card.
- During November and March, final exams missed because of an absence must be completed during the first week of the new trimester. Students who do not complete final exams during this time will receive a 0 for the final exam grade
- Exams in June, for students whose absences are excused, will be administered during the summer; they will be supervised by a teacher, counselor or administrator by appointment. Students must take their exam before the end of the second week of the new school year. If they do not, their grade will become a 0 for the final exam.

SENIOR EXAM EXEMPTION

A revised Senior Exam Exemption framework will be presented to the school community in advance of the third trimester.

SCHOOL TO HOME COMMUNICATION

1. **Report Cards:** Grades will be reported three (3) times a year, with three formal report cards issued at the end of the first, second, and third trimesters. When the final report card of the year is issued, it will include a final grade as an average for all work completed in a course. A final trimester grade will also be given at the conclusion of all trimester courses. Only the final report card of the year will be mailed home. Reports cards for the first and second trimesters will be hand carried by students.
2. **Progress Reports:** As a result of the community's wide-spread use of *PowerSchool's* 'ParentPortal' to monitor in real time both student attendance and grades, starting with SY 2011-12, hard copies of progress reports will not be generated. Instead, the school will notify the community of the mid-point date of each trimester and faculty will be required to have their grading up to date by this time. For families without Internet access, progress reports will still be mailed home.
3. **Interim Communications:** Beyond reports cards and progress reports, circumstances may necessitate additional communication with parents and guardians. Specifically, faculty are obliged to initiate communication when there are significant changes in a student's behavior or academic performance. These communications would be sent via email and be copied to the student's guidance counselor and/or special education liaison. However, as a matter of course, faculty will not notify families about missing assignments or attendance. This information is readily available via the 'ParentPortal'.

UNIFORM GRADE POLICY

Conversion to letter grade from numerical grade entry:			Conversion to numerical grade from a letter grade entry:		
A+	96.5 – 100	C+	76.5 – 79.49	A+	98
A	92.5 – 96.49	C	72.5 – 76.49	A	94.5
A -	89.5 – 92.49	C-	69.5 – 72.49	A-	91
B+	86.5 – 89.49	D+	66.5 – 69.49	B+	88
B	82.5 – 86.49	D	62.5 – 66.49	B	84.5
B-	79.5 – 82.49	D-	59.5 – 62.49	B-	81
		F	59.49 and below		
				F	61

Performance Achievement Level

A = Superior
B = Good
C = Fair
D = Passing
F = Failing

INC = Work Incomplete
DRP = Drop Passing
DRF = Drop Failing
WDP = Withdrawn Passing
WDF = Withdrawn Failing

EXC = Excused
IP = In progress
P = Passing
AUD = Audit
U = Unsatisfactory

Course Designations

CP: College Prep
HON or H: honors courses

AP: Advanced Placement
ALPs: Alternative Learning Programs

INCOMPLETES

In case of illness or other excused absences, students may be given a grade of Incomplete. Any other reason for giving an Incomplete must be approved by the Assistant Principal. Grades of Incomplete will not be given to students who cut class, or fail to make-up work. Students have two weeks from the end of the term to hand in missing work. If work is not submitted, the “incomplete” grade will be changed to a failing grade (F).

Students will be notified by teachers individually no later than the day that grades are submitted if the student has received an Incomplete.

INCOMPLETE & IN PROGRESS GRADES

In case of illness or other excused absences, students may be given a grade of Incomplete (INC). Incompletes may also be used by a teacher when a student has demonstrated the ability to complete a course, has made a good faith effort to do so, and needs additional time. An Incomplete grade allows a student two weeks from the end of the term to complete all assigned work. If work is not submitted, the Incomplete grade will be changed to a failing grade (F). Students are responsible for submitting all work within the two week period. An incomplete grade will exclude the students from the Honor Roll.

An In Progress (IP) grade is used when a student cannot complete a course by the end of the trimester because of a major illness or other serious obstacle. An agreement is made between the student, parent and teacher with the approval of the assistant principal to extend the time allowed to complete work. A specific date for completion must be identified.

Incomplete and In Progress grades will not be granted to seniors during for the third trimester since final credit checks and grade point averages must be completed before the graduation ceremony.

PASS/FAIL GRADES

In some situations it may be appropriate for a student to take a course with the grade of Pass (P) or Fail (F). A student who will need significant modifications to take a particular class may be eligible to use the Pass/Fail option. For example, a student who has been ill for an extended period may request to complete a class Pass/Fail. A student attempting a difficult honors class for the first time may request a grade of Pass/Fail. A student learning English while in high school may request Pass/Fail for particular courses. A student with significant learning differences may request a grade of Pass/Fail. Also, all students doing community service projects for credit--for example teacher's aide, office aides and peer tutors---will receive a Pass/Fail grade.

To request the use of a Pass/Fail grade a student or parent should discuss the issue with a counselor. If the request is appropriate the counselor will contact the teacher for input and the assistant principal for approval. This process should be completed by the end of the drop add period at the beginning of the course or sooner.

HONOR ROLL

The high school Honor Roll will be published at the end of each trimester. Only trimester grades will be used to determine eligibility for the Honor Roll. Every student whose report card includes at least three graded classes with no grade lower than B-, no “Unsatisfactory” and no “Incomplete” will be included on the Honor Roll. Grades in all classes including ALPs, Physical

Education, university and college courses, and Directed Study will be used to determine Honor Roll eligibility. Students taking ungraded courses or ALPs must receive a pass in those classes. Students who receive incomplete grades will not be eligible for the Honor Roll unless the incomplete is completed within two weeks of the end of the trimester and a grade is submitted to the registrar. Courses dropped must be dropped with a passing grade (DRP).

GRADE POINT AVERAGE [GPA]

GPA is calculated for each student at the end of their junior year and at the end of the first trimester of senior year. All academic subjects completed in grades 9-12 at Amherst-Pelham Regional schools are included- with the exceptions listed below.

Courses not computed as part of GPA:

- Physical Education classes
- ALPs which do not have a written curriculum or are not graded by an ARHS teacher
- Courses taken outside of ARHS (including college classes)
- Courses designed to provide academic support

Rank in class is not calculated or reported for ARHS students except to determine the valedictorian and salutatorian. Students must have completed two full school years and 44 credits counted in GPA to be considered for valedictorian.

PART 3: GRADUATION REQUIREMENTS AND PROCEDURES

PARTICIPATION IN CEREMONY

In order to participate in the graduation ceremony, students must have satisfied all graduation requirements by the last day of classes for seniors. All work must be turned before that date.

REQUIREMENTS FOR GRADUATION

A student must take a minimum of five full-year (4 credit) subjects, or the equivalent each year. The equivalent of a 4 credit subject may be two trimester subjects, an ALPs program, or a no-credit audit as long as the student is in daily attendance in the course. This is a minimum course load of 22 credits. To receive a diploma from Amherst Regional High School, a student must have earned a total of 88 credits, with the following distribution specified:

English/4 years	16 credits (Two credits in oral communications, eight credits in literature courses, and two in a writing course are required). Students must be enrolled in an English course each trimester, even if they have already earned 16 credits
Physical Education/ Health	4 credits. There are 2 required courses, each for 2 credits: <ul style="list-style-type: none"> • Physical Education 9 - Adventure Challenge • Health Education 10
Social Sciences	12 credits (four of which must meet the US History requirement)
Mathematics	8 credits
Science	8 credits in laboratory science

NOTE: Only credits earned during grades 9-12 count toward graduation

All two-trimester courses in grades 9-12 earn 4 credits with these exceptions:

Physical Education	2 credits per trimester
Trimester courses (other than	2 credits per trimester

PE)	
Work Study	Variable, depending on number of school hours worked
Alternate Learning Programs (ALPs)	Variable, as approved on contract

Partial credits for courses not completed are awarded only if the student is graduating at mid-year.

CREDIT OR PARTIAL CREDIT

As a general policy, partial credit will not be given for courses that have not been completed. Exceptions to this policy have been allowed for students graduating early. If a student wishes to receive less than full credit for a course and desires to petition for an exception to this policy, the following conditions need to be satisfied.

- Decisions of this nature need to be resolved in advance. If a student and teacher wish to contract for less work than might be required for full course credit, the option is available under ALPs. Enrollment in a course assumes that the student will complete all requirements for that course
- Partial credit petitions will be accepted only from students desiring to graduate early or leaving our school. Students in residence will be expected to complete all course requirements
- “Ex post facto” decisions on course credits will not be approved. Issues regarding partial credit must be approved by the Assistant Principal.

EARLY GRADUATION REQUIREMENTS

Each student needs to think carefully about early graduation. Considering the rich and varied course offerings, most students can find interest and challenge in our curriculum for four years. It is important to note that most competitive colleges and universities do not view early graduation as a plus in the admissions review, unless the student has exhausted the high school curriculum (e.g. completed the lab science sequence through physics, math through calculus, language through advanced II, etc.) Most colleges and universities put more weight on the quality of a student’s academic program than on other factors in the admissions process.

Process

It is important that you follow the process outlined below during your junior year if you want to be considered for early graduation during your senior year. We will not support a request for early graduation from a student who has not followed this process.

To be considered for an early graduation plan a student must:

1. Meet with parent/guardian and counselor to review graduation status, college/career and future plans.
2. Discuss with parent/guardian and agree that an early graduation is a reasonable option to consider.
3. Independently investigate college/career interests and the implications of early graduation.
4. Write a letter to the head of Guidance Department
 - Describe your reasons for requesting early graduation.

- Explain how you will use the time between the completion of high school classes and the June graduation ceremony. Include evidence that arrangements for this time have already been made, or are well developed.
- Describe your future plans and the implications of early graduation.
- A parent/guardian must co-sign letter.

5. Meet with head of Guidance Department and a parent/guardian to discuss plan.

If the plan is approved you will need to meet with your counselor to adjust your course requests by June and then make sure in August that your schedule is accurate.

You will also need to remember to discuss your plan for early graduation with a college counselor in your junior year college-counseling meeting.

REDUCED DAY

Students who cannot complete a full day of school may request to have a "Reduced Day" to attend school for less than five periods a day. This program is appropriate for student completing their fifth year of high school, students who are living independently and need to work (see also work study), students with documented health issues, and students who have experienced difficulty in school and need to complete school at a slower pace. To request a Reduced Day a student and parent/guardian need to meet with a counselor and discuss the issue and develop an appropriate academic plan. A written request explaining the circumstances and the specific plan should be submitted to the guidance department chair person for approval.

CHANGE OF STUDENT PROGRAMS

Families should choose courses carefully during the registration period. Students will receive their course schedule for all three trimesters in August. They will also receive a Course Change Request form at that time. Students and families will be asked to carefully review their course schedule for all three trimesters and use the Course Change Request form if there is a need for any change. Course Change Request forms should be returned to the student's guidance counselor as early as possible.

The end of the Add/Drop Period for student generated requests is September 10, 2010. This applies to First Trimester requests. However, if you have a concern regarding Second or Third Trimesters, you should submit it to your counselor before that deadline because a change in your First Trimester schedule may be required. This is a reminder that there will be no Add/Drop period in Terms 2 & 3. Requests for course changes in those terms must be made prior to the start of the term. No changes will be made after each term begins.

Priority will be given to:

- Students missing major academics
- A placement error (for example, Spanish 1 versus Spanish 2)
- Students with unbalanced schedules (fewer than 3 academics in one term)
- Students who have failed courses and/or completed summer school
- Students with two directed studies in one term
- Requests that will be considered but cannot be guaranteed:
- Students who did not get their first choice electives (including English and Social Studies electives)
- Schedule changes will not be made for the following reasons:
- Students seeking a specific teacher, period, or term for particular class
- Students seeking revision to an already balanced schedule (from 3/3/4 to 4/3/3)

- After the designated first trimester Add/Drop period, only teacher-initiated, course-level changes will be honored.

Senior Schedule Changes

Seniors should make sure that their schedules for all three terms are accurate when they are received in late August. Any errors or other special requests for changes should be made before the end of the Add/Drop period at the beginning of the school year.

Once transcripts have been mailed to colleges, no change that diminishes the academic rigor of a student's schedule (e.g. dropping academic courses, moving from honors to college preparatory classes) will be approved.

No record of the course change will appear on the student's permanent record if the course is officially dropped during the official Drop/Add period.

CHANGING LEVELS

When a student moves between an honors or AP course and a college prep course an adjustment will be made to ensure that the final grade reflects the student's achievement at the level of the course that will appear on the transcript. This applies to changes made after the end of the drop/add period at the beginning of a course and before the last three week at the end of the course. The sending teacher will calculate a grade-to-date and indicate what material has been completed and provide this to the receiving teacher and the department head. The receiving teacher will use this to help determine the student's grade. Greater weight will be given to the work done in the receiving teacher's course since this course will appear on the transcript. No record of the sending teacher's grade will be indicated on the transcript assuming the student completes the course. Any concerns should be brought first to the receiving teacher and then to the department head.

Please note: changes between levels cannot always be accommodated and are only approved on a space available basis with minimal disruption to other classes in the student's schedule. No changes can be made during the final three weeks of a trimester.

TRANSFER PROCEDURES

If a student is planning to transfer from Amherst Regional High School to another school, the following procedures must be followed:

- A counselor must be consulted first
- A transfer or withdrawal form must be obtained from the Registrar
- Any academic work not completed must be brought up to date prior to the move
- Teachers must verify in writing that all work has been completed
- All school and library books must be returned
- The locker must be emptied
- All bills must be paid before transcripts are sent to another school

NOTE: Parents/guardians of students transferring should sign a Student Record Release Form which gives the Registrar permission to send copies of those materials that have been indicated, e.g. transcript of grades/attendance, health records, test information, verification of birth date, etc.

FULL-TIME ENROLLMENT

A student in Amherst Regional High School must be enrolled in a minimum of three courses each trimester and 22 credits for the year and no more than one directed study per trimester.

For juniors and seniors, examples of possible activities in addition to regularly scheduled courses might include the following:

- ALP activity
- Course work at one of the Five Colleges or an approved correspondence course
- Working as an aide for a department in the school
- Work study programs

Any activity must be approved in advance by the head of guidance department. Students wishing a reduced course load must present a written request from their parents/guardians in advance to the Assistant Principal. This request should be developed in consultation with the student's guidance counselor.

Students should note that under MIAA eligibility requirement students with a reduced course load may not be eligible to participate in the interscholastic sports program.

RE-ENROLLMENT OF STUDENTS 18 YEARS OF AGE OR OLDER

Regular education students 18 years of age or older must have the permission of the principal to enroll or re-enroll.

PART 4: ALTERNATIVE ACADEMIC EXPERIENCES

ALTERNATIVE LEARNING PROGRAM (ALPs)

The Alternative Learning Program (ALP) allows students to earn high school credits for experiences that make sense for their own intellectual development. The alternative learning program should supplement the standard high school curriculum and is designed to replace other electives in the student's schedule. In order to be approved for an ALP, students must demonstrate readiness for independent work (most often juniors and seniors) and develop a plan of study that is not available to them in the regular ARHS high school curriculum. For example, students may choose to develop a course of study utilizing the knowledge and expertise of members of the community, take a course at one of the Five Colleges, complete a comprehensive community service project or work with a faculty advisor or mentor to complete independent research or a project in an area of study to facilitate deeper learning than can be accomplished through the regular ARHS curriculum.

Under the Alternative Learning Program, there are five categories in which students can design an ALP for high school credit:

ALP Category	Type of Grade Assigned	Credits	Included in GPA
ALP: College Course	Letter Grade	2	NO
ALP: On-Line/Extension Course	Letter Grade	2	NO
ALP: Community Service	PASS/FAIL	1	NO
ALP: ARHS Service	PASS/FAIL	1	NO
ALP: Independent Study	PASS/FAIL	1	NO

To assist students in working out a viable learning contract, the following procedures have been established:

1. Students may obtain an ALP form from their guidance counselor.
2. The ALP contract must be fully completed, signed, and **submitted five school days before the start of the trimester in which the ALP is being completed** (or by the end of the Add/Drop period for the first trimester only).
3. Students should have alternate courses in their schedules should an ALP not be approved. Once the ALP is approved, the alternate course will be dropped from the student's schedule.
4. Students enrolling in a college or other course of study outside of ARHS must receive prior approval through the ALP application in order to receive ARHS credit for the course.
5. Students earn 1 credit for a service-based ALP and 2 credits for a college course, extension course, or independent study.
6. Grades are pass/fail except for college courses, on-line courses, and extension courses which will receive a grade. The grade will not be calculated in the GPA.
7. A student who wishes to design more than one ALP in a trimester must have special permission from the assistant principal supervising ALP contracts. The administration reserves the right to limit the total number of ALP credits and the type of ALP credit earned toward an ARHS diploma.

When a student is designing an ALP contract, s/he should fill out the application cover sheet completely and attach a program description. Students should be sure that they clearly

understand what is expected by the faculty advisor; they should make certain that the criteria for evaluation are clearly outlined and understood by all parties. No ALP application will be approved unless the entire application has been completed and signed. Any changes or modifications in the ALP activity must be approved by the assistant principal supervising ALP contracts.

OCCUPATIONAL/VOCATIONAL PROGRAM (WORK STUDY)

The Work Study Program consists of three main components: For the academic component a student is required to take four major subjects. They must also fulfill the physical education and Health requirement, as appropriate. The work component requires the student to work at a job each week for at least 8 hours during school time. In addition to these two components, the student has on-going contact with the work study counselor in the form of regularly scheduled individual conferences and written reports. This counseling component ensures that the work situation and the academic schedule are meeting the needs of the student, that the student is fulfilling his/her work and academic responsibilities, and that the student is considering his/her future beyond high school. Refer to the Program of Studies for the requirements of the Work Study Program.

COLLEGE COURSES

Numerous students are able to take courses at the local colleges and the University as long as those courses are not equivalent to courses offered at Amherst Regional High School and do not conflict with high school responsibilities. With the approval of the Assistant Principal and of officials at the college or university, students may be allowed to enroll in courses at these institutions prior to graduation from high school. Such enrollment will be approved by the school if parents agree to provide appropriate transportation and assume the responsibilities for the expenses associated with the enrollment.

Credits earned on the college level can be used to satisfy high school graduation requirements if arrangements are made in advance with the Assistant Principal, however, no more than two credits per trimester are awarded for each course taken at one of the colleges. Those courses are not computed in a student's grade point average. Students can obtain an application for college courses only after first meeting with their guidance counselor.

CAUTION: Students should not try to schedule themselves for college courses at times when they might conflict with a regularly scheduled high school course because of our rotating schedule. High school teachers cannot be expected to schedule exams differently or to give tutorials because a student misses class to attend a college course.

Expectations:

- Students are expected to be enrolled high school students. They are required to take a minimum of three classes in the high school each trimester (except students participating in Educational Transitions Program at Greenfield Community College.
- As a result of the daily schedule rotation students should look for classes which meet in the afternoon and block out D and E periods for the appropriate terms.
- Students will not be allowed to miss part of any of their regularly scheduled high school course to attend university courses.
- Students must meet all of the graduation requirements in their regular high school program.
- University courses should supplement a high school program. You may not take courses that are the same as courses offered in the high school.
- Grades from college courses are not included in your ARHS GPA calculations.

- Students are assigned to a directed study for those periods of time when colleges are not in session and ARHS is. During these times, students must attend the directed study

Responsibilities:

Students are responsible for completing an application for permission from the high school and then registering for and paying for courses and materials at the college. The privilege of taking college courses indicates that you are mature enough to take on these responsibilities. You will need to meet with your counselor to work out an academic program and schedule and complete ALPs forms to receive credit. You are also responsible for transportation.

Counselors will assist students in designing an academic program which makes sense for the student and meets the school's expectations.

The school will approve applications for students for whom college work is appropriate, and work with students, colleges and universities to identify ways for students to take college classes at reduced costs.

Each college and university has its own procedures, policies and costs. It is the student's responsibility to learn and understand these. The colleges and universities do not guarantee that space will be available in the courses you desire. You will need to be flexible and work with them to find the best course(s) for you.

To Apply:

Amherst College offers a limited number of spaces free of charge. UMASS and the area community colleges charge tuition and fees, though family members of employees of the state college and university system get some costs waived. We have a unique relationship with Greenfield Community College for students who need to complete high school in a different setting. For more information about these opportunities, talk to your counselor.

STUDENT RECORDS

Any student who has reached his/her fourteenth birthday or entered the ninth grade may see his/her student records. The principal or designee must let a student see his/her record within two days of the request. Copies of records will be provided for a reasonable fee. Students of any age have the right to receive a copy of their transcripts.

Any parent/guardian or student eighteen years of age or older, after the student's year of graduation or formal withdrawal from school, may sign and receive the contents of the student's academic folder. This does not include the permanent record card. Students may receive copies of this document. Records not taken by students will be stored for a period of five years and then destroyed, except for permanent record cards. (See appendix)

WITHDRAWAL AND RE-ENROLLMENT PROCEDURES FOR FAMILIES ON SABBATICAL LEAVE

When a family has finalized its plans for sabbatical leave, we ask that the parent(s) or guardians(s) of students notify the guidance counselor and the registrar. Several weeks prior to departure, parents should request transfer forms, clearance cards, and information release forms. These forms must be completed, signed by parent(s) or guardian(s) and returned to the Registrar before the student's last day of attendance. An explanation of these procedures is available in the house office, the registrar's office, and the Program of Studies.

AUDITING CLASSES

The purpose of auditing a class is to learn about a content area of interest without receiving a grade or credit for the course. A student may do this to experience a more challenging curriculum or a new content area without the pressure of a grade. The agreement to audit a course must be approved before the end of the add period at the beginning of the trimester. The teacher, counselor and Assistant Principal must approve an audit before the end of the drop/add period.

Criteria For Auditing

- the course must be additional to a student's 5 major academic classes
- the student must have 3 major academic classes in the trimester that he/she wants to audit a course, not including the course being audited.
- the student must have a good attendance record
- the student needs permission of the teacher, counselor and Assistant Principal
- the student requesting an audit should not take a seat from another student requesting the course

Student Guidelines

- must maintain excellent attendance
- must do reading and other homework necessary for participation in class work
- must participate in class activities
- will not take tests or be evaluated on other work
- will not receive credit
- fulfill any additional expectations outlined by the teacher

Note: A student who fails to meet the expectations of an audit will receive a grade of U(Unsatisfactory)

SECTION II CODE OF CONDUCT

PHILOSOPHY

All members of the school community are expected to accept responsibility for their own actions; to express appropriately their own ideas without infringing upon the rights of others; to recognize the effect of their behavior on others; to demonstrate perseverance in working to accomplish goals; to recognize and respect individual differences; and to demonstrate physical self-control and care and respect of materials, possessions and facilities.

Every student should have the opportunity to receive an education in an atmosphere free of physical and psychological disruption. The school staff, students and parents/guardians must work together to create such an environment. This must be a constant, on-going task for our community. The Code of Conduct informs students of those behaviors that the school staff, students and parents/guardians have found to be conducive to a positive learning environment. Disciplinary actions are taken to promote a positive and safe learning environment and to support the achievement of every student. In cases of mistaken or wrongful disciplinary action, a student is entitled to an apology from the responsible party.

The aims of the Code of Conduct are:

- to ensure that the school environment provides all students the opportunity to pursue their education without disruption
- to safeguard students' rights to due process, freedom of expression, orderly assembly, privacy of person, equal treatment and freedom from discrimination
- to encourage self-discipline
- to provide written rules that govern student conduct in school, on school grounds on school-sponsored trips, at school-sponsored activities and on school buses and to state the consequences of breaking those rules.

THE RIGHT TO DUE PROCESS

- In any disciplinary situation, a student should expect the following procedural protections:
- to be informed of the allegations against him or her
- to be given the opportunity to present his or her version of the incident
- to be given the opportunity to confirm or deny the allegations
- to be informed of the evidence/rationale for any disciplinary consequences.

In situations involving infractions which may result in the imposition of suspension from school for two to ten days, a student should expect the following additional procedures:

- attempted notification of parent/guardian within the first hour of the incident investigation
- to be offered the opportunity to request the presence of a school-based adult advocate during the investigation
- formal notification of parent/guardian regarding any disciplinary consequences
- the right to appeal suspensions of five to ten days to the building principal.

In situations involving infractions which may result in the imposition of long-term suspension from school for more than ten days or expulsion, a student should expect the following additional procedures:

- written notification of allegations sent to student and parent/guardian
- adequate time to prepare for a hearing, including presenting evidence and witnesses on his or her behalf and securing the assistance of counsel
- see District section of handbook for procedures for students with Individualized Education Plans or 504 Plans
- the right to appeal disciplinary decisions to the district superintendent.

Lockers are the property of the Amherst Regional High School. In a search and seizure situation, the student who has been assigned the locker may be given the opportunity to be present. This will occur only when a student's personal possessions are being checked and the student's presence does not present a threat to that student's safety or to the safety of others. Contraband found in the course of a search of a student's locker, bag or person will be confiscated and, if appropriate, turned over to the Amherst Police Department. Disposition of contraband turned over to the APD is the responsibility of the police.

STUDENT EXPRESSION

Students may exercise their freedom of expression in mature and responsible ways, as long as they do not cause a material disruption of the school. The right to free expression does not include obscene or libelous material or fighting words. Student-produced material and material that is not produced by students, but is intended to be distributed, published or broadcast within the school or on school grounds must first be submitted to the principal for approval. Only after the in-school distribution of material that is libelous, obscene or causes material disruption, may the school discipline a student. Students planning to assemble during non-school time are advised to consult with the principal for an appropriate time and space. Students do not have a right to assemble while classes are in session, or while the students are supposed to be attending class.

All displays, bulletin boards, leaflets, and notices for the Daily Bulletin must be approved by the club advisor, a teacher or a school administrator. Notices for the Daily Bulletin should be submitted to the Main Office on the preceding day by 12:00 p.m. The Daily Bulletin is read during the first period of the day and posted in the building. Emergency announcements are read over the public address system only by approval of an administrator.

DISCIPLINARY PROTOCOLS

Detention: the time a student is assigned to stay after school for infractions of the student code of conduct. Detentions may be assigned by a teacher or administrator. Teacher-assigned detentions are served with teachers. Administrative detentions are served in rooms or spaces designated by the Dean of Students and become part of a student's disciplinary record.

- For a period of thirty minutes after school (2:30-3:00pm), the student is required to be academically occupied.
- All detentions must be served when assigned.

- Employment, athletic events or practices, club meetings, performances, rehearsals or other after school commitments do NOT exempt students from completing their assigned detentions.

Suspension is the time that a student's right to attend school is temporarily revoked. All suspensions are served externally.

- Students suspended from school for disciplinary reasons will be given the opportunity to make-up all academic work such as papers, quizzes, tests, readings.
- Students suspended from school for disciplinary reasons and who miss labs or other work unique to the classroom experience may be given readings or other independent assignments as a substitute for the classroom learning.
- Students suspended from school for disciplinary reasons may **not** participate in or attend any school-sponsored activity (e.g., athletic practice or event, club meeting, rehearsal or performance) during the term of suspension.
- Students suspended from school for disciplinary reasons may not be on the grounds of any of the Amherst-Pelham schools unless participating in a scheduled administrative appointment.
- A suspension which begins prior to the lunch block will be counted as beginning that day; a suspension which begins during or after the lunch block will be counted as beginning the next school day. Snow days or other school cancelations will not count toward serving a suspension.

Dean/administrator responsibilities in cases involving suspension:

- Follow due process procedures
- Contact parent/guardian regarding disciplinary consequences
- Process referral form and re-entry plan
- Notification of student's guidance counselor, teachers, administrators, liaison, athletic director or club advisor as necessary regarding the terms of the suspension
- Request that academic assignments be forwarded to the main office for parent/guardian to pick-up in cases of external suspension.
- Schedule a re-entry meeting to include student, parent/guardian, dean, guidance counselor and other appropriate staff
- Arrange for translation at meetings for students and/or parents/guardians whose primary language is not English.

Guidance counselor responsibilities in cases involving suspension:

- Follow up with teachers to verify that assignments have been brought to the main office or Dean's Office
- Notify parent/guardian regarding availability of assignments in cases of external suspension.
- Participate in re-entry meetings

Teacher responsibilities in cases involving suspension:

- Promptly provide academic assignments to the main office for parent/guardian to pick-up in cases of external suspension.

Suspension re-entry procedures:

- Students suspended for five days or longer must have a re-entry meeting before being readmitted to school at the end of the suspension. Students suspended for less than five days may be required to have a re-entry meeting.
- Students returning from suspension may also be required to participate in monitoring meetings, counseling, community service and/or other activities related to improving behavior and becoming contributing members of the school community.

Expulsion: permanent exclusion from school.

- A student found to have committed multiple infractions that earn five(5) or more days of suspension according to the Code of Conduct may be subject to long-term suspension and/or expulsion.
- A student found to have been in possession of a controlled substance or a dangerous weapon, or to have assaulted a member of the school staff may be subject to long-term suspension and/or expulsion (see the text of MGL Chapter 71, Section 37H in the District section of handbook).
- A student charged with a felony which occurred off school grounds may be subject to long-term suspension and/or expulsion 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” (see the text of MGL Chapter 71, Section 37H1/2 in the District section of handbook).

DISCIPLINARY INFRACTIONS

Please Note: *While the consequences itemized below specify the number of days for a suspension, the administration reserves the right to impose discipline in excess of the number of days stated should circumstances warrant it. Further, the reference to days, below, refers to school, not calendar, days.*

01a. Tobacco possession, use or distribution; smoking inside the school building or on school property; includes electronic cigarettes

1st offense: Administrative detention
Subsequent offenses: 1 day suspension

01b. Possession of alcoholic beverages

1st offense: 5 day suspension, referral to the student support counselor
Subsequent offenses: 10 day suspension, referral to the student support counselor and the Amherst Police Department

01c. Being under the influence of alcohol

1st offense: 5 day suspension, referral to the student support counselor
Subsequent offenses: 10 day suspension, referral to student support counselor and the Amherst Police Department

01d. Possession of marijuana

- 1st offense: 5-7 day suspension, possible long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to student support counselor and the Amherst Police Department
- Subsequent offenses: 8-10 day suspension, possible long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to student support counselor and the Amherst Police Department

01e. Being under the influence of marijuana

- 1st offense: 5 day suspension and referral to the student support counselor
- Subsequent offenses: 10 day suspension, referral to student support counselor and the Amherst Police Department

01f. Possession of other illegal substances, including but not limited to hallucinogens, cocaine, heroin, or prescription medication not used as prescribed; includes the misuse, possession or distribution of over the counter medications.

- 1st offense: 5-7 day suspension, possible long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to student support counselor and the Amherst Police Department
- Subsequent offenses: 8-10 day suspension, possible long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to student support counselor and the Amherst Police Department

01g. Being under the influence of other illegal substances, including but not limited to hallucinogens, cocaine, heroin or prescription medication not used as prescribed

- 1st offense: 5 day suspension and referral to the student assistance counselor
- Subsequent offenses: 10 day suspension and referral to student assistance counselor and the Amherst Police Department

01h. Sale of illegal substances, including but not limited to marijuana, hallucinogens, cocaine, heroin or prescription medication not used as prescribed

- 1st offense: 5-7 day suspension, possible long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to student assistance counselor and the Amherst Police Department
- Subsequent offenses: 8-10 day suspension, possible long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to student assistance counselor and the Amherst Police Department

01i. Possession of illegal substances, including but not limited to marijuana, hallucinogens, cocaine, heroin or prescription medication not used as prescribed, with intent to sell or distribute; possession of a scale is also considered evidence of an intent to distribute.

1st offense: 8-10 day suspension, possible long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to student assistance counselor and the Amherst Police Department

Subsequent offenses: Long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to student assistance counselor and the Amherst Police Department

02. Fighting and disorderly conduct

1st offense: 2-4 day suspension, possible referral to mediation and Amherst Police Department

Subsequent offenses: 5-7 day suspension, referral to mediation and Amherst Police Department

02a. Taking pictures or videotaping violence or other inappropriate or unsafe activities

1st offense: 1 – 2 day suspension, confiscation of phone or camera, possible referral to Amherst Police Department

Subsequent offenses: 3 - 4 day suspension, confiscation of phone or camera, possible referral to Amherst Police Department

03. Threat of physical attack or disorderly conduct; bullying, harassment or intimidation

1st offense: 2-3 day suspension, possible referral to counseling and the Amherst Police Department

Subsequent offenses: 4-5 day suspension, possible referral to counseling and the Amherst Police Department

04. Physical attack (battery)

1st offense: 10 day suspension, possible long-term suspension or expulsion, and referral to the Amherst Police Department

Subsequent offenses: Long-term suspension or expulsion, and referral to the Amherst Police Department

On a staff member: 10 day suspension, possible long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to the Amherst Police Department

05. Sexual Harassment

1st offense: 2-3 day suspension, possible referral to counseling and the Amherst Police Department

Subsequent offenses: 4-5 day suspension, possible referral to counseling and the Amherst Police Department

06. Sexual Assault

1st offense: 10 day suspension, possible long-term suspension or expulsion, and referral to the Amherst Police Department

Subsequent offenses: Long-term suspension or expulsion, and referral to the Amherst Police Department

07. Theft

1st offense: 2-4 day suspension, restitution for property, possible referral to the Amherst Police Department;

Subsequent offenses: 5-7 day suspension, restitution for property, referral to the Amherst Police Department

08. Threat of robbery

1st offense: 2-3 day suspension, possible referral to the Amherst Police Department

Subsequent offenses: 4-5 day suspension, referral to the Amherst Police Department

09. Robbery using force

1st/subsequent offenses: Long-term suspension, possible expulsion, and referral to the Amherst Police Department

10. Vandalism/Destruction of property

1st offense: 2-4 day suspension, restitution for property damage, possible referral to the Amherst Police Department and the Amherst Fire Department

Subsequent offenses: 5-7 day suspension, restitution for property damage, referral to the Amherst Police Department and the Amherst Fire Department

10a. Accessing the school's roof; breaking or entering the school after hours

- 1st offense: 1 - 2 day suspension, restitution for property damage, possible referral to the Amherst Police Department and the Amherst Fire Department
- Subsequent offenses: 3 - 4 day suspension, restitution for property damage, referral to the Amherst Police Department and the Amherst Fire Department

11. Arson resulting in the destruction of school property

- 1st/subsequent offenses: Long-term suspension, restitution for property damage, possible expulsion, and referral to the Amherst Police Department

14a. Possession of a weapon including but not limited to a knife, or a dangerous instrument that can be used as a weapon

- 1st offense: 5-7 day suspension, possible long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to the Amherst Police Department
- Subsequent offenses: 8-10 day suspension, possible long-term suspension or expulsion per MGL Chapter 71, Section 37H, and referral to the Amherst Police Department

17a. Harassment and/or the use of derogatory or offensive language referring to race, religion, ethnicity, disability, gender or sexual orientation

- 1st offense: 2-3 day suspension, possible referral to counseling and the Amherst Police Department
- Subsequent offenses: 4-5 day suspension, referral to counseling and the Amherst Police Department

18a. Participation in or encouragement of hazing activities (see MGL Chapter 536 in the District section of handbook for a detailed explanation of hazing)

- 1st offense: 2-3 day suspension, possible referral to counseling and the Amherst Police Department
- Subsequent offenses: 10 day suspension and exclusion from participation or membership in any school organization or team for up to one calendar year, and referral to counseling and the Amherst Police Department

18c. Bullying: The District section of the Student/Family Handbook contains the most current language from the state regarding the definition of bullying.

- 1st offense: 2-3 day suspension, referral to counseling; referral to Amherst Police Department
- Subsequent Offenses: 4-5 day suspension, referral to counseling and the Amherst Police Department

18d. Use of profanity

1st offense: Administrative detention
Subsequent offenses: 1 day suspension

18d1. Possession of pornographic or obscene materials

1st offense: 1 day suspension, materials turned over to the Amherst Police Department
Subsequent offenses: 2-3 day suspension, materials turned over to the Amherst Police Department

19a. Academic honesty infractions including plagiarism, cheating, attempts to cheat and falsification of materials (see p. 5 for the academic honesty policy)

1st offense: Zero/no credit for assignment, parent/guardian - teacher communication, loss of eligibility for honor roll for the trimester in which the infraction occurred, and if applicable, loss of membership in the National Honor Society or loss of eligibility to apply for the remainder of the school year
Subsequent offenses: Zero/no credit for assignment, parent/guardian - administrator conference, loss of eligibility for honor roll or National Honor Society for the subsequent three trimesters; notification of all colleges to which the student applies.

Special Note: To provide students with an incentive to make the right decisions in this domain, please note the following:

- **Once a teacher declares that an assessment has begun, any student that has an unauthorized electronic device out, visible or in his or her hands will receive a zero on that assessment.**

Theft of academic materials, inclusive of, but not limited to, teacher's editions of textbooks, teacher notes, any assessments(e.g., quizzes, tests, labs, etc.), that provide students with an academic advantage over other students will also be treated as an academic honesty violation. Consequences will include those itemized in rules 7 and 19.

Also, the use of electronic devices to copy academic materials will also be considered both a theft and an academic honesty violation and both sets of consequences will apply.

19c. Forgery of notes

1st offense: Administrative detention and parent/guardian contact
Subsequent offenses: 1 day suspension

20a. Cutting Class

1st Offense: 2 Administrative detentions and parent/guardian notification
Subsequent Offenses: 1 day suspension per offense

For further information on the attendance policy, please see p. 4.

20c. Tardy to school[as per school policy, three tardies equal one absence.]

One administrative detention for each day tardy to school;
** For students with parking permits, six or more tardies to school will result in a 30 day loss of parking privileges.

20d. Tardy to class

First three tardies	Teacher Warning
4th Tardy	Teacher detention
Subsequent offenses	Administrative detention

* Consequences for tardy to class are assigned on a *per class* basis.

20e. Leaving campus/Out of bounds

Amherst Regional High School is a closed campus. All students are expected to remain inside of the school building for the duration of the school day, except during lunch when students are authorized to be in the area by the picnic tables to the left of the cafeteria exit. The War Memorial Pool, the playground area, all parking lots, cars, and the Middle School, including the road leading to it from the high school, are off limits.

As well, the roof of the school is also considered off limits. This is the case for both during and after school hours.

1st offense: Administrative detention
Subsequent offenses: 1 day suspension

20f. Failure to serve teacher detention

1st offense: Administrative detention and parent/guardian contact
Subsequent offenses: 2 administrative detentions per infraction

20g. Failure to serve administrative detention

1st offense: 2 administrative detentions
Subsequent offenses: 1 day suspension

21a. Insubordination or failure to comply with staff/faculty request to provide name or follow instructions

1st offense: Administrative detention
Subsequent offenses: 1-2 day suspension

22a. False fire alarm or alarm to any Emergency Services

- 1st offense: 2-4 day suspension, restitution for emergency services, possible referral to the Amherst Police Department; restitution to Emergency Services for cost of the response;
- Subsequent offenses: 5-7 day suspension, restitution for emergency services, referral to the Amherst Police Department

22c. Bomb threats, making and/or being involved in the making of a bomb threat and/or other threats to the safety of the school community

- 1st offense: 10 day suspension, restitution for emergency services, and referral to the Amherst Police Department
- Subsequent offenses: Long term-suspension, restitution for emergency services, possible expulsion, and referral to the Amherst Police Department

22e. Possession and/or use of fire works, smoke bombs and any other incendiary device

- 1st offense: 5-7 day suspension, restitution for property damage and emergency services, and referral to Amherst Police Department
- Subsequent offenses: 8-10 day suspension, restitution for property damage and emergency services, possible expulsion, and referral to the Amherst Police Department

22f. Possession of lighters or matches

- 1st offense: Confiscation of materials, administrative detention and parent/guardian contact
- Subsequent offenses: Confiscation of materials, 1 day suspension

22z. Possession of drug paraphernalia(inclusive of, but not limited to, pipe or other items used as a pipe, rolling machine and/or papers, grinder, blunts, etc.)

- 1st offense: Confiscation of materials, 2 day suspension
- Subsequent offenses: Confiscation of materials, 4 day suspension and possible referral to Amherst Police Department

23a. Inappropriate or disruptive personal attire

Students are expected to dress in a manner consistent with the academic and social goals of our school. Articles of clothing which are distracting or disruptive to the educational process, which violate common standards of decency and modesty, or which contain sexual references, obscenities, fighting words, or references to gangs, drugs or alcohol are not acceptable. Extremely brief garments or see-through garments are not appropriate for school. Also inappropriate for school are strapless/tube tops as well as one shoulder, backless or midriff tops. Under garments must not be exposed. Any staff member who feels that a student's attire does not meet these standards must send the student to the Dean. for a conference.

- 1st offense: Parent/guardian contact; students must change their clothes
- Subsequent offenses: 1 day suspension

23d. Disruptive behavior including but not limited to play-fighting, tripping, throwing food or other objects, and the use of water guns and water balloons; inclusive of cafeteria food fights and leaving lunch trash behind on cafeteria tables;

1 st offense:	Administrative detention, restitution for property damage
Subsequent offenses:	1-3 day suspension, restitution for property damage

Note: any violation of the **Acceptable Use Policy** (see District section of handbook) may result in temporary loss or termination of computer use privileges *as well as* application of other relevant disciplinary consequences

24a. Use of computer technology for games, chat, music and other programs not specifically assigned by a teacher

1st offense:	Loss of computer privileges for 2 weeks
Subsequent offenses:	Loss of computer privileges for 4 weeks

24b. Using someone else's account or allowing someone else to use your account

1st offense:	Loss of computer privileges for 2 weeks
Subsequent offenses:	Loss of computer privileges for 4 weeks

24c. Changing the configuration of any workstation, installing games or other programs

1st offense:	Loss of computer privileges for 4 weeks; restitution for repair, replacement or reconfiguring costs;
Subsequent offenses:	Loss of computer privileges for 8 weeks; restitution for repair, replacement or reconfiguring costs;

24d. Possession of or installation of programs which can be potentially harmful to the computer or individuals' accounts

1st offense:	Loss of computer privileges for 6 weeks
Subsequent offenses:	Loss of computer privileges for 12 weeks

24e. Physical damage to computers

1st offense:	Loss of computer privileges for 6 weeks; restitution for repair, replacement or reconfiguring costs;
Subsequent offenses:	Loss of computer privileges for 12 weeks; restitution for repair, replacement or reconfiguring costs;

24f. Use of technology to produce inappropriate, derogatory or harassing material

1st offense:	Loss of computer privileges for 6 weeks
Subsequent offenses:	Loss of computer privileges for 12 weeks

24g. 'Hacking' into the PowerSchool account of faculty and staff

1st offense: Loss of computer privileges for one trimester; notification of all colleges to which the student applies; notification of Amherst Police Department.

Subsequent Offenses Permanent loss of computer privileges; notification of all colleges to which the student applies; notification of Amherst Police Department.

25a. Unauthorized or improper parking, including parking in non-designated or faculty areas, parking in a fire lane or without a permit

1st offense: 1 – 2 days detention; possible towing of vehicle
Subsequent offenses: Towing of vehicle, loss of parking privileges on school grounds for 10 days

25b. Unauthorized or improper use of motor vehicles, including driving vehicles during school hours and reckless driving

1st offense: Loss of parking privileges on school grounds for 10 days
Subsequent offenses: Loss of parking privileges on school grounds for 30 days, possible referral to Amherst Police Department

26a. Indecent Exposure

1st offense: 1 – 2 day suspension;
Subsequent offenses: 3 – 4 day suspension;

26b. Sexual activity in school, during or after school hours; while on school-sponsored activities

1st offense: 3 – 4 day suspension;
Subsequent offenses: 5 – 6 day suspension;

26c. Use of cell phones (including text messaging and camera functions) in the school building; use of portable music players and other electronic devices in ARHS classrooms

1st offense: Administrative detention, confiscation of electronic device until the end of the school day
Subsequent offenses: Administrative detention, confiscation of electronic device (to be returned only to student's parent/guardian)

27. Posing for another student's ID picture identity theft

1st offense: 2 days administrative detention;
Subsequent offenses: 1 – 2 days suspension

28. Improper use of portable music players in directed study[see guidelines in ADDITIONAL DISCIPLINARY AND SAFETY POLICIES section below]

1 st offense	Confiscation of headphones and turned in to the Dean's Office for the remainder of the day.
Subsequent offense	Written referral to the Dean; administrative detention; loss of headphone privileges for the current trimester.

Subsequent violations will result in loss of headphone privileges for one year.

Please Note: *The District reserves the right to discipline for conduct not mentioned in the above list of offenses, when such conduct disrupts or interferes with the educational program or which infringes on/interferes with the health and safety of any member of the school. Acts that are dangerous, destructive and/or illegal shall be considered a violation of this Code of Conduct.*

ADDITIONAL DISCIPLINARY AND SAFETY POLICIES

Athletics	All away athletic events are considered school-sponsored events.
Beepers/	Beepers may only be worn by students with documented needs who have received permission from the nurse and principal.
Cellular Phones	Pay phones are available and a phone in the main office is available to students in case of an emergency. See Code of Conduct 26c for consequences related to improper use of cell phones and other electronic devices.
Breathalyzer Policy	All students and their guests wishing to attend selected school events may be required to participate in an alcohol screening test prior to their entry into the event. This is a passive, non-invasive test where no mouthpiece is needed. Students may be asked to blow into the aperture of the instrument where a sample of breath is collected for analysis. If alcohol is detected, the student will not be permitted to attend the event, and will be detained by on-site school personnel or police officer until a parent/guardian comes for him/her and he/she will be subject to disciplinary consequences described in the ARHS handbook. In the event that a student and his/her guest refuses to participate in the test and leaves the premises, parents/guardians will be called immediately.
Directed Study & Electronic Devices	The use of iPod's, MP3 players and other electronic devices for the purpose of listening to music or podcasts is permitted during directed studies. They are prohibited in any other room that students may go to during your study hall period. The volume of the headphones must be kept at a level so that persons in the proximity cannot hear any sound. A set of headphones can be used by only one person. The exchange of CD's, I-Pods or MP3 players with another student is prohibited. Only the student who owns the equipment may use it during the directed study. Consequences for failure to comply with these provisions can be found in section 23c of the discipline code.
Elevator	Prior permission from the nurse and the principal are required of students using the elevator.

Metal Scanner Policy

Any time a school official has reasonable suspicion to believe that a student is in possession of a dangerous weapon, s/he shall take steps to see that the student undergoes a hand held metal detector search. This search shall take place as follows:

1. The search will be conducted by a school official and at least one other school employee present for the search.
2. Any items that are found at any time during this process that are in violation of school policy will be confiscated.
3. The student will be informed that, in accordance with the school safety policy, s/he is about to be subject to a hand held metal detector search, and asked if s/he has any weapons or other metal objects.
4. The student will be asked to empty his or her pockets and to remove any metal objects.
5. The metal detector will be run over and across the student's body and clothing in accordance with the manufacturer's instructions.
6. If the metal detector sounds, indicating a metal object on the student's person, the student will again be asked to remove any metal objects.
7. The search will proceed until all metal objects have been removed or identified as not being in violation of school policy.

Any student refusing to cooperate with any part of this metal detector search process shall be subject to appropriate discipline, including suspension and/or expulsion, within the discretion of the Principal and/or the Superintendent under applicable law, and shall be so informed. If a weapon is found, student will be subject to the consequences stated in Code of Conduct, Disciplinary Infractions 14a.

Parking on School Grounds

Parking for students will be limited to the number of spaces available. All vehicles parked on school grounds must have a parking permit clearly displayed. Parking permits cost \$75.00 per year and are not transferable. Seniors will be given priority status, followed by juniors whose academic programs include courses taken at area colleges and internships that occur during the school day. Consideration for the issuance of parking permits will be given to students who are directly involved in after-school home care, responsible for supporting their family through a job, living independently and self-supportive, and students participating in the school choice program. Vehicles that do not display a valid ARHS parking permit are subject to towing without warning. Vehicles parked in unauthorized areas that inhibit access to the building for fire and other emergency situations will be towed.

Seniors: End of The Year Responsibilities and GuidelinesSenior Prom

- If weapons, alcohol or drugs are brought to the prom on either one's person or, in the case of alcohol or drugs, in one's blood stream, then parent/ guardians will be called to remove students from the prom. Right to attend the senior dinner or, possibly, the Senior Party will be forfeited.
- As per the Discipline Code, other consequences for the possession or use of weapons, alcohol or drug will be assigned.

Senior Pranks must meet these guidelines:

- No harm to others;

- No damage to property;
- No extra clean up work for custodians;
- No disruption to the school routine;

If a prank does not follow these parameters, consequences could include not attending the prom, the Senior Dinner, or participating in the graduation ceremony and not attending the Senior Party.

Disciplinary consequences not served before the last day of school need to be completed before participation in graduation is permitted.

Skate Boards Use of skate boards is not allowed on school property between the hours of 7:30 am and 3 pm.

Student I.D. Posing for another student’s ID picture is a violation of school rules. See Infraction # 27 of the Discipline Code section of the Student Handbook.

Status of 18 Year Old Student If an 18 year old student is emancipated, a legal status only conferred by the courts, and living independently on his or her own, outside of the home of his or her parent or guardian, then he or she can exercise all the rights of a parent or guardian. This includes signing absence, tardy and dismissal notes and providing permission to attend field trips or other school-sponsored events. If a student is 18 and still living with his or her parent or guardian, only the parent or guardian is authorized to excuse absences and tardiness, request early dismissals and provide permission to attend field trips or other school-sponsored events.

Student Visitors Arrangements for visitors must be made 2 days in advance with the principal, and written permission is required from all teachers using the form available in the main office.

Visitors will not be permitted on Fridays, the day preceding a holiday or school vacation, or during examination periods. Visitors must wear the visitor pass issued by the office at all times. Visitors who arrive without prior permission will be assisted in arranging transportation home.

Valuables Students should not come to school with valuable jewelry, electronic equipment, large sums of money, or credit cards in their possession. Under no circumstances should valuables be left in gym lockers, even those with locks attached. The school cannot assume responsibility for lost or stolen items. Students who lose valuable property in school should file a theft report in the Deans Office. Students may also file a police report at www.amherstpd.org. Go to site and then click on ‘Online Incident Reporting’.

RULES GOVERNING BEHAVIOR ON SCHOOL BUSES

All school rules described in the Code of Conduct are in effect while students are riding on the bus.

Loss of riding privileges

- Students engaging in inappropriate and/or unsafe behaviors may be suspended from riding the school bus *as well as* the application of other relevant disciplinary consequences. Any such suspensions will be assigned by a dean or administrator.

Waiting for the bus

- Be on time for the bus but do not arrive at your bus stop earlier than ten minutes before the time at which the bus usually arrives
- Do not allow younger children who are not yet attending school to accompany you to the bus stop
- Observe all safety precautions while waiting for your bus
- Do not play in the road
- If possible, avoid crossing streets
- Whenever you must cross a street, do so only if you are sure that no moving vehicles are approaching you from either direction
- Do not push, pull or chase any other pupils
- Avoid trespassing on private property and being noisy
- As your bus approaches, line up at least six feet off the highway and do not approach the bus until it has stopped and the driver has opened the door. Again, avoid pushing others in the line

Loading on the bus

- Get on your bus quickly and be seated at once
- Listen carefully and obey

Riding on the bus

- Do not eat food while you are on the bus
- Do not throw anything while you are on the bus
- Do not extend your arms or any other parts of the body out of the window
- Do not change seats while the bus is moving
- Avoid shouting and other excessive noise that may distract your driver and lead to a serious accident
- Help to keep your bus clean and sanitary
- Be courteous to other pupils
- Listen carefully and obey any directions issued by the driver

Unloading from the bus

- Do not leave your seat until the bus has come to a complete stop and the driver has opened the door
- Again, obey any directions issued by the driver
- Leave the bus quickly but in a courteous manner without pushing any other pupils
- If you must cross a street as you leave the school bus, be sure to walk in front of the bus (never in back) at a distance of at least 12 feet from the bus. If you get too close to the front of the bus, the driver will not be able to see you, and a serious accident could occur
- Again, be sure to observe all safety precautions as you travel from your bus stop to your home

SECTION III ATHLETICS AND ACTIVITIES/CLUBS

PHILOSOPHY

School sponsored activities are very much a part of the school program; and all students are encouraged to join at least one school organization during their time at ARHS.

Except in unusual circumstances, students will not be dismissed from classes prior to 2:00 p.m. to participate in extra-curricular activities, including athletic events.

All rules regarding student behavior apply to the co-curricular program, including behavior on field trips and other school sponsored events.

PARTICIPATION IN INTERSCHOLASTIC SPORTS)

For purposes of determining eligibility, the following values are assigned to grades, regardless of the grouping level in which the grade is received.

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	.7
C+	2.3	F	.0

A student who receives a grade of incomplete is **not** eligible until the work is successfully completed and the Registrar has been notified of a passing grade. A final grade of incomplete must be made up within two weeks from the opening day of school.

September eligibility is determined by a student's final grades during the previous school year. A student who fails a course may, with the school's approval, take a summer school course **in that specific subject area**. Students must sign up before summer school for ALPs credit and have it approved by the Assistant Principal. If the student passes the course, he/she may be eligible for interscholastic sports if all other requirements are met.

Once a student is declared eligible, he/she must remain in good standing (passing all courses, following all school rules) for the entire period of eligibility.

A grade of Drop/Fail will be treated as a failing mark and may make a student ineligible to participate in interscholastic sports.

No student who has been absent from school on the day of an activity will be eligible to participate in that activity. A student is considered absent if he/she does not check in at the office by 8:05 a.m. and remain in school for the remainder of the day.

ELIGIBILITY FOR INTERSCHOLASTIC SPORTS

The Massachusetts Interscholastic Athletic Association (MIAA) and the Amherst Regional High School set guidelines that determine a student's eligibility to participate in the interscholastic sports programs. The MIAA rules that govern eligibility are rules by which all high schools throughout Massachusetts must conform. In addition to the MIAA criteria for participation, ARHS has its own standards for participation that go beyond the minimum expectations set forth by the MIAA. However, all students are invited to join a sport if they meet **the Massachusetts Interscholastic Athletic Association (M.I.A.A.)** standard, and if the Athletic Waiver Committee has granted them approval. The eligibility criteria for athletic participation shall also be modified in accordance with any specific **IEP or 504 stipulations**.

MIAA ELIGIBILITY REQUIREMENTS

Fall Sports: Students must have passed the equivalent of **four** full-year academic classes and have earned at least 16 credits in those courses in the previous school year in order to be eligible to participate. All first year 9th grade students are eligible.

Winter and Spring Sports: Students must have passed **three** academic classes in the term immediately preceding the season. For example, students interested in playing a winter sport must have passed three academic subjects in the fall trimester.

Academic classes are defined as courses listed in the *Program of Studies* in the following departments: Art, Business Education, Computer Instruction, Family and Consumer Education, English (excluding Reading courses), ESL/TBE, Mathematics, Music/Performing Arts, Science, Social Studies, Technology Education and World Languages. Courses listed as "CDL English, CDL Math, CDL SS or CDL Science" all count toward MIAA eligibility. Courses that do not count towards MIAA eligibility include those listed in the Physical Education Department, the Health Education Department, ALPS courses, Work Study, Community-Based Work Experiences, Academic Support* and other enrichment and support classes.

* - Some students, as a result of an IEP, may only be taking two academic courses in a trimester. In those cases, a student's grade in their Academic Support courses will substitute for a third academic course. In the event that a student is taking two academic support courses in a term, he/she must have passed or received a grade of satisfactory in both academic support courses.

ARHS ELIGIBILITY REQUIREMENTS

ARHS expects student athletes to be in good academic standing in order to participate in its athletic program and strongly believes that students should remain in good academic standing during the season. Therefore, students need to maintain a 2.0 grade point average, receive no "unsatisfactory" grade and no failing grade in order to participate on a sports team. Students who are ineligible will be notified of any terms or conditions that a student must meet if they wish to participate on the team. In some cases, students will be asked to appear before the Waiver Committee (Athletic Director, Assistant Principals, Dean of Students, and Special Education Administrator) to answer questions about their academic history and performance. Students should expect to be monitored during the season for their effort, attendance, homework completion and grades. A student who does not meet an acceptable standard of performance will be temporarily suspended from the team until his/her effort, attendance and homework completion improves. (See the *Student Handbook*-Athletic Eligibility for more details.)

The tables below summarize both the MIAA and ARHS athletic eligibility requirements.

MIAA Eligibility Requirements

Season	Previous credits taken	Courses passed	GPA	Incomplete	Drop/Fail
Fall sports	Must have earned at least 16 credits in previous school year. All 9th graders are eligible.	Must pass equivalent of 4 full-year academic classes	Does not apply	Incomplete – not eligible until completion of course with a passing grade (counts as fail)	Drop/Fail Course counts towards eligibility Failing 2 = not eligible
Winter sports		Must pass 3 full-year academic classes first term	Does not apply	Incomplete – not eligible until completion of course with a passing grade	Drop/Fail Course counts towards eligibility Failing 2 = not eligible
Spring sports		Must pass 3 full-year academic classes second term	Does not apply	Incomplete – not eligible until completion of course with a passing grade	Drop/Fail Course counts towards eligibility Failing 2 = not eligible

Amherst Regional High School Eligibility Requirements

Season	Previous Credits taken	Current Courses	GPA	Incomplete	Drop/Fail
Fall sports	Must have 2.0 GPA	Must pass all classes	Maintain 2.0	Not eligible, may apply for waiver	Not eligible, may apply for waiver
Winter sports	Pass all first term classes	Must be passing all 2nd term classes	Maintain 2.0	Not eligible, may apply for waiver	Not eligible, may apply for waiver
Spring sports	Pass all second term classes	Must be passing all 3rd term classes	Maintain 2.0	Not eligible, may apply for waiver	Not eligible, may apply for waiver

ARHS FEE STRUCTURE: Athletics, College Applications and Pre-School

High School Athletic Fees 2012 - 2013

	Sport	Full Fee	Reduced Lunch Fee	Free Lunch Fee
Fee 1	Alpine Skiing, Football, Basketball, Ice Hockey, Golf, Nordic Skiing, Wrestling	\$247	\$98	\$49
Fee 2	Baseball, Cross Country, Diving, Field	\$207	\$82	\$44

	Hockey, Indoor Track, Lacrosse, Soccer, Softball, Swimming, Tennis, Track, Ultimate Frisbee, Volleyball			
	FAMILY CAP	\$1,177	\$471	\$235
	INDIVIDUAL CAP	\$559	\$224	\$111

- ❖ Students may only participate in one sport per season.
- ❖ Reduced fees are based on Free or Reduced Lunch eligibility. Eligibility forms are available in the main office of the High School and Middle School. Completed forms must be submitted to the High School or Middle School main office to determine eligibility.
- ❖ **Current sport physicals must be on file with the nurse at school before the first day of tryouts and practices for the season. Sports physicals are valid for 395 days from exam date.**
- ❖ Please contact the Health Room at the High School and/or Middle School to check on the status of your sports physical – High School Health Room phone - 362-1743/1744 ~ Middle School Health Room phone – 362-1974.
- ❖ Checks should be made out to **ARHS Athletics** and include **athlete’s name and sport.**
- ❖ **One check is requested per athlete.**
- ❖ **All outstanding sports fees from previous seasons must be paid in full to participate in sports. No exceptions.**
- ❖ **If you have questions please call the athletic office 362-1747**
- ❖ Sports information may be found at <http://58732.digitalsports.com/> or on the cancellation/update line after 1:00 p.m. at 362-1798

Middle School Athletic Fees 2012 - 2013

	Sport	Full Fee	Reduced Lunch Fee	Free Lunch Fee
Fee 1	Alpine skiing, Wrestling (hs jv)	\$247	\$98	\$49
Fee 2	Cross Country, Field Hockey, Girl’s lacrosse (hs jv team), Softball, Track & Field, Ultimate Frisbee, Volleyball,	\$207	\$82	\$44
Fee 3	Intramural Ultimate	\$55	\$30	\$25

	FAMILY CAP	\$1,177	\$471	\$235
	INDIVIDUAL CAP	\$559	\$224	\$111

ARHS Fees 2012 - 2013

	Student Fee	Students who Qualify for Reduced Fees
College Application Processing	\$5.00 for Paper Applications	Fees waived
	\$3.00 for Electronic Applications through Naviance	
Parking	\$75.00 per year	
AP Testing	\$86.00 per test (includes \$25 non-refundable deposit)	See AP Coordinator for more information

2012 – 2013 tuition ARHS Pre-School Fees

Rate Schedule – Based on Five Days Per Week 8.5 hours per day

Rate Category	Per Hour	Per Day	Annual Rate
Full Price	\$5.41	\$46.00	\$8280

SPORTS WAIVER PROCESS

1. A student who is academically ineligible under MIAA rules may not participate. No appeal is available.
2. The ARHS Waiver Committee, through the Athletic Director and coaches, will contact a student who is MIAA eligible but does not meet the ARHS requirement.

The Waiver Committee has the authority to determine whether an ARHS student may participate and the terms governing that participation. The Waiver Committee has the following options:

- Grant eligibility and meet with the student to review their academic eligibility and determine an appropriate monitoring plan.
- Prohibit the student from participating in the athletic program for one season. Students in this category may make an appeal to the Principal.
- NOTE: A student is eligible for only one athletic waiver per school year. The Waiver Committee may grant a modified second waiver which would enable a student to participate only in practices, but not games, until the next grade/progress report is issued.

ATHLETIC TEAMS

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Boys and Girls Cross Country	Boys and Girls Basketball	Baseball
Boys and Girls Soccer	Boys and Girls Skiing	Boys and Girls Tennis
Girls Volleyball	Boys and Girls Swimming	Boys and Girls Track
Field Hockey	Ice Hockey	Boys and Girls Lacrosse
Football	Wrestling	Softball
Golf	Boys and Girls Indoor Track & Field	Boys and Girls Ultimate

M.I.A.A.: CHEMICAL HEALTH POLICY

62. Student (and Coach) Eligibility: Chemical Health/ Alcohol/ Drugs/ Tobacco

62.1 During the season of practice or play, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. This rule represents only a minimum standard upon which schools may develop more stringent requirements.

This MIAA statewide minimum standard is not intended to render “guilt by association”, e.g. many student athletes might be present at a party where only a few violate this standard. 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.

Minimum PENALTIES:

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. For the student, these penalties will be determined by the season the violation occurs. 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 decimal part of an event will be truncated i.e. All fractional part 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. For the student, these penalties will be determined by the season the violation occurs. All decimal part of an event will be truncated i.e. All fractional part 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. The director or a counselor of a chemical dependency treatment center must issue such certification. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year. 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.

1st Offense

# of Events / Season	# of Events / Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5

2nd Offense

# of Events / Season	# of Events / Penalty
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12

2nd Offense w/Dependency Program

# of Events / Season	# of Events / Penalty
1-4	1
5-7	2

8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

62.3 Steroid Use - Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. *A recent study indicates that over 3% of high school seniors have tried steroids in their lifetime (NIDA, 2004).* High school coaches may not be able to prevent the use of steroids altogether, but they can clearly and forcefully discourage their use. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes. Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most “get-rich-quick” schemes, steroid use has serious short and long term consequences. Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids. Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that his/her success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be. The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

NATIONAL HONOR SOCIETY

Juniors and Seniors with a cumulative average in all subjects of B+ (3.3) are eligible to apply for membership in National Honor Society. Eligible students receive the following information through their A period classes.

- Letter of introduction
- Eligibility Questionnaire
- Performance Criteria Standards for scholarship, leadership, service, and character as written in the *National Honor Society Handbook*
- Notification of information session regarding completion of eligibility questionnaire and deadline dates
- **The Academic Honesty policy. See page 21.**

Information is mailed to parents/guardians of eligible students.

Students complete the eligibility questionnaire indicating their interest in membership in the National Honor Society. Parents and faculty members also have an opportunity to provide written

statements of support. An appointed Faculty Council reviews all the pertinent information to determine whether each eligible student meets the criteria for membership.

Activities and Clubs

An updated list of clubs and activities will be available on the ARHS web site[www.arps.org/HS/] once school begins.

In the past, ARHS has offered a wide range of opportunities for extra-curricular involvement. Unfortunately, **all funding for clubs has been cut** from the budget for the 2009-2010 school year. The position of Student Activities Director has also been cut. The ARHS Parent Center is now conducting a campaign to raise \$20,000 to bring back clubs for this year.

SECTION IV HEALTH

HEALTH ROOM PROCEDURES AND STAFF

The health room is staffed by a certified school nurse and a registered nurse, licensed practical nurse or health assistant. A school physician is available for consultation by telephone. Services include:

- First aid response and care
- Sick child assistance
- Nursing care for students with medical needs
- Medication administration
- Individual and class health education
- Counseling
- Linkage to and coordination of care with community services, health insurance and health care providers
- Communicable disease control
- Compliance with immunization requirements
- Health screenings, including visual, hearing postural and others as required
- Environmental health and safety

Students must obtain a pass from a teacher to go to the health room. Health room staff will perform an assessment and provide care as needed to determine when a student may return to class or if the student needs to be dismissed. If students need to be dismissed due to illness or injury, parent/guardian permission is required. Students who do not present to the health room or leave without obtaining parent/guardian permission will be marked as unexcused for all classes missed.

It is a parents' responsibility to pick up their son/daughter and to transport to an appropriate facility if further medical attention is required. If emergency medical service is summoned, every effort will be made to contact parents/guardians using emergency numbers they provide.

HEALTH SCREENINGS: VISION, HEARING, BMI AND POSTURAL TESTS

Massachusetts Department of Public Health requires periodic screenings for vision, hearing, postural, and height and weights (BMI - body mass index). Any student or parent/guardian may request a screening if there are any concerns. Parents/guardians will be notified by mail if further evaluation is recommended. Ninth grade students are screened for scoliosis and other postural abnormalities. Any student may request screening if there are any concerns. Parent/guardian will be notified by mail if further evaluation is recommended.

EMERGENCY INFORMATION

At the beginning of the year, emergency information cards are distributed to each student. It is essential that the information requested on this card be completed accurately and kept up to date. There must be a way of reaching parents, guardians, or local alternates promptly should illness or accident occur at school. Please be sure that the local alternate that you list is willing and able to serve in this capacity. If the parents or guardians are students, please attach their class schedule to the emergency card with all appropriate telephone numbers. Failure to return the emergency information card will result in exclusion from school for the student.

PHYSICAL EDUCATION EXCUSES

Written medical excuses are required for those students who cannot participate in physical education classes. A parental/guardian note will suffice for a one-week absence. If the student is to be excused for more than one week, a note from a licensed health care provider (MD, NP, PA) is required. This note must include diagnosis and length of expected absence.

PHYSICAL EXAMINATION REQUIREMENTS

To comply with the Commonwealth of Massachusetts laws and the Regional School District policies, students are required to receive physical examinations prior to entry into the tenth grade or prior to transferring from another school district at any grade. The physical examination must be conducted by a licensed medical doctor, nurse practitioner or physician assistant. Documentation of the examination should be submitted to the health room prior to coming to school. It should include date the exam was done, a statement regarding general assessment of health, unusual finding or chronic health problems, treatments or medication administrations to be carried out in school, and any limitations to usual school activities.

SPORTS EXAMINATION REQUIREMENTS

A physical examination form with sport participation clearance must be submitted to the nurse office in order to participate in any extra-curricular physical activity (including try-outs for a team). A sports physical terminates 395 days subsequent to administering and must be renewed immediately to maintain eligibility. Physical examinations must be performed by a registered physician, physician's assistant or nurse practitioner.

Periodic sport physical exams may be offered by the school physician for those students who have a complete health record on file in the nurse office.

IMMUNIZATION REQUIREMENTS

Massachusetts State Law requires that all students provide documentation indicating that they are properly immunized before entering school. Students who have a medical or religious exemption to any or all immunizations must submit written documentation. Medical exemptions must be written by the health care provider. Any student with medical or religious exemptions may be subject to exclusion from school if there is an outbreak of the specific disease.

The following immunizations are the current minimum requirements:

- Four doses DTaP/DTP or \geq three (3) doses of Td, plus a Td booster
- \geq three (3) doses polio
- Two (2) doses MMR, or two (2) doses measles and one each of rubella and mumps
- Three (3) doses Hepatitis B
- < 13 years old – one (1) dose, >13 years old – two (2) doses of varicella, or health care provider documentation of chickenpox

The state is in the process of phasing in additional immunization requirements. Please contact the school nurse for a current immunization schedule or refer to the Massachusetts Department of Public Health web site for further information:

<http://www.mass.gov/eohhs/docs/dph/cdc/immunization/guidelines-ma-school-requirements.pdf>

MEDICATION POLICY

Students using medications during the school day (prescription and over-the counter) are required to bring them to the health room. They should be in their original containers, accompanied by parent/guardian consent for the school nurse to administer the medication, and a medication order written by a licensed health care provider.

Under limited circumstances, students may carry medications with them. These medications include EpiPens or inhalers only. This also requires written permission from the parent/guardian, health care provider and nurse at school.

The nurse at school cannot dispense medications unless the student's family provides them. We do not keep stock supplies of medication, except for emergency medications. Please see the nurse at school for consent and order forms and for clarification of these policies.

CONDOM AVAILABILITY

In 1993, the Regional School Committee voted to make condoms available to students in the health and peer counseling offices. Educational material on the use of condoms is available. Counseling and health education is available by school health personnel or peer educators, as needed or requested by the student. These services are provided confidentially.

ELEVATOR PASS

Students that request permission to use the elevator must submit a written request from their parent/guardian or health care provider. This request must contain the reason for elevator use and the length of time the pass is needed. Elevator passes are issued by the nurse

SECTION V USE OF FACILITIES/SAFETY

SECURITY

Students are provided with lockers to store books, clothing and personal belongings during the school day and while participating in extracurricular activities after school. Lockers should be kept locked. Articles which have been found in the building or on school grounds will be taken to the Lost and Found in the Health Office.

LIBRARY

The library is open from 7:30 AM until 4:00 PM Monday – Thursday, and 7:30-3 PM on Friday. Students must have a pass from one of their subject (not study) teachers to come to the library during school hours. No passes are needed before or after school. Students may use the library during their lunch time if space is available. To do so they must sign in and leave their ID at the desk.

- *Circulation*
Students may check out all materials except Reference, Reserve and Special Collection books. Students who do not return materials on time will receive reminder notices twice. If materials have not been returned, renewed, replaced or paid for by that time, a letter will be sent home to the student and parent/guardian notifying them that the student's computer account will be disabled until their library account is clear. Students with overdue materials will not be allowed to check anything else out until they have returned what is due. No overdue fines are charged. In case of loss or damage to materials, students will be charged at the same rate as the Jones Library System.
- *Passes*
The library is a research center and students using it should have academic work requiring use of the library's resources. To use the library during the school day students must have a library pass obtained from their academic teacher. Before and after school, and during students' lunch periods (on a space available basis) passes are not needed.
- *Behavior*
Students who inappropriately use the library resources and facility may be suspended from using it. No food or drink (except bottled water) is allowed in the library while classes are in session. There is a designated snack area for use before and after school. Water is the only beverage permitted at any time.
- *Computers*
The computer acceptable use policy will be enforced. Students using the library with their classes have priority for computer use over study hall students.

CAFETERIA

- Eat only in the cafeteria or outside in the area immediately outside of the cafeteria
- Keep food, trays and utensils inside the cafeteria
- Respect those around you
- Be responsible by cleaning-up after you eat
- Remain in the cafeteria, cafeteria lobby or outdoors until the end of the lunch period

CLOSED CAMPUS

- Amherst Regional High School is a closed campus. All students are expected to remain inside of the school building for the duration of the school day. The lone exception is during lunch when student are authorized to be in the area by the picnic tables to the left of the cafeteria exit. For the sake of clarity, the War Memorial Pool , the playground area, all parking lots, cars, and the Middle School, including the road leading to it from the high school are considered off limits.

TELEPHONES

Pay phones are located in the building.

In case of an emergency, students may use a phone in the main office.

The use of cell phones - for making or receiving calls or taking pictures - during school hours is prohibited.

SCHOOL MURALS

Murals on walls of the school should represent general standards of decency, positive attitudes toward diversity, and the general will of the school community. Murals should at all times and in all ways reflect the interest of the community in a positive way. Murals that advocate intolerance, gratuitous violence or that violate state laws on harassment or hazing will not be considered as falling within these guidelines. The size, location, and nature of new murals will be determined by a mural committee appointed by the principal.

FIRE DRILL PROCEDURES

At the sound of a fire drill bell or horn, pupils will stand at once, by their seats and wait for the teacher's instructions to file out. Courtyard exits should not be used unless other exits are blocked. Teachers will leave the room last. All windows and doors should be checked.

Students should walk quickly but not run and maintain single file lines. The first students through each exit should hold the doors until everyone has passed. Custodians will check rooms for stragglers.

In the event of a fire drill during the passing period, students should proceed without pushing to the nearest exit. Teachers are authorized to re-route students to the nearest safe exit and to break windows to facilitate an exit from the building.

STUDENT PARKING

Below are the school's rules and polices regarding student parking privileges.

- **Parking fees are \$75.00 per year**
- Permits must be displayed on the rear-view mirror with the permit number facing the windshield. **Cars without permits will be towed.**
- Students may park in the student parking section of the Main Parking Lot and on the road along the track in allotted spaces. **The rear of the Main Parking Lot is a now a no-park zone.** When there are not snow banks, students may park along the path overlooking the football field (do not park on or block the sidewalk).
- Students may not park in visitor parking or faculty spaces in the front/main parking lot or on either side of the building, or in fire lanes. Visitor parking is signed and faculty spaces are painted with yellow lines in the Main Parking Lot. **Unauthorized vehicles parked in visitor parking, faculty spaces or in fire lanes will be towed.**

- Students must immediately report lost or stolen permits to Deans Office (room 160).
- Students may not transfer permits from one student to another.
- Students must abide by all school rules regarding parking and driving on school grounds. Violations will result in disciplinary action.
- Students with six or more tardies will lose parking privileges for 30 days.
- **Reckless driving will result in loss of parking privileges for a minimum of 30 days and may be reported to the Amherst Police Department.**
- **Students driving off school grounds without proper dismissal and/or transporting other students without proper dismissals will lose parking privileges for 10 or more days. Parking permit fee will not be refunded.**
- The parking lot is off limits during the school day. Students may not go out to their cars during the school day.
- The school is not responsible for loss or damage to cars. Please report loss/damage directly to the Police Department.
- **Cars towed are taken to North Amherst Motors, 78 Sunderland Road, Amherst, phone #549-7368. To retrieve a car, it will cost \$90 for the first 24 hours and then \$20 per day storage fee.**

**2012-
2013**

**THE AMHERST-REGIONAL
PUBLIC SCHOOLS**

The Amherst Public Schools, Amherst-Pelham Regional
Public Schools & Pelham Public Schools

DISTRICT PAGES

Disclaimer: This handbook is not an irrevocable contractual commitment to the student, but only reflects the current status of District rules and policies put forth by the School Committees of Amherst Public Schools, Amherst-Pelham Regional Public Schools, and Pelham Public Schools

**Amherst Public Schools
Amherst-Pelham Regional Public Schools
Pelham Public Schools**

School Handbook District Pages

“The Committees’ policy of nondiscrimination extends to students, staff, and the general public with whom it does business. The Amherst Public Schools, the Amherst-Pelham Regional Public Schools, and the Pelham Public Schools do not discriminate on the basis of race, national origin, age, religion, gender, sexual orientation, economic status, political party, veteran status, marital status and disability in admission to, access to, employment in, or treatment by its programs and activities.”

If you need documents translated into Spanish, Korean, Chinese, or other, please contact Mildred Martinez at (413) 362-1871.

Si usted necesita traducción de documentos, favor comunicarse con Mildred Martinez, al (413) 362-1871.

한국어로 번역된 서류가 필요하시면 Mildred Martinez (413-362-1871)에게 연락하여 주십시오.

如需要翻译这份文件, 请联络 Mildred Martinez (413)362-1871

Se voce precisa de algum documento a ser traduzido, por favor entre em contato com Mildred Martinez (413) 362-1871.

**Amherst, Amherst-Pelham Regional and Pelham Public Schools
District Handbook Pages
Table of Contents**

Contents

<i>Admission</i>	1
<i>Attendance Expectations</i>	2
<i>Breakfast and Lunch</i>	3
<i>Student Accounts/Online Payment Option</i>	3
<i>Bus Service and Rules</i>	4
<i>Communication</i>	7
<i>Computer Use Guidelines/Acceptable Network Use Policy</i>	7
<i>Controversial Issues in School</i>	13
<i>Discipline, Conduct, and Suspension Policies</i>	14
<i>English Language Learners</i>	23
<i>Equity</i>	23
<i>Health</i>	23
<i>Homelessness</i>	27
<i>Homework</i>	28
<i>Home Education of Students</i>	28
<i>Inclement Weather</i>	30
<i>Safety and Well-Being</i>	30
<i>School Visitation and Classroom Observation -Visitor Admission and Protocols</i>	31
<i>Social Skills</i>	32
<i>Students with Disabilities</i>	33
<i>Volunteering in the Amherst Public Schools</i>	40
<i>Letters of Assurance</i>	40
<i>Chapter 76: Section 5—General Laws of the Commonwealth</i>	41
Chapter 269: Section 17—Hazing; organizing or participating; hazing defined.....	41
Chapter 269: Section 18—Failure to report hazing.....	41
Chapter 269: Section 19—Issuance to students and student groups.....	42
Sexual Harassment Policy.....	46
Complaint Procedures for Allegations of Discrimination.....	48
<i>School Year Calendar</i>	55
<i>School Building Administrators</i>	56
<i>Central Office Administration</i>	56
<i>School Committee Contact List</i>	57
<i>Acknowledgement of Receipt</i>	58

Admission

All children of school age who reside in Amherst, Pelham or one of the regional towns on a full-time basis with a parent/legal guardian or an adult who has assumed legal responsibility for the student, will be entitled to attend the public schools in Amherst, in Pelham, or in the Regional District respectively. In addition, certain children who do not reside in a town within the school district, but who are admitted under School Committee policies relating to non-resident students or by specific action of the School Committee, may also attend the public schools.

In the Amherst and Pelham School Districts, advance registration for prospective kindergarten students will take place each spring. All children who reach the age of five years on or before September 1st of the current school year are eligible for kindergarten in September. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the principal and proof of immunizations as required by the state and the School Committee. Proof of residency and legal guardianship are required for enrollment. Additionally, proof may be requested by the district at any time questions arise regarding the residency or guardianship of an enrolled student.

Children transferring into the school District from other school systems will be referred for grade placement to the school principal. If the grade level classification of the child is doubtful, the principal shall confer with the Superintendent or designee before making permanent assignment. Except in extraordinary circumstances, students will not be assigned to a higher grade until they have spent a full year in their present grade in this school District or other school systems.

Residency for School Attendance in Amherst, Pelham, and Amherst Regional Public Schools Under Massachusetts Law a child may attend the schools of the town in which s/he resides. To attend public school in Amherst, in Pelham, or in the Regional District, a student must reside permanently in Amherst, in Pelham, or in one of the Regional towns respectively and must reside with at least one parent or legal guardian who has physical custody. Typically, the residence of a child under 18 is the residence of the parent(s)/legal guardian(s) who has/have physical custody of the child. "Residence" is the place where a person dwells currently, with an intention to remain, and is in the town that is the core of his/her domestic, social, and civil life.

The School District may require a variety of documentation to establish proof of residency and custody. Investigations may be made by school officials to assure that a student maintains a bona fide permanent residence in the town. Parents/guardians are under a continuing obligation to inform the School District of any and all changes to a student's residential status.

Students over 18 and living apart from parents/guardians in one of the Region's towns are entitled to attend school as residents. Children who are illegal immigrants and residing full-time in the school District are entitled to attend school as residents. Students who are placed in a residence in town by a public agency are entitled to attend school as residents. This residency policy does not apply to homeless students.

Any student who is determined to be a non-resident while enrolled in a school in any of the districts will be dismissed for non-residency. The dismissal may be appealed to the Superintendent, and the student may be allowed to remain in school pending the outcome of the appeal.

Kindergarten Screening

Each child who enters kindergarten will be given a "screening" in fulfillment of the requirements of the 603 CMR 28.03(1)(d), that governs special education and related services in public schools, and public or private day and residential schools. In addition, this screening will assist in assessing the child and plan appropriately for his or her needs. The screening provides us information about a child's strengths and needs. The results of this screening and other observations will be shared with parents/guardians during the Fall Parent/Guardian Conferences.

Attendance Expectations

Regular and punctual school attendance is essential for academic success in school. When a student is absent from class or school, the continuity of the instructional process is disrupted, and the benefits of classroom instruction are lost. Following is a list of important information for students and parents/guardians:

- All students will attend school everyday, on time.
- Parents/guardians are responsible for their child's daily and timely attendance.
- Parents/guardians will not keep students from school while it is in session.
- Parents/guardians are responsible for reporting their child's absence on the same day, before the official opening of school. In case of an emergency that prevents this from happening, parents/guardians must send a note explaining the absence with the student when s/he returns to school.
- Reporting an absence is not the same as excusing it. The Superintendent or his/her designee (usually the building principal) is the only person that can legally excuse an absence.
- The only "excusable" reasons to keep a child/youth from attending school are: students' illness, religious observance, court obligation and/or a major family emergency (accident, serious illness/quarantine, death). Please check in with your school if you have any questions. HS students are allowed to have three college visits. Please check with the guidance office for details.
- Students must present a note upon their return to school after three consecutive days.
- Tardiness will not be excused. Three tardies will equal an unexcused absence.
- After fourteen (14) cumulative or consecutive days of being out sick, students may be eligible for home or hospital tutoring.
- There are several weeks in the school calendar designated for vacation/holiday time out of school. Families are advised to plan all trips and visits during these weeks.
- Parents/guardians will be held responsible for failure to send their children to school and/or not bringing them to school on time.
- The schools have partnered with the Northwest District Attorney's Office to implement the School is Where It's At (SIWIA) program to provide a continuum of services and support to families, children and schools when issues of attendance arise.

Breakfast and Lunch

Both breakfast and lunch are served every school day. The school serves a hot lunch every day. There is usually a soup and sandwich option. Children may bring a lunch from home and buy milk at school.

A new Federal law requires participants in the School Lunch Program to set minimum prices for students who are not eligible for free or reduced price lunches. To satisfy this requirement, the School Committee voted to increase meal prices by \$0.25 for the coming year

Meal Prices for 2012/2013 School Year

Breakfast (*per day*)

Middle School & High School	\$1.25
Elementary Schools	\$.75
Reduced Price (All schools)	\$.30

Lunch (*per day*)—All Schools

Full Price	\$2.75
Reduced Price	\$.40
Adult Price	\$3.50

Milk – All Schools	\$.40
---------------------------	---------------

Student Accounts/Online Payment Option

Occasionally students forget or lose their lunch money, so in November 2010 the districts implemented a system to help with that. Parents now have the convenience of utilizing MyKids, a web-based system that allows parents to make on-line payments, track account balances, and even monitor the history of purchases. Online payments are added to student accounts every Friday. To take advantage of this program, please visit MyKids.com (you will need your student's ID number for this option), contact your child's school or contact the Food Service Office directly at 413-362-1839. For those who prefer not to pay online, students can submit cash or a check when they proceed through the lunch line, which will be added to their account. If your child should forget his/her lunch money or lose it, and there are insufficient funds in their account, he/she will be allowed to charge lunch on an occasional basis. We ask that such debts be repaid the next day.

Information for Families Eligible for Free and Reduced Meals

Many families may be eligible for free or reduced price meals. Information and applications are sent home at the beginning of the school year, and the application is available on the district website at www.arps.org/food-services. Please fill out the application completely and accurately

Beginning in September 2012, the state of Massachusetts is instituting an administrative system known as Virtual Gateway. This system of direct certification will automatically enroll any student whose family is approved for Supplemental Nutrition Program (SNAP),

TANF/TANFDC or FDPIR in the free lunch program. These families will be notified that they have been directly certified, and no application is necessary. Families who are directly certified may choose to opt out if they prefer not to participate in the free and reduced price lunch program

Families who are not included on the direct certification list must file a new application each year, even if their child received free or reduced price lunch in the past. There is a one-month carryover period for these students to allow families to submit and receive approval of the new application. If no application is filed and approved by September 30, that student is taken off of the free and reduced list. Please note some important details about the free and reduced program:

- The point-of-sale system used in the school cafeterias ensures that students who receive free and reduced price meals are not identified in any way when making purchases. Please be assured that confidentiality will be maintained.
- Federal regulations prohibit retroactive submission for any meals charged by students after the carryover period. It is important to submit your application as soon as possible so that it can be approved by September 30. If approval is delayed and your child must charge meals for any period of time, the district will be happy to set up a payment schedule to allow families to pay for those meals over time.
- Only a full meal is eligible for free or reduced price lunch. If your child brings a lunch from home and buys only milk or juice, there will be a charge for it.
- If there is any change in your financial circumstances over the course of the school year, an application for the free lunch program may be submitted at any time by contacting the Main Office at your child's school.
- New applicants must pay full price until their applications are approved, usually within one or two days.

Payment for meals is on a daily basis. If your child should forget his/her lunch money or lose it, he/she will be allowed to charge lunch on an occasional basis. We ask that such debts be repaid the next day. Prepayment for lunches/breakfast is also an option, either by sending money in to the school or with your child, or making use of our on-line option known as MyKids.com. Please contact your school Cafeteria Manager for more information.

Bus Service and Rules

Bus service is provided to children who live further than 1.5 miles from their school. Safety concerns for students who live closer than 1.5 miles will be assessed on an individual basis to determine if bus service is necessary. Bus stops and schedules are published in the local newspapers just before school opens.

Loss of Riding Privileges

Respectful and safe behavior, both at the bus stops and on the bus, is essential. Any problems will be brought to the attention of parents/guardians, and students engaging in inappropriate and/or unsafe behaviors may be suspended from riding the school bus for a specific period of time. Any such suspensions will be initiated by school principals or assistant principals. Suspension of riding privileges for a specific period of time is automatic with a third bus misconduct notice, but suspension for serious infractions may occur after any single infraction. Parents/Guardians are asked to review the following bus rules with their children:

Bus Rules:

Waiting for the bus

1. Be on time, but do not arrive at the bus stop more than ten minutes before the time the bus usually arrives.
2. Do not allow younger children who are not yet attending school to accompany you to the bus stop.
3. Observe all safety precautions while waiting for your bus.
 - a. Do not play in the road.
 - b. If possible, avoid crossing streets.
 - c. If you must cross a street, do so only if you are sure no moving vehicles are approaching from either direction.
 - d. Do not push, pull or chase any other students.
 - e. Avoid trespassing on private property or being noisy while waiting for the bus.
 - f. As the bus approaches, line up at least six feet off the road. Do not approach the bus until it has stopped and the driver has opened the door. Again, don't push others in the line.

Loading on the Bus

- Get on your bus quickly and be seated at once.
- Listen carefully and obey any directions issued by the driver.

Riding on the Bus

1. Do not eat food while you are on the bus.
2. Do not throw anything while you are on the bus.
3. Do not extend your arms or any other parts of your body out of the window.
4. Do not change seats at any time.
5. Avoid shouting and other excessive noise that may distract the driver and lead to a serious accident.
6. Keep your bus clean and sanitary.
7. Be courteous to other students.
8. Listen carefully and obey any instructions from the driver.

Unloading from the Bus

1. Do not leave your seat until the bus has come to a complete stop and the driver has opened the door.
2. Obey any instructions from the driver.
3. Leave the bus quickly but courteously without pushing any other students.
4. If you must cross a street as you leave the school bus, always wait for the driver to signal you to cross and be sure to walk in front of the bus (never in the back).
5. If you walk too close to the front of the bus, the driver will not be able to see you and a serious accident could occur. Always walk at a distance of at least 12 feet from the front of the bus.
6. Be sure to observe all safety precautions as you travel from the bus stop to your home.

Kindergarten Student Transportation

For safety reasons, a parent/guardian, or another pre-designated person, must be physically present when a Kindergarten student gets on and off the bus. If no one is at the kindergarten student's stop when students are transported home, he or she will be brought back to the school until the parent/guardian can pick him/her up. All kindergarteners will wear an I.D. or badge (provided by the school) for the school year. The parent/guardian will be responsible for clipping the badge on the outer clothing of the child in the morning, and the teacher will be responsible for clipping the badge on the outer clothing of the student in the afternoon. All kindergarteners will be seated in the first three rows of the school bus.

Changes in Going Home Routine—Bus Passes

Parents/Guardians are asked to limit plans that will require their child/children to ride a different school bus than usual. However, when it is absolutely necessary for a child to take a different bus, all students are required to use the Bus Pass system for their safety. This system ensures that the school knows where all students are being transported.

In order to obtain a Bus Pass, students must submit an authorized note from their parent or legal guardian to their school office. The note must include the address at which the student will be temporarily picked up or dropped off. The school office will issue a Bus Pass to the student who must then present it to the driver. Children will not be permitted to board a different bus or get off the bus anywhere other than their usual designated stop without a Bus Pass.

Please plan ahead if changes will be required in a students' usual transportation home. Do not make alternative transportation arrangements by phoning the school on the day of the change except in cases of emergency.

Crossing Guards

A crossing guard is on duty before and after school to help students across designated streets. If a crossing guard is not on duty or at a cross walk, the student should use standard crossing protocol.

PVTA Buses

The Districts strongly recommend against children riding the PVTA buses to and from school. PVTA buses are not required to stop traffic when discharging children.

Bicycle Safety Rules:

1. Always wear a properly fitted bicycle helmet to protect your head—every time you ride.
2. Use a bicycle that is the appropriate size for you, not one that is too big.
3. Before you ride, make sure you don't have any loose clothing, drawstrings, or shoelaces; they can get caught in your chain and make you fall.
4. Have an adult check the air in your tires and that your brakes are working before you ride.
5. Wear bright clothes so others can see you at all times of the day.
6. Stay alert at all times; never listen to music when riding. Pay attention and watch for cars, people, and other bicyclists around you.
7. Don't bicycle at night. If you must ride, make sure your bike has reflectors and lights and wear retro-reflective materials on your ankles, wrists, back and helmet.
8. Before you enter any street or intersection, check for traffic by looking left-right-left to make sure no cars or trucks are there.

9. Learn and follow the rules of the road.

Rules of the Road

1. When riding in the road, always ride on the right hand side (same direction as traffic).
2. Obey traffic laws, including all the traffic signs and signals.
3. Ride predictably—ride in a straight line, don't weave in and out of traffic.
4. When riding on a sidewalk show respect for the people walking on the sidewalk. Let them know you are coming and always pass them on the left.
5. Look for debris on your route like trash, stones, or toys that could cause you to fall off your bicycle.

Walking & Crossing Streets Safely:

1. If a ball or toy goes into the street, ask a grownup to get it for you.
2. ALWAYS stop at the curb. Do not run into the street.
3. If there is a crosswalk, you should always use it and always cross streets only at the corners.
4. Look all ways (left, right, and left again) before you enter or cross a path, sidewalk, street or driveway. Keep looking as you cross.
5. Make eye contact with each driver before you pass in front of him or her.
6. Never cross a street from between parked cars.
7. Always use the sidewalk when walking to school. If there is no sidewalk, walk on the side of the road against traffic.

Communication

In late September or early October there will be evening Open Houses in each of the schools to share information about the general nature of your child's classroom program and to answer questions you may have about the school.

At the elementary schools, two (2) early release days will be scheduled annually during the months of October/November, in order to facilitate the scheduling of parent teacher conferences. Additional conferences may be scheduled at the discretion of the parent and the teacher. In addition, report cards are sent home in January and June.

Middle School and High School students receive progress reports at the middle of each trimester and report cards at the end of each trimester.

Newsletters containing lists of important dates, and other news and information about the school are sent out regularly. Materials are generally sent home on Fridays. Materials about activities which are not school sponsored must have prior approval from the Superintendent's Office. School related information requires approval by the Principal.

Computer Use Guidelines/Acceptable Network Use Policy

I. Introduction

This document is a joint effort of the Franklin and Hampshire County public schools, adopted by the school Superintendents and technology coordinators/administrators for the purpose of guiding appropriate use of technology in education. The electronic resources at the public schools in Franklin and Hampshire County are provided by and in consonance with their mission to:

- Improve education for all students through access to unique resources and partnerships;
- Improve learning and teaching through research, teacher training, collaboration and distribution of successful education practices, methods and materials.

In addition, we seek to ensure a healthy and appropriate use of technology resources by making provisions for:

Prevention of access by users to inappropriate matter on the Internet;

- The safety and security of users when using electronic mail, chat rooms, and other forms of direct electronic communications;
- Prevention of unauthorized access, including “hacking” and other unlawful activities;
- Prevention of unauthorized disclosure, use and dissemination of personal information regarding minors; and
- The design of measures to restrict minors’ access to harmful materials; and
- Prevention of any and all inappropriate or illegal use.

Our electronic resources—including, but not limited to, computers and Internet access—allow users access to local, national, and international sources of information and collaboration vital to intellectual inquiry and democracy, and are intended solely for educational purposes. Every user has the responsibility to respect the rights of every other user in our school communities and on the Internet. Users are required to conduct themselves in a responsible, ethical, and legal manner, in accordance with both school and district policies, rules, regulations and guidelines and the laws of the Commonwealth of Massachusetts and the United States.

The potential exists, outside the school/district network, for users to access inappropriate material. A user may intentionally or innocently access material inconsistent with our educational purpose and policies. While violations of school/district policy are cause for concern, we maintain the educational advantages of using the technology outweigh the disadvantages. It is the burden of parents and guardians to establish standards of use of electronic media consistent with school/district policy and to ensure that users comply with established policy. We respect each family's decision whether their child should or should not have access to the Internet. Parents should notify the school in writing if they do not want the student to use the Internet. The use of electronic resources is at the discretion of the schools/districts according to their individual electronic policy.

The following explains our common policies for acceptable use of the schools’ and districts’ technology. Policies specific to individual schools and districts are at the end of this document. Use of computer networks and the Internet are revocable privileges dependent upon compliance with school/district policy and these procedures. A user’s failure to comply with policy shall result in limited network/Internet access, suspension of access, and/or other disciplinary action up to and including termination or expulsion.

II. General Provisions

The Greater Hampshire and Franklin County schools have established certain protocols to ensure the safety of our school communities, the security of computer networks, and compliance with applicable law. All users should be aware of the following provisions:

A. Network and Internet monitoring

Most schools and/or their vendors have software and systems in place that monitor and record all Internet usage. Most security systems are capable of recording each web site visit, chat, newsgroup, e-mail message, and file transfer into and out of our internal networks for each user. We reserve the right to intermittently monitor Internet traffic and other usage of electronic resources, for instance, by tracking destination URLs of individual users. Users should have no expectation of privacy when browsing the web, sending or receiving e-mail, or using other electronic resources.

B. Filtering

In accordance with the Children's Internet Protection Act (CIPA), passed by the U.S. Legislature in January 2001 (Public Law 106-554), our schools shall employ filtering software to block access to inappropriate content on all computers with Internet access. Our schools and districts certify that a policy of Internet safety and technology protection measures shall be enforced. Users are restricted from accessing visual depictions of subject matter that are obscene, pornographic, child pornographic or harmful to minors. In compliance with CIPA, our schools and districts shall, in furtherance of this set of Acceptable Use Procedures regarding Internet safety, monitor the online activities of users.

Users should be aware that filtering software will not block ALL inappropriate web sites. Users shall report all inappropriate sites not blocked by filters to a technology administrator for appropriate action. Filtering software may be temporarily disabled for users 18 and over by a technology administrator for educational research purposes.

Our schools and districts cannot be held responsible for misuse of material downloaded from any online service, or for inappropriate or sexually explicit material being obtained through the network.

III. User-specific Provisions

A. All Users Students, administrators, staff and faculty shall not:

1. Use the network to access and/or transmit material in violation of any U.S. or Commonwealth law, including copyrighted material.
2. Access, download, display, transmit, produce, generate, copy or propagate any material that is obscene or pornographic; advocates illegal acts; contains ethnic slurs or racial epithets; or discriminates on the basis of gender, national origin, sexual orientation, race, color, ancestry, religion, handicap or age.
3. Degrade damage or disrupt equipment or system/network performance (for example excessive bandwidth use that disrupts the network for other users).
4. Gain unauthorized access to network resources.
5. Permit or authorize any other person to use their name or login password.
6. Use an account of any other person or vandalize another user's data.
7. Waste electronic storage space by saving unnecessary files or programs.

8. Download, install, load or use programs without written permission of the technology coordinator/administrator.
9. Use school resources for personal commercial purposes or for political lobbying.
10. Use inappropriate, offensive, foul or abusive language.
11. Harass or annoy any other party with obscene, libelous, threatening or anonymous messages, objectionable information, images or language.
12. Forward chain letters.
13. Forward e-mail messages of broad interest—including virus alerts and jokes—to the entire school community (see number 5 below in the section "Students, staff and faculty must").
14. Knowingly make use of pirated software or violate software licensing agreements.
15. Engage in the practice of "hacking" or knowingly engage in any other illegal activity using the network.
16. Engage in any conduct which constitutes cyber-bullying as defined by the Districts' Anti-Bullying Policy.
17. Engage in any other inappropriate use of the system.

B. Students, staff and faculty must:

1. Use the Internet and other electronic resources only for legitimate educational purposes.
2. Respect commonly accepted practices of Internet etiquette including, but not limited to, use of appropriate language.
3. Be aware of potential security risks at all times and take all reasonable steps to minimize risks by, at minimum, logging off the network when a computer is unattended and reporting all unauthorized use of one's account to a technology administrator.
4. Avoid bulk e-mailing.
5. Forward all e-mails of broad interest, such as virus alerts, to a technology administrator for appropriate distribution to the entire school community.
6. Treat all computer areas and equipment with the utmost care and respect.
7. Abide by this procedure and specific school policy.

C. Students

Students may access the Internet only with adult supervision, and must notify a teacher or technology instructor immediately if they come across inappropriate content. In addition, students may not use the Internet to give out personal information (such as a home address, telephone number, or picture) about themselves or other students. Student use of electronic resources is restricted to teacher-approved projects and research.

IV. Electronic Communication

School and District resources for electronic communication shall be used for educational purposes. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost for the District, but such messages will be treated no differently from other messages on the network. Prohibited electronic communications include, but are not limited to:

1. Use of electronic communications to send copies of documents in violation of copyright laws.
2. Use of electronic communication systems to send messages, access to which are restricted by laws and regulations.

3. Use of electronic communications to intimidate others or to interfere with the ability of others to conduct school/district business.
4. Constructing electronic communications to appear to be from someone else.
5. Obtaining access to the files or communications of others for the purpose of satisfying idle curiosity, with no substantial school/district business purpose.
6. Users will conform to the rules of e-mail archiving and document retention according to document retention policy under Massachusetts General Laws.
7. Any other communication in violation of this policy or the specific school policy.

V. Software

All technology purchases, software and hardware, must be approved by the Director of Information Systems. All software purchases must be made according to the procedures outlined in the document, Instructional Software Purchase Procedures, available from the Information Systems Department.

A. Supported Software

Software which the District has standardized will be given priority in terms of installation, troubleshooting and training. A list of standardized and supported software, and other software owned by the District, will be updated from time to time and made available for viewing at a location designated by the Superintendent, principal, or technology administrator or his/her designated agent.

B. Other Software

Installation, troubleshooting and training for all other software used by faculty, staff and students will be supported as time permits. Software to be used in the curriculum or in a lab environment must be purchased in "lab packs" of sufficient quantities to account for the greatest number of simultaneous users or as site licenses, and must be owned by the school/District. Single copies of software are considered evaluation copies and will not be supported, installed on multiple computers, or made available from the network to multiple computers.

C. Unsupported Data, Media and Software

Software which makes the computers and network harder to maintain and support and which offers little or no benefit over comparable software will not be supported. Do not install software, including downloaded freeware or shareware, on any computer. The technology coordinator/administrator reserves the right to uninstall unsupported media or reimage any computer as necessary. No personal data or files are to be stored on the local hard drive of any computer. Please store data and files in your home directory.

VI. Data Storage and Backup:

The technology coordinator/administrator has the right to reimage any computer as necessary. No personal data or files should be stored on the local machine. The school/District makes every effort to run regular backups on data and e-mail hosted on its systems and networks; however, it cannot guarantee that in the event of data loss or catastrophic failure all information will be recovered.

VII. Hardware:

A. Use of equipment other than that owned by the school/district:

1. The school/District does not support equipment brought in from the outside by any user.
2. The technology coordinator/administrator has the right to confiscate any outside equipment that interferes with operation of the system/network.
3. The school/District is not responsible for damage to or loss of equipment brought in from the outside.
4. Permission to set up any outside equipment on school premises must be given in advance by the technology coordinator/administrator or his/her designated agent.
5. Permission must be granted for use of electronic devices not owned or provided by the school/district.

B. Wiring of network devices:

Any wiring of computers and peripherals must be done in accordance with local and state building codes. The connectivity requests should be made through the IT department. The IT department is solely responsible for this process.

VIII. Web Pages:

A. General guidelines for student, teacher & classroom sites

1. **Posting**—All web pages produced by faculty or staff that reference or depict the school/District are assumed to be school- or district-owned educational resources, created for the sole purpose of education, and shall be posted on a school-maintained web site, with the exception of school-authorized sites whose purpose is to simplify the process by which a page/site is posted. All student web sites/pages must be approved by authorized school personnel for posting prior to being posted.
2. **Disclaimers**—If a user's home page is housed on a school/district server, but has links to sites/pages which are not housed on a school/district server, the user must include the following disclaimer: "The Amherst, Pelham and Amherst-Pelham Regional School Districts are not responsible for any content which is not hosted on our servers" Any school-related web page produced by staff but not housed on the school web site must be posted to an authorized site and must include the following disclaimer: "The contents of this site/page express the views of the author(s) only and do not necessarily express the views of Amherst, Pelham and Amherst-Pelham Regional School Districts." The school/District is not responsible for content on school-related web sites not housed on our site or on another authorized site.
3. **Student pictures and work**—A student photo will be posted only when there is no signed parent form on file documenting that the posting is prohibited.
4. **Content**—Do not advertise, endorse or link to any product or organization whose primary function is not to disseminate educational content (e.g., commercial enterprises or political groups). Certain fundraising information and links may be allowed, such as "shopforschool.com" or "marketday.com" and certain exceptions may be made for commercial entities who have significantly contributed to the school community (e.g., Verizon or Microsoft). These company links are allowed at the discretion of appropriate school administrators; please see school- and District-specific provisions at the end of this document for more information.

In all cases, exceptions may be made when links to commercial or political groups are provided for legitimate educational purposes—for instance, links to the sites of political parties for civics courses, or links to commercial entities for media literacy courses.

Proofread your content and use a spell checker before posting. As an educational institution with a potentially broad audience, it is incumbent upon us to have grammatically correct content. Viewers often have high expectations and we must maintain a high level of accountability to our community.

- 5. Copyright issues**—Make certain that copyrighted material conforms to the “fair use” test (<http://www.benedict.com/basic/fairuse/fairtest.htm>) and that all copyrighted material on your site is appropriately credited.

Controversial Issues in School

Controversial issues are topics that may be publicly sensitive and about which there are varied levels of opposing views, biases, emotions and/or conflict. American academic tradition stresses the free exchange of ideas as a basic element of curriculum development, instruction, and discussion. Studying controversial issues in school is important in preparing students to participate intelligently and responsibly in a democratic and pluralistic society.

An important goal of public education is to help students develop the capacity to participate respectfully, critically and positively in the discussion and analysis of controversial issues. Studying controversial issues provides opportunities to develop a student’s ability to think clearly and critically, to reason logically, to differentiate between opinion and intelligent analysis, and to respectfully examine different points of view with an open mind. All staff and students have a right to express their opinions and a right to a respectful hearing. While teachers and other staff may have personal views on controversial issues, they do not have a right to use the school setting as a forum to promote their personal views. Educators need to be constantly mindful that their views may influence students and that they have an obligation to model objectivity and to encourage their students to think for themselves.

The approach to writing about controversial issues and to discussion of controversial issues in the classroom will be objective and scholarly and will be done in a spirit of critical inquiry rather than advocacy. Teachers will ensure that reasoned arguments on an issue are presented in classroom discussions. Teachers will strive to balance major views and to assure that as many sides of the issues as possible are presented in a fair and impartial manner, with no position presented as the only one acceptable. Political issues will be presented in a non-partisan manner. Controversial issues that arise incidentally during instruction should be used by the teacher to promote critical inquiry and to teach thinking skills. In all instances, teachers will encourage students to develop an ability to meet issues without prejudice and to withhold judgments while facts are collected and evaluated.

Teachers must obtain permission from the principal to invite visitors for classroom and/or school-wide presentations. Whenever outside persons are invited to speak on controversial issues, care will be taken to assure that a reasonable range of opinions on the issue are presented in an equitable manner and that they are consistent with the academic standards of the school. Teachers will offer students and parents who might be offended by a presentation because of their religious or personal beliefs the opportunity not to participate in a presentation. Student-

initiated forums are subject to the same standards for approach to discussion, consistency with the academic standards of the school, and use of visitors for presentations.

Discipline, Conduct, and Suspension Policies

The Amherst, Amherst-Pelham, and the Pelham Public Schools have adopted a District philosophy statement that provides the foundation upon which individual schools have created their own codes of conduct.

If a student's disability interferes with his/her capacity to meet the regular disciplinary code, modifications to the disciplinary code will be stated in the student's IEP or 504 plan.

Conduct of Students

Corporal Punishment

In accordance with State law:

"The power of the School Committees or of any teacher or other employee or agent of the Committees to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student."

Nothing in this policy shall be interpreted as preventing a teacher or other employee or agent of the school committees from using reasonable force as is necessary in the following situations: to protect himself or herself from assault by a student, to protect other students and staff members from violent aggressive acts of students, or to prevent a student from harming himself or herself. The Superintendent will issue regulations regarding staff training in the proper uses and limitations on the use of physical restraint.

Suspension Policy

Breaches of standards of behavior may result in suspension from school in accordance with applicable State and Federal laws/regulations and court decisions. The principal of each school will implement specific procedures for imposing suspensions, conferring with parents, and readmitting and counseling suspended students.

A suspension may be imposed for behavior which includes, but is not limited to, when a student's behavior creates a threat to his/her own or other's safety such as fighting, committing an assault on another, stealing, vandalism, possession/sale/attempted sale of weapons, explosives or prohibited materials, possession/sale/attempted sale of alcohol, controlled substances or prescription medication prescribed for someone other than the student, making false alarms or bomb threats, lewd or threatening behavior or language. In cases of repeated violations of other disciplinary rules, suspension may be imposed after other attempts have been made to resolve the problem. Additionally, suspensions may also be imposed for the violation of rules set forth in student handbooks.

In cases involving possession of weapons, possession of controlled substances or assault upon a staff member, a student may be subject to immediate expulsion.

Prior to a suspension being imposed, the student facing a possible suspension will be provided due process which includes a notice and explanation of the suspension the right to representation, an opportunity to present facts and arguments to support his/her side of the story. Whenever possible, parents or guardians will be notified by telephone prior to the suspension. Suspended

students will not be in school, on the school grounds, or at school-sponsored activities or athletic events unless expressly permitted by the principal.

Before the above steps to impose a suspension have been completed, the principal or his/her designee may remove the student from the school grounds with an immediate suspension if the continued presence of the student presents a danger to himself/herself or to other students or to staff, or disrupts the educational process.

The District also follows MGL Chapter 71, Section 37H and 37H 1/2 in appropriate cases. These sections are outlined below.

Chapter 71: Section 37H Policies relative to conduct of teachers or students; student handbooks

Section 37H. The Superintendent of every school district shall publish the District's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the District.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon¹, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

¹ A dangerous weapon shall include, but not be limited to, any gun, projectile, any device capable of propelling a projectile, ammunition, knife (including pen knives and box cutters), fireworks, lighters, brass knuckles, as well as any other implement which is capable of inflicting bodily injury and which is used to do so or is in the possession of the student so that it can be so used. Examples of the latter include, but are not limited to, ice picks, nail files, screw drivers, bracelets, scissors, pens/pencils.

- (b) Any student who assaults a principal, assistant principal, teacher, paraprofessional, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion, in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Chapter 71: Section 37H 1/2 Felony complaint or conviction of student; suspension; expulsion; right to appeal

Section 37H1/2. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five (5) calendar days following the effective date of the suspension.

The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and

shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his/her request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision of the city, town or regional school district with regard to the expulsion.

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

Discipline Policy for Students with Disabilities as identified by a team under the IDEA/M.G.L. c. 71B or Section 504

Students identified as having special needs

1. All students are expected to meet the requirements for behavior as set forth in the handbook.

Chapter 71B of the Mass. General Laws requires that additional provisions be made for students who have been found by a TEAM to have special needs and whose individualized program is described in an Individualized Educational Plan (IEP).

- a. Students with Special Needs may be suspended for up to ten (10) consecutive days, and may also be suspended in excess of ten (10) cumulative days, as fully outlined under M.G.L.c. 71B, and the Individuals with Disabilities Education Act. Such suspensions may be carried out without any further or additional process.
- b. Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that the conduct for which the student

is being disciplined is not a manifestation of his/her disability, and the District provides educational services which will allow the student to access the general curriculum and to make progress toward his/her goals.

2. The IDEA and M.G.L. c. 71B allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school or a school function or on school property, is in possession of or uses a controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property, or inflicts serious bodily injury on a person, including him/herself. The appropriate interim alternative educational setting shall be determined by the IEP TEAM.
3. The IDEA and M.G.L. c. 71B also allow school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to 45 school days, if they are substantially likely to injure themselves or others in their current placement.
4. When a special needs student is to be suspended for ten (10) or more consecutive days or more than ten (10) cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the IEP TEAM will meet to conduct a manifestation determination. Relevant members of the TEAM meet for the manifestation determination, and they answer two questions, after reviewing relevant documents and the misconduct of the student:

1.0 Is the misconduct the result of failure to implement the student's IEP? And

2.0 Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the Parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

5. If the TEAM finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in this handbook.

The student will receive educational services during this period of suspension or exclusion. If the TEAM finds that the misconduct was a manifestation of the student's disability, then the school may still be able to implement an IAES (see ## 2 and 3 above). If the IAES is not possible, then the student will remain in his/her current placement, and the TEAM will arrange for a functional behavioral assessment (if one has not been conducted on the student) and the development or modification of a behavior intervention plan.

6. The principal (or designee) will notify the Special Education Office of the suspendible offenses of a special needs student and a record will be kept of such notices.

Students identified as having a disability and provided with a Section 504 plan

Students are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However,

if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

- Is the misconduct the result of failure to implement the student's 504 Plan?
- Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the Parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

Interrogations and Searches

School administrators have the responsibility for maintaining a safe school environment so that students and staff may focus on learning. School administrators have the authority to conduct searches of students, student belongings, student lockers, and student automobiles, if parked on campus consistent with established law. Searches will follow procedures and guidelines and will be in accordance with the parameters established by law.

Physical Restraint Policy

Maintaining a school environment that is conducive to student learning requires that the environment be orderly and safe. Physical restraint of a student may sometimes be necessary to protect the student or other individuals. Physical restraint is the use of bodily force to limit a student's freedom of movement. Students in the District are protected by law from the unreasonable use of physical restraint. Physical restraint will be used with extreme caution and only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate.

The two goals of the physical restraint policy are:

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

The School District's emphasis is on prevention and de-escalation, which reduces the risk of injury to both students and program staff. The emphasis is always on the care, safety, and welfare of the students and the primary technique used is verbal de-escalation.

Physical restraint may only be used when non-physical interventions would not be effective, and the student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

The administrator in charge of Special Education or his/her designee will provide all staff with guidelines and procedural information regarding physical restraint. The only school personnel who should physically restrain students are those who have been trained through an approved Restraint Training Program. The only physical restraint techniques to be used are those taught by the approved Restraint Training Program.

Each building will provide its staff with a list of the school's personnel who have been trained through the Restraint Training Program. Whenever possible, these trained staff members will be called upon to administer physical restraint in situations where a student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

However, nothing in 603 CMR 46.00 precludes any teacher or employee from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. In addition, nothing in these regulations should interfere with or prohibit law enforcement, judicial authorities or mandated reporter responsibilities.

The District will adhere to all laws and state regulations governing physical restraint.

Search and Seizure

Lockers, lab tables, desks and other equipment and facilities provided for students' use by the District are the property of the District and are subject to search at any time for any reason. When appropriate, the police and the use of trained animals may be used to conduct such a search.

A student's person, personal belongings and automobile/bicycle/other form of transportation is subject to search when a staff member has reasonable suspicion to believe that the student is in possession of anything which is a violation of the criminal law or of the disciplinary policies of the District, or the student is in possession of anything which is evidence of such criminal or disciplinary violation.

A search of a student's person may include the use of a breathalyzer or a urinalysis drug screen when there is reasonable suspicion to believe that the student is under the influence of alcohol or a controlled substance. The refusal of a student to participate in the breathalyzer test or urinalysis drug screen may lead to a disciplinary penalty equal to the offense of which the student is suspected.

Any item may be seized during the course of a search.

Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials.

Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school principal or his/her designee will be present. The student's parent or guardian will be immediately notified of the situation.
2. If custody and/or arrest are involved, the principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

Police Relations

It may be necessary to summon police assistance in cases of extreme disruption, uncontrolled or dangerous behavior or for violations of law.

This document states the intent of the Amherst-Pelham Regional Schools and the Amherst Police Department to engage in cooperative efforts aimed at the elimination of drugs and alcohol from the schools. Such cooperation will ensure a more comprehensive community response to the

social and physical hazards of drug use and drug trafficking by students while under the authority of school personnel.

The parties to the memorandum of understanding hereby agree to the conditions and procedures entered below.

- 1.0 All school staff members are under obligation to report any and all incidents of the use or possession of any drugs by students.
- 1.1 School personnel are not protected under the confidentiality statutes of the Commonwealth, and if called on to testify in court, they would be obligated to reveal any information relating to drugs even if voluntarily confided to them by the students.
- 1.2 Each and every such incident, suspected incident, or suspected pattern of use, possession or trafficking in drugs is to be reported immediately to the appropriate building principal, other administrator or designee.
- 1.3 Any student who is suspect of, observed as, or has admitted to being under the influence of a drug must be immediately escorted to the office of the building principal or the office must be notified immediately of the incident.
- 1.4 Incidents, as described, in items 1.0 – 1.3 are considered violations of school rules and possibly of the law if they occur in the school building, on school grounds, at school sponsored events, at activities or events which may be conducted off school grounds, on school buses, and at or around school bus stops, during loading and unloading procedures.
- 2.0 The principal of each school building shall be the party to whom all such incidents are reported and who will coordinate all procedures in these matters. In the absence of the principal, another administrator or designee shall perform this function.
- 2.1 Upon a report to the principal of an incident, an investigation will be conducted. Parents will be informed expeditiously. Disciplinary hearings will take place when appropriate, and will be conducted by the principal, another administrator or designee.
- 3.0 To be under the influence of drugs, but not in possession of drugs is a violation of school rules, but it is not a violation of law. Students in violation of school rules regarding drugs will be appropriately disciplined and parents notified, but police will not be ordinarily summoned. Police may be summoned in cases of disorderly or dangerous conduct.
- 3.1 Students found to be in possession of drugs, on their person, or in locations specifically associated with students (school corridor lockers, gymnasium lockers, personal clothing or other locations or items) will be considered to be in violation of the law. In such cases, parents will be notified immediately and the police will be summoned. The case will be turned over to the Amherst Police Department Contraband (illicit drugs and paraphernalia usually associated with drug use) will be turned over to the police department as well.
- 3.2 Where appropriate, the Police Department will pursue criminal action against any student found to be in possession of drugs.
- 4.0 The Amherst Police Department's Officer in Charge of Operations will coordinate the department's actions in cases of a student found to be in possession of drugs or drug paraphernalia. The Officer in Charge of Operations will coordinate record-keeping functions and police department/school system educational efforts with the principals of the schools.
- 4.1 The school system will report to the police department all incidents of students

found to be under the influence of drugs. The names of such students may be, at the discretion of the principal, submitted to the police department after notification of parents. Such incident reports will be maintained by the Amherst Police Department as well as by the school system. A standard form for the Purpose of reporting will be developed jointly by the police department and the school system.

- 4.2 The police department's Officer in Charge of Operation and the school principals will form a liaison/coordinating committee. This committee will meet regularly during the school year for the purpose of reviewing procedures contained herein and for the purpose of monitoring local conditions regarding drug use and trafficking.
- 4.3 The liaison/coordination committee shall meet with and report to the Chief of the Amherst Police Department and the Superintendent of Schools annually (in March) for the purpose of reviewing the goals and effectiveness of the procedures contained herein.
- 4.4 The procedures contained in this memorandum should be consistent with the codes for student conduct established in each school building.

Chapter 76: Section 16 Children excluded from school; remedies

Section 16. Any pupil who has attained age eighteen, or the parent, guardian or custodian of a pupil who has not attained said age of eighteen, who has been refused admission to or excluded from the public schools or from the advantages, privileges and courses of study of such public schools shall on application be furnished by the School Committee with a written statement of the reasons therefore, and thereafter, if the refusal to admit or exclusion was unlawful, such pupil may recover from the town or, in the case of such refusal or exclusion by a regional school district from the district, in tort and may examine any member of the School Committee or any other officer of the town or regional school district upon interrogatories. (This provision, as well as Section 17, below, is only applicable when the offense is one for which the principal does not have the authority to expel the student.)

Chapter 76: Section 17 Hearing prerequisite to exclusion

Section 17. A School Committee shall not permanently exclude a pupil from the public schools for alleged misconduct without first giving him and his parent or guardian an opportunity to be heard.

English Language Learners

In accordance with Federal law, State law, and the Massachusetts Department of Education regulations and guidance, the Amherst Regional School District will provide an instructional program for all identified English language learners (ELL) in grades kindergarten through 12 that is designed specifically to assist them in learning English and in learning subject matter content.

The Amherst Regional School District will identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents/guardians, teachers and other persons. Identified students will be assessed annually to determine their level of proficiency in the English language.

Equity

The Amherst-Pelham Regional Schools are committed to Excellence with Equity for all students. Efforts to actively link equity, social justice and multi-cultural education across the teaching and learning standards have engaged the Amherst-Pelham Regional District's educators for almost three decades. We believe it is imperative that all members of our learning community, students, families and staff, are learning, are treated equitably, and share the responsibility for creating a caring environment focused on the academic achievement of all students. To that end, we are committed to Teaching and Learning that is built on attention to both, the cognitive and affective domains, with a curriculum that is infused with uniform and practiced socially just behaviors. In our review of the evolution of modern societies' pursuit of equity, we find that the definition of equity and its goals have changed. Equity in schools has grown to be defined as student...

- access to the system – desegregation
- participation in the system – integration (e.g., on the team, taking the same classes)
- benefit from the system – achievement outcomes and goal attainment

Health

A. Alcohol, Drugs, and Tobacco Free School

Alcohol and drug use is prohibited on school grounds/property (including buses) or at school related activities at all times. Use of tobacco is prohibited on school grounds/property (including buses) or at school-related activities at all times. Use of tobacco is not permitted in vehicles that are parked on school grounds.

B. Appropriate Clothing

Please send student(s) to school with clothing appropriate for varied weather conditions (especially warm clothing for winter weather). Students should have proper footwear for indoor use, gym and outside activities.

C. Dental Health

Families are encouraged to have their students visit a dentist regularly and follow his or her recommendations for a preventative dental health program.

D. Emergency Information

At the beginning of the year, Emergency Information Forms are distributed to each child. It is extremely important that the information on the form be filled in accurately, kept up-to-date and signed by parent or guardian. There must be a way of reaching alternate persons to notify in cases of emergency if the parent/guardian cannot be reached. Please be sure that the person(s) you name is willing and able to serve in this capacity. Please use a local person.

E. Head Lice

When head lice or nits are found, the student should be treated at home. Head lice are very contagious and quickly spread unless treated. A student's head should be checked regularly, especially if an itchy scalp is noted. Eggs are commonly found in the hair around the ears, the back of the neck and at the crown of the head. All family members and close contacts should be examined and treated as needed. The nurse will provide the necessary information needed to deal successfully with this problem. The student is advised to report to the Health Room before returning to class.

F. Height and Weight

Massachusetts General Law, Chapter 71, Section 57 and CMR 200.500 mandates that students in grades 1, 4, 7 and 10 be measured for height and weight annually in our Body Mass Index (BMI) Screening Program. We will be sending an informational packet including BMI status to families with students in those grades.

G. Immunization Requirements

Massachusetts Department of Public Health sets entry into school immunization requirements. This information is available at the schools and from a health care provider. **EVIDENCE OF THE REQUIRED IMMUNIZATIONS MUST BE PRESENTED BEFORE ENTERING THE AMHERST, AMHERST-PELHAM REGIONAL, OR THE PELHAM PUBLIC SCHOOLS.** If a parent/guardian is claiming a medical or religious exemption from this requirement, an exemption request must be made in writing. All medical exemptions must be supported by a health care provider. Sufficient information must be provided for both exemptions, so that the administration may make a judgment as to the validity of the claimed exemption. Any student with medical or religious exemptions may be subject to exclusion from school if there is an outbreak of a specific disease. State Health Regulations require that all students entering preschool or kindergarten present evidence of having been screened for lead poisoning.

H. Medication Policy

The administration of medication to students by the school health staff should take place only if the student's health would be jeopardized without it. No initial dose will be given in school. A signed and dated consent form by the parent/guardian and prescribing health care provider authorizing the administration of the medicine during school hours must be presented to the Health Room staff. Prescription medication must be in the original pharmacy container, labeled with the student's name, the health care provider's name, the name of the medicine, the dose, the time of day and the dates to be administered. Non-

prescription medication must be presented in the original container. All medicines must be kept in the Health Room, except for inhalers, EPI Pens, and diabetic supplies which may be carried by the student. These particular medications also require written permission from the parent/guardian, health care provider and nurse at the school which will be kept on file in the Health Room. It is the student's responsibility to come to the Health Room at the prescribed time. Medication must be hand delivered by an adult to the nurse in order for that medicine to be dispensed to a student. The District does not keep stock supplies of medication, except for emergency situations. Please see the nurse at school for consent and order forms along with clarification of these policies.

I. Physical Examination Requirements

A report of complete physical examination including an up-to-date record of immunizations is required for each child prior to entrance into school. Physical examinations performed within six months of the opening of school will meet this requirement. In Amherst, Pelham, and Amherst-Pelham Public Schools examinations are required before beginning kindergarten and fourth, seventh and tenth grade. A student transferring from another school system should be examined just as any other student just entering one of the Districts. The physical examination must be conducted by a licensed medical doctor, nurse practitioner or physician assistant. Documentation of the examination should be submitted to the health room prior to entering school. Also, the documentation should include the date the exam was conducted, a statement regarding a general assessment of health, unusual findings or chronic health problems, treatments or medication administrations to be carried out in school, and any limitations to usual school activities.

J. Sickness and Accidents

If a student is sick or has a serious accident in school, the school will contact the parent(s)/guardian(s). It is the responsibility of the parent/guardian to take the student home and arrange for needed medical attention. The school will administer first aid only. Parents/guardians are asked to pick up their children in the Health Room. It is sometimes difficult to assess how a child looks or feels in the morning, and many children will go to school well but develop an illness during the day. For the child's sake, as well as for the sake of others, please keep a student home if he/she is not well. Examples of illnesses which should keep the child at home include:

- conjunctivitis (pink eye) may return after treatment has started
- fever (over 100 degrees orally) as a symptom.
- significant headache or stomachache
- diarrhea or vomiting within the past 24 hours
- impetigo (may return to school after treatment has started)
- earache, runny nose, cough and/or sore throat (if these symptoms interfere with a student's participation at school).

K. Accident Insurance

Since accidents of all sorts do happen to active children, each year the School District contracts with an insurance company to make available to parents inexpensive accident insurance for their children. This is entirely voluntary and is offered as a value added service to our school community.

For the 2012-2013 school year the premiums are as follows:

\$7.50 a year for at school coverage during the school term
\$49.00 a year for around the clock / anywhere in the world 24 hours a day coverage for one (1) full year from start of school to start of school next year.
\$10.00 a year 24 hours a day dental coverage available to students with either of the above plans

These policies cover accidents only, not illness. In the event of an accidental injury these inexpensive policies could supplement a family's existing health insurance by covering deductibles and co-pays.

For many families without health insurance or adequate insurance this voluntary coverage would become primary.

L. Postural Screening

Postural (scoliosis) screening, also known as screening for spinal curvature is conducted yearly for students in grades 5-9. Parents/guardians of students who are found to need further evaluation by their own health care provider will be notified.

M. Pregnant Students

Pregnant students will be encouraged to continue to attend school. Every effort will be made to see that the educational program of the student is disrupted as little as possible, that return to school after delivery is encouraged, and that every opportunity to complete high school is provided. In accordance with Federal law and the Massachusetts Department of Education regulations and guidance, a student who is pregnant in the Amherst, Pelham, and the Amherst-Pelham Regional School District is permitted to remain in regular classes and participate in extracurricular activities throughout her pregnancy. After giving birth, a student is permitted to return to the academic program in which she was enrolled and is permitted to participate in extracurricular programs. The District does not require that a pregnant student obtain certification from a physician that she is physically and emotionally able to continue in school unless certification is required for all students with other physical or emotional conditions requiring the attention of a physician.

N. Staff

The School Health Services team is comprised of a School Physician, a Nurse Leader, Certified School Nurses, Registered Nurses, and Licensed Practical Nurses. The School Physician is available on a scheduled basis as an advisor for the overall school health program, for consultation, and preventative health programs. A nurse is on duty during regular school hours to meet the needs of children and staff.

O. Vision and Hearing Tests

Screenings are conducted with students each year in the school for students in grades K-6, 10, and upon request. Parents/guardians of students who are found to need further evaluation by their own health care provider will be notified.

Homelessness

As part of the No Child Left Behind legislation, the McKinney-Vento Homeless Assistance Act was reauthorized. The purpose of this Act is to ensure educational rights and protections for children and youth experiencing homelessness.

1. Homeless students must be provided with access to the same free, appropriate public education that is provided to other children and youth.
2. Homeless students have the right to either remain in their school of origin or to attend school where they are temporarily residing;
3. Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;
4. Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them. McKinney-Vento is a Federal law, the requirements of which override the immunization laws of Massachusetts. If a homeless child arrives lacking immunizations or medical records, the parent/guardian will be referred to the district's Liaison, who has the responsibility to obtain relevant academic records, immunizations or medical records and to ensure that homeless students are attending school while the records are obtained; and
5. If a homeless student arrives without records, the school district's designated Homeless Education Liaison must assist the family and contact the previously attended school system to obtain the required records.

McKinney-Vento permits homeless students to remain in their school of origin, despite their residential instability, and to receive transportation services that will help provide educational stability. Transportation is to be arranged as follows:

1. If the homeless student continues to live in the area served by the district in which the school is located, that district must provide or arrange transportation;
2. If the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
3. If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

McKinney-Vento also requires that school districts ensure that homeless children and youth are able to participate in Federal, State or local food programs.

The determination for eligibility for free meal benefits is flexible, allowing benefits to be made available to homeless students as soon as possible.

1. To expedite delivery of meal benefits, the District will accept documentation that students are homeless from the Liaison or homeless shelter director.
2. In lieu of normal documentation substantiating free meal eligibility, schools may simply have the child's name, effective date, and signature of the Liaison or homeless shelter liaison. (If, at some point, the child is no longer homeless, the household must be provided with an application for free/reduced price meals.)

3. A child or family may temporarily reside with another household and still be considered homeless under the definitions of homeless. In this case, the household size and income of the host family are not taken into consideration in determining the free meal eligibility for the children.

If a host family applies for free and reduced price meals for their own children, the host family may include the homeless family as household members if the host family provides financial support to the homeless individuals. Any income received by the homeless family must also be included.

Homework

The School Committee believes that homework is an important part of the educational process and that it is valid if it has the following objectives: to reinforce, enrich, and extend classroom instruction; to provide essential practice in developing skills; to promote growth of individual responsibility and self-direction in learning; and to help students develop good study habits and time management skills.

Homework is a learning activity which should increase in complexity with the maturity of the student. When assigning and evaluating homework, teachers cannot assume that the student will have adult support outside of school for successful completion of an assignment. Homework will not be assigned for disciplinary purposes.

School handbooks will publish specific homework guidelines that are consistent with the goals of the instructional program (Policy IA), this policy and other relevant School Committee policies.

Home Education of Students

The District recognizes the right of parents/guardians to provide home education to their child/children. This right is not absolute, but subject to reasonable regulation by the District. Parents/guardians must submit a written home education proposal to the Superintendent or his/her designee, who, under Chapter 76, Section 1 of the Massachusetts General Laws shall approve or disapprove it. Such approval must be obtained in advance of its implementation.

In evaluating each proposed home education proposal, the Superintendent or his/her designee, will consider the following factors:

1. The competency of the teachers. Though certification is not required, the presence or absence of the requirements that would lead to certification may be considered.
2. The teaching of subjects required by state law, Chapter 71, Sections 1, 2 and 3, or regulation; the manner in which they are taught so as to impart comparable knowledge as given in the local schools.
3. The number of hours and days devoted to teaching to meet the minimum requirements of the state.
4. The adequacy of the texts, materials, methods and programs being used.
5. The availability of periodic tests and measurement of the child's educational growth.

Parents/guardians have the right to a hearing before the Superintendent in the event that the home education proposal is disapproved, so as to allow them an opportunity to explain their plan

and answer questions about it. They may be represented by counsel and shall be provided reasonable notice of the time and place of such a hearing.

If a plan is approved, there will be a periodic evaluation of the child's progress under guidelines and standards set by the Superintendent to measure whether adequate educational progress has been made.

Participation of Home-Educated Students in Athletics and Extra-Curricular Activities

The opportunity to participate in interscholastic sports and/or other extracurricular activities should be considered a privilege rather than a right. The Amherst-Pelham Regional Schools encourage students with approved home education plans to participate in athletics and extracurricular activities at the Middle School and High School, provided they meet the same eligibility requirements as enrolled students.

Specifically, to participate in extracurricular activities and/or athletics, a home-educated student: must have a home education plan that has been approved by the Superintendent prior to the beginning of the school year.

must reside in the Region and must be living with his/her parent(s) or legal guardian(s) in the family residence.

must meet all eligibility requirements of MIAA including, but not limited to, rules governing transfers and academic eligibility beyond grade eight to participate in interscholastic athletics.

must meet all eligibility requirements of the school, including attendance and academic requirements for participation in extracurricular activities and athletics

must pay required fees for participation in athletics and, if applicable, for extracurricular activities.

must pass the District's physical examination annually, or have a family doctor perform such an examination, and must secure and present evidence of their own insurance coverage for participation in athletics.

Two aspects of a student's home education program have been identified as being important measures of academic eligibility. These are, attendance/daily completion of course work and acceptable academic performance. Students must complete their normal academic work on the day of a scheduled practice or game; and students must complete satisfactory work in all subject areas in order to participate in extracurricular and/or athletic activities. Parents/guardians of home education students are expected to monitor these requirements.

Attendance

On days when there is either a game scheduled or a practice to be held, the head coach of an athletic team will review that day's Home Education plan which must be signed by the parent/guardian, thereby certifying the student's completion of that day's academic work.

Participants in other extracurricular activities must present their signed daily Home Education plan to the club's advisor.

Academic Performance

On a trimester basis, no later than three (3) school days following the close of grades at the high school and middle school, the parent or guardian responsible for the home education program must submit to the Superintendent a progress report on work completed that quarter, including representative work samples and/or any other methods used for evaluating academic performance in English, mathematics, science and social studies. The Superintendent or

Curriculum Director, with consultation from department heads, will determine whether or not the work completed that quarter satisfies the school's grade level standards.

Failure of a home-educated student to adhere to requirements for participation in extra-curricular activities, or failure of a parent/guardian who has assumed responsibility for a home education program to properly monitor their child's adherence to eligibility requirements, shall lead to the loss of the privilege to participate.

Inclement Weather

If the weather is inclement in the morning, please refer to the following to learn whether school will be cancelled or delayed: Radio: WHYN (93.1 FM), WHMP (1400 AM, 99.3 FM) and (1430 AM); TV: (WWLP) Channel 22 and ABC40, carry cancellation or delay in opening announcements beginning at about 6:30 A.M. The Amherst school system also has a telephone News Line which will carry announcements of school closings and/or delays due to poor weather conditions. Call the News Line at 362-1898 beginning at 6:30 A.M. Please do not call the schools.

Safety and Well-Being

The School District and the School Committee seek to create an environment that achieves equity for all students and ensures that each student is a successful learner, is fully respected, and learns to respect others. By building on strengths and overcoming impediments, the schools can ensure the academic engagement and school membership of every student from the moment she/he enrolls to the moment she/he walks across the stage at graduation.

Respect, fairness, consistency, responsibility, and appropriate social skills are essential components of our schools. Every effort, both formal and informal, that supports these values and social skills will promote a positive learning environment, increase a climate of acceptance, and improve the quality of relationships among and between students and adults.

Mechanisms and procedures must be in place in every school and in every classroom not only to ensure the physical, social, and emotional safety of students, but also to provide the supports and advocacy necessary for students. The need for safety, well-being, support, and advocacy applies to the general student body, to victims, and to alleged offenders. All members of the school community need clear expectations, reasonable limits, and established structures and procedures to ensure safety and to protect the rights of all.

All members of the school community must be aware of school rules. Non-compliance with any of these rules will lead to appropriate consequences.

The School Committee expects prevention and responsiveness on all issues of safety and well-being to be high priorities in the District and schools. Every student will report to an adult concerns about his/her safety and well-being or concerns about the safety and well-being of others. All adults in the school community will be trained in their responsibilities as First Responder to student reports, and every school will have clearly identified and trained Second Responders providing support for First Responders. All reports from students or adults regarding issues of safety and well-being will be handled objectively.

The School Committee directs the Superintendent to develop guidelines for the implementation of this policy and to publish these district guidelines in the appropriate handbooks. Building principals may establish specific protocols related to these district guidelines.

School Visitation and Classroom Observation -Visitor Admission and Protocols

To best maintain the safety of students, the following protocol will be used to monitor who enters the buildings during the school day. While implementing this process is consistent with the districts' focus on student safety, the community should be assured that parents/guardians, community members, and volunteers are welcome in the schools, and the districts recognize that partnership is critically important to meeting the needs of students.

All visitors will enter the school building through the front door.

Access will be granted to the school via the front door after utilizing the door access bell.

Access will be granted by school office personnel, the building principal or other authorized persons after visual identification is made and the visitor's purpose for requesting access to the school is accepted.

All school doors shall remain locked during the regular school day except at arrival and dismissal time when certain designated doors will be open.

All visitors will be directed to the school main office where they will sign a visitor log and obtain a School Department Visitor Badge.

Visitors who fail to report to the main office to sign-in or obtain a visitor badge will be reported to the building principal or other authorized person for investigation.

Elementary School Parents/guardians are invited to eat lunch with your child. Call the Main Office ahead of time so that a lunch may be ordered for you. (Adult price for 2011-2012 is \$3.25)

Observation Guidelines and Procedures

Pursuant to Mass. General Laws Chapter 71B Section 3, Amherst, Pelham, Amherst-Pelham Regional Public Schools accommodate written requests by parents/guardians to observe a student's current or proposed education program and/or services. The following guidelines apply to the scheduling and conducting of these observations.

A parent's/guardian's request to observe a student's educational program, a proposed placement and/or services must be made in writing at least one (1) week in advance (with a copy provided to the designated Central Office Administrator) to the building principal. The written request should identify the particular student, the observer, and the nature of the observation to be conducted.

The building principal (or designee) will contact the parent/guardian and/or visitor for an initial scheduling conversation within five (5) days of receipt of the written request to avoid undue delay.

If the parent/guardian of the student is requesting that a third party (e.g. independent evaluator or educational consultant) conduct the observation, the parent/guardian must provide the School District with written permission for the third party to conduct the observation and, if requested, to review school records.

The building principal (or designee) will work with staff and the observer to set up the details of the observation including, but not limited to, scheduling and placement of the observer in the

classroom. The School District will permit access to programs that is sufficient in duration to accomplish the purpose of the visit. The duration and extent of the observation will be determined on an individual basis but typically occur within one (1) and two (2) hour blocks. The start and end time of the observation will be agreed upon in advance.

The number of observers at any one time may be limited.

The observer will be informed that he/she is not to interfere with the educational environment of the classroom including interacting with students and teaching staff during instruction. If his/her presence becomes disruptive or distracting, the observer will be informed that the observation may be terminated earlier than anticipated. This notice is particularly important since the presence of parents/guardians or others may influence the performance of the specified student and those of others.

The parent/guardian will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. Observers are not there to evaluate a teacher's ability to perform his/her contractual job duties.

The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff will be mindful of removing materials which may be part of a student's record from plain view.

A school administrator (or designee) will escort the parent /guardian or the third party during the entire observation.

The School District may designate certain periods of the year, such as during MCAS testing, field trips, the first or last few of days of the school year, as times when observations may not be scheduled.

The School District may condition observation of any of its programs when necessary to protect: a.) the safety of the children in the program; b.) the integrity of the program; and c.) the disclosure of any confidential or personally identifiable information about the children in the program while the program is being observed.

The building principal (or designee) may exercise discretion at any time to reschedule or terminate an observation in the event of an emergency or a disruption that impacts on the physical or emotional well-being of the students in the school or the program being observed.

Observers will be asked to sign a confidentiality statement providing that, in the event that they obtain personally identifiable or confidential information during the course of an observation, the observer will not disclose it except when the information is relative to the specific student being observed, in which case it will be used consistently with the parent's authority and direction.

Social Skills

These are the K-12 Social Skills Guidelines. It is important for students to:

- accept responsibility for their own actions;
- express appropriately their own ideas and feelings;
- accept and respect others' ideas and feelings;

- recognize the effect of their behavior on others;
- demonstrate perseverance in working to accomplish goals;
- recognize and respect individual differences;
- demonstrate physical self-control (i.e. physical activity appropriate to time, place and setting);
- demonstrate verbal self-control (i.e. speaking appropriate to time, place, and setting); and
- care for and respect materials, possessions and facilities.

Parents/guardians are expected to assist the District in supporting these goals.

Students with Disabilities

Special Education

Special education services are provided to students with disabilities who require specially designed instruction and/or related services in order to make educational progress and access the general curriculum. Special education is provided by the District at no cost to parents. A parent/guardian/teacher, as well as other individuals like the student's physician, may refer the student for a special education evaluation at any time. An evaluation shall be completed upon written consent of the parent/guardian and shall be conducted in accordance with state and federal law. A complete copy of the Parent/guardian's Procedural Safeguards may be obtained from the principal's office or from the Student Services office.

Section 504

Some students with disabilities may be entitled to services and other accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. To qualify as a disabled individual under Section 504, a student must: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment, or 3) be regarded as having such impairment. In the case of qualification under #1, the determination of such qualification shall be made by a team of persons knowledgeable about the disability and/or the student. A parent/guardian/teacher, as well as other individuals like the student's physician, may refer the student for an evaluation under Section 504. A complete copy of the Parent's/Guardian's Procedural Rights under Section 504 may be obtained from the principal's office or from the Student Services Office, located in the superintendent's office in the Amherst Regional Middle School building.

Process for Filing a Section 504 Complaint

The best solutions to parent/guardian concerns occur at the school level. Therefore, the first step in resolving a complaint involves the parent/guardian working with the building principal or designee to reach a joint resolution of the issue. Should the issue not be resolved and the parent/guardian desires to file a 504 complaint, the following steps can be taken:

Parent/guardian completes and submits a Section 504 Complaint Form to principal or school designee. The form can be obtained in the Main Office of your child's school.

Principal or designee reviews complaint and attempts to facilitate resolution of the concern. If the concern is not resolved at the school level the parent can forward a copy of the complaint to the administrator in charge of Section 504 for the district.

The administrator in charge of Section 504 for the district will review the concern and decide whether to reopen mediation or issue a written decision.

Should the parent/guardian not be satisfied with the decision made at the district level, the superintendent or designee reviews the decision to determine if all district policy, Section 504 guidelines and procedures were followed. Adjustments to the decision will be made if needed. If the concern is not resolved, parents have the option of filing a complaint with the Office of Civil Rights (OCR)

If the parent/guardian is not satisfied with the decision made by the superintendent, the parent/guardian may file a request for a due process hearing before an impartial hearing officer. Such a request should be filed no later than ten (10) school days after the date of the superintendent's decision. The impartial hearing officer shall not be an employee of the district and will be an attorney or educator knowledgeable about Section 504 and the Americans with Disabilities Act. The hearing officer will provide the complaining party and the district with the opportunity to present oral and written information as to the nature of the complaint. The complainant and the district may be represented by counsel of their choosing and at their own expense. The hearing officer will render a decision no later than thirty (30) days after the conclusion of the hearing.

The Office of Civil Rights (OCR) is the federal agency responsible for enforcing Section 504 compliance. While it is highly recommended that all parties begin resolution of issues as described above, parents and guardians always have the right to initiate a complaint with OCR or to involve OCR at any time during the complaint process.

Office for Civil Rights
United States Department of Education
33 Arch Street - Suite 900
Boston, MA 02110

Telephone: (617) 289-0111
Fax: (617) 289-0150
TDD: (617) 223-9695
Email: OCR.Boston@ed.gov

Special Education Observation Guidelines and Procedures

Pursuant to Mass. General Laws Chapter 71B Section 3, Amherst, Pelham, Amherst-Pelham Regional Public Schools accommodate written requests by parents/guardians to observe a student's current or proposed special education program and/or services. The following guidelines apply to the scheduling and conducting of these observations:

A parent's/guardian's request to observe a student's special education program or a proposed placement must be made in writing at least one (1) week in advance with a copy provided to the Director of Special Education and the building principal. The written request should identify the particular student, the observer, and the nature of the observation to be conducted.

The building principal (or designee) will contact the parent/guardian for an initial scheduling conversation within five (5) days of receipt of the written request to avoid undue delay.

If the parent/guardian of the student is requesting that a third party (e.g. independent evaluator or educational consultant) conduct the observation, the parent/guardian must provide the School District with written permission for the third party to conduct the observation and, if requested, to review school records.

The building principal (or designee) will work with staff and the observer to set up the details of the observation including, but not limited to, scheduling and placement of the observer in the classroom. The School District will permit access to programs that is sufficient in duration to accomplish the purpose of the visit. The duration and extent of the observation will be determined on an individual basis but typically occur within one (1) and two (2) hour blocks. The start and end time of the observation will be agreed upon in advance.

The number of observers at any one time may be limited.

The observer will be informed that he/she is not to interfere with the educational environment of the classroom including interacting with students and teaching staff during instruction. If his/her presence becomes disruptive or distracting, the observer will be informed that the observation may be terminated earlier than anticipated. This notice is particularly important since the presence of parents or others may influence the performance of the specified student and those of others.

The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his/her contractual job duties.

The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff will be mindful of removing materials which may be part of a student's record from plain view.

A school administrator (or designee) will escort the parent or the third party during the entire observation.

The School District may designate certain periods of the year, such as during MCAS testing, field trips, the first or last few of days of the school year, as times when observations may not be scheduled.

The School District may condition observation of any of its programs when necessary to protect: a.) the safety of the children in the program; b.) the integrity of the program; and c.) the disclosure of any confidential or personally identifiable information about the children in the program while the program is being observed.

The building principal (or designee) may exercise discretion at any time to reschedule or terminate an observation in the event of an emergency or a disruption that impacts on the physical or emotional well-being of the students in the school or the program being observed. Observers will be asked to sign a confidentiality statement providing that, in the event that they obtain personally identifiable or confidential information during the course of an observation, the observer will not disclose it except when the information is relative to the specific student being observed, in which case it will be used consistently with the parent's authority and direction.

Please refer to the Observation Law and DESE Special Education Advisory for technical reference at the following links: http://www.doe.mass.edu/sped/advisories/09_2.html
<http://www.mass.gov/legis/laws/seslaw08/s1080363.htm>

Video/Audio Taping of TEAM and Meetings

Tape recording¹ of TEAM meetings is not permitted unless tape recording of a TEAM meeting is the only reasonable accommodation for a documented disability or the limited English proficiency of any participant in the TEAM meeting where the documented disability or limited English proficiency prevents that participant from fully understanding or participating in the team process without the use of tape recording. This would apply to the parent/guardian/educational surrogate, student² a person invited to the team meeting, like a consultant or evaluator, as well as service providers, attorneys for the District or parent/guardian/educational surrogate/student, or advocates for the parent/guardian/educational surrogate/student. The person requesting the accommodation must contact the TEAM chairperson at least two (2) school days prior to the TEAM meeting to request the

¹ This procedure applies to both audio and video-taping of TEAM meetings, as well as Section 504 meetings.

² In certain cases, this would also apply to an advocate/attorney representing a parent/guardian/educational surrogate/adult student.

accommodation: Documentation related to the claimed need for an accommodation must be provided at that time.

Documentation of a disability or the limited English proficiency (if not obvious) should identify the impairment and how the impairment affects the parent/guardian/educational surrogate/adult student in an environment like a TEAM meeting. Further documentation or oral written information may be requested by the District, if the initial documentation is insufficient for the District to make a determination. Once adequate documentation is received, as determined by the District, the District will engage in the interactive process.

As a result of the request and the interactive process, the District may choose to provide a different accommodation. If the District determines that:

That the impairment is not a disability, or there is no limited English proficiency, or Taping is not permitted and a different accommodation will be provided,

then the person requesting the accommodation of taping the TEAM meeting will be provided a copy of the District's Section 504 statement of procedural rights and/or complaint procedure and civil rights complaint procedure which the person may utilize in order to challenge the determination that taping is not permitted.

Student Records

Student Records—This Policy is issued pursuant to M.G.L. c. 71, sects. 34A, 34D, 34E and 34H, 603 CMR sect. 23.00 et seq and FERPA (Family Educational Rights and Privacy Act)

General Provisions

The student record contains all information and materials concerning a student regardless of where they are located, except for the information and materials specifically exempted by 603CMR 23.04, personal files of school employees.

The eligible student, upon reaching 14 years of age or upon entering ninth grade, whichever comes first, or the parent subject to the provisions of 603 CMR 23.07(5), shall have access to the student record as soon as practicable within ten days after the initial request. There is an exception to these type of requests in cases involving non-custodial parents and these requests are governed by 603CMR 23.07 (5) (a) as amended by the Massachusetts Board of Education. If the student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent/guardian may continue to exercise these rights unless expressly limited by such student. Such student may limit the rights and provisions of 603CMR 23.00, which extends to his/her parents/guardian, except the right to inspect the student record, by making such request in writing to the school principal or Superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, Section 34E, the parent/guardian may inspect the student record regardless of the student's age. Notwithstanding 603CMR 23.01 (1) and 23.01 (2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

The review of student records should be in the presence of a counselor or his designee for interpretive information and to advise. This will apply to all materials inserted in the record. Besides specific court requests from a probation officer, court orders, a subpoena where health or

safety requires the disclosure or upon transfer to another school district, and other exceptions provided under the Student Record Regulations (603CMR 23.07 (4)), only academic and attendance information should be released to requesting parents/guardians. Most important, the school/district will make a reasonable effort to notify the parent or eligible student of a court order to comply before the records are released.

The student's record is available to school contracted personnel who work directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity without permission from the student and/or his/her parents. This includes administrators, teachers, counselors, administrative office staff and clerical personnel, and the Evaluation Team, which evaluates a student. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.

A log of access shall be kept as part of each student record. If parts of the student record are separately located, a separate log shall be kept with each part. The log of access shall indicate all persons who have obtained access to the student record stating: the name, position and signature of the person releasing the information: the name, position, and if a third party, the affiliation if any, of the person who is to receive the information, the date of access, the parts of the record to which access was obtained, the purpose of such access. Unless the student record information is to be deleted or released, this log requirement shall not apply to: authorized school personnel under 603 CMR 23.02 (9) (a), who inspect the record, administrative office staff and clerical personnel under 603 CMR 23.02 (9) (b), who add information to or obtain access to the student record, or school nurses who inspect the student health record.

An eligible student or parent/guardian shall have the right to request in writing the deletion or amendment of any information into the record by an Evaluation Team, which is governed by 603 CMR 23.08 (a) and (b).

Access to Student Records by Parents without Physical Custody

The District/school requests that divorced parents submit a copy of their custody agreement or order so that it is on file with their child's or children's respective school or schools. However, a non-custodial parent, a parent without physical custody, is eligible to obtain access to the student record unless:

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

The school/district shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07 (5) (a). In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of such request the school must immediately notify

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

The school must delete the electronic and postal address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school. Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c.71, Section 34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Amending the Student Record

1. The eligible student or parent has the right to add information, comments, data, or any other relevant written material to student record.
2. The eligible student or parent has the right to request in writing deletion or amendment of any information contained in the student's record, except for information which was inserted into that record by an Evaluation TEAM. Such information inserted by an Evaluation TEAM shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Education Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - (a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either the student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/ her designee to make the objections known.
 - (b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

Appeals

1. In the event that any decision of a principal or his/her designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent, they shall have the right of appeal to the Superintendent of schools. Request for such appeal shall be in writing to the Superintendent of schools.
2. The Superintendent of schools or his/her designee shall within two (2) weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, Superintendent of schools or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
3. In the event that the decision of the Superintendent of schools or his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Requests for such appeal shall be in writing to the chairperson of the School Committee.

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

Destruction of Records

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

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

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

In accordance with M.G.L. c71, Section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such a test was so administered

Directory Information Notice

The Amherst, Amherst-Pelham, and Pelham Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00.

The following information regarding students is considered directory information: 1) name, 2) address, 3) telephone number, 4) date and place of birth, 5) major field of study, 6) participation in officially recognized activities and sports, 7) weight and height of members of athletic teams, 8) dates of attendance, 9) degrees, honors and awards received, and 10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise, as required by the No Child Left Behind Act.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before the 15th day of each September. In the event that a refusal is not filed, it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

Complaint Process

A parent/guardian/eligible student has the right to file a complaint with the US Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Notice of Transfer to Other Schools

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents and eligible students that the Amherst, Amherst-Pelham, and Pelham Public Schools forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without consent of the parent or eligible student.

Records of Transferring Students

When a student transfers from one of the Amherst, Amherst-Pelham, or Pelham schools to another school, the student's cumulative record should also be transferred to the new school. A parent or guardian may come to the school, sign for the record, and take it to the new school. Alternatively the District will mail the record to the new school. Regulations no longer require parental consent for records to be forwarded once a student transfers.

Sharing Student Lists

The District schools sometimes share lists which include student names, addresses, phone numbers, birthdates and names of parents/guardians with members of the school community. These lists facilitate social events and PGOs organize events. Parent/guardians have the right to request that this information about a child or family not be released. A parent/guardian must notify the school within ten days of receiving notice of the right to not have such information released, if personal information is not be included on such lists.

Volunteering in the Amherst Public Schools

The Amherst-Pelham Regional Public Schools provide a rich array of volunteer opportunities which address the educational needs of all students and support educational programming and school community needs. Fortifying school success for all students fosters language, literacy, social and initiative skills. Community members, college students and parents/guardians are encouraged to become volunteers to support learning and to facilitate positive community involvement, partnership and collaboration.

There are many volunteer opportunities in our schools throughout the year. Examples include academic tutoring, classroom/office/clerk/library support, afterschool clubs and programs, computer lab, athletic coaching, field trip chaperones, graduation ceremonies, music and dramatic productions and Parent/Guardian Organizations. For more information, please contact Kimberly Stender, Volunteer Coordinator, at 413-362-1825 or stenderk@arps.org.

Letters of Assurance

Public Notice

Amherst, Amherst-Pelham, & Pelham Public Schools

The following public notice shall be distributed annually to parents/guardians, students, staff members, and the general public in compliance with various Federal and State laws and regulations.

Maria Geryk
Superintendent of Schools

Chapter 76: Section 5—General Laws of the Commonwealth

Every person shall have the right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school or any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

The Amherst Regional School District, the Amherst Public Schools, and the Pelham Public Schools do not discriminate on the basis of race, national origin, age, religion, gender, sexual orientation, economic status, political party, and disability in admission to, access to, employment in, or treatment by its programs and activities.

Chapter 269: Section 17—Hazing; organizing or participating; hazing defined

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18—Failure to report hazing

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

Chapter 269: Section 19—Issuance to students and student groups, teams and organizations; report

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Procedures

In accordance with these provisions, the following procedures concerning Chapter 269 shall apply in schools of Amherst, Amherst-Pelham, and Pelham Public Schools.

Every applicant for and participant in each co-curricular and extra-curricular activity under the jurisdiction of a secondary school, as well as the chief advisor or head coach of said activity shall be provided a copy of the regulations concerning Chapter 269.

All recipients of this form will sign the form acknowledging receipt of Chapter 269 and these forms shall be forwarded to the building principal for use in preparing an annual report to the Massachusetts Department of Education.

It shall be the responsibility of the building principal to report any and all cases of Chapter 269 violations to an appropriate law enforcement official and notify the Superintendent of the same.

Violations of Chapter 269 shall be considered serious infractions punishable in accordance with the Student Handbook and will include notification to parent and may include suspension or other measures as deemed appropriate by the administration.

Anti-Bullying Policy for the Amherst-Pelham and Amherst-Pelham Regional Public Schools

Consistent with M.G.L. c. 71, sect. 37O and 603 CMR sect. 49.00, the Amherst, Pelham and Amherst-Pelham Regional school Districts have developed this anti-bullying policy. The districts submitted a plan which was approved by the Department of Elementary and Secondary Education. This plan was distributed to all staff and is available at www.arps.org. Any and all acts of bullying, cyber-bullying and retaliation based upon the reporting of bullying to the school administration are prohibited in the Districts.

Bullying is defined as the repeated use by one or more students of a written, oral, or electronic expression or a physical act or gesture or any combination thereof, directed at another individual(s) (hereinafter target) that

- causes physical or emotional harm to the target or damages the target's property,
- places the target in reasonable fear of harm or damage to his/her property,
- creates a hostile environment at school for the target,
- infringes on the rights of the target at school or
- substantially and materially disrupts the education process or orderly operation of a school.

Examples of bullying include but are not limited to:

1. Intimidation, either physical or psychological (in person or via an electronic device)
2. Threats of any kind, stated or implied (in person or via an electronic device)
3. Assaults, whether verbal, physical, psychological, or emotional
4. Attacks on student property
5. Demeaning names or phrases directed at an individual student
6. Touching another individual in a demeaning manner

Cyber-bullying, is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications.

Cyber-bullying also includes:

the creation of a web page or blog in which the creator assumes the identity of another person; the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed in (i) to (v), inclusive, of the definition of bullying; and the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions listed in (i) to (v), inclusive, of the definition of bullying.

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

The Superintendent or his/her designee shall develop and/or implement a bullying prevention plan consistent with the requirements of the M.G.L. c. 71, sect. 37O, 603 CMR sect. 49.00 and the Department of Elementary and Secondary Education's guidelines. This comprehensive plan will be submitted to Department of Secondary education by December 31, 2010.

The principal, in consultation with the school council and school faculty, will develop a bullying prevention plan, once the Department of Elementary and Secondary Education finalizes its regulations under M.G.L. c. 71, sect. 37O and its model bullying prevention plan. The school-based bullying prevention plan shall be consistent with the District's district-wide plan.

The School District shall provide professional development to school staff addressing the prevention, identification and remedying of bullying.

The principal of each school (or his/her designee), supported by the central office administration, will make clear to students, families and staff that bullying in the school buildings, school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions held in any location is prohibited, and will not be tolerated.

The principal of each school (or his/her designee), supported by the central office administration, will train all staff in the prevention, identification, intervention and reporting process of bullying incidents, as stated in the District's guidelines.

The principal of each school (or his/her designee), supported by the central office administration, will inform students' parents/guardians of any allegations, reports and/or complaints of bullying incidents, as stated in the District's guidelines.

The principal of each school (or his/her designee), supported by the central office administration, will oversee the implementation of the school districts' empathy/social skills and anti-bullying developmental curriculum in their schools, as stated in the school districts' guidelines.

The Principal of each school (or his/her designee), supported by the central office administration, will inform the parent/guardian of all reported bullying incidents involving his/her child as the target of the bullying or as the perpetrator of the bullying, consistent with the requirements of 603 CMR sect. 23.00 and FERPA and the District's guidelines.

Upon receipt of a complaint, report and/or allegation of bullying, the Principal (or his/her designee) will conduct an initial investigation as soon as practicable, as stated in the districts' guidelines. The timeliness of an investigation will depend upon such factors as the number of individuals involved, the number of witnesses to be interviewed, the availability of witnesses, the school schedule and other factors.

When it is determined by the Principal that bullying has occurred, the principal will:

- act promptly to provide a remedy to the target(s) as well as to take appropriate disciplinary action against the aggressor(s).
- address the school climate, as necessary.
- impose the necessary corrective action.

The Superintendent (or his/her designee) will develop the administrative guidelines and procedures for the implementation of this policy in the School Districts. It is the responsibility of school principals (or designees) to implement the guidelines and procedures developed for the Districts.

Evidenced based Violence Prevention and Social Competency Curriculums

The principal (or designee) of each school is responsible for enforcing that classroom teachers and service providers follow the outlined curriculum to teach social competency to all students, focus on children's normative beliefs related to bullying and the social-emotional skills for responding to bullying and increasing peer acceptance.

The District has adopted the "Second Step" and "Steps to Respect" programs as the main K-8 curriculum, supported by the Wesleyan "Quit It Program and Non Violent Communication (NVC) frameworks. The high school addresses anti-bullying in the ninth grade summer orientation on the first day of school and in health class.

Second Step—Is a research-based social-skills program for children ages 4 to 14 that teaches socio-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. The program consists of in-school curricula, parent training, and skill development. "Second Step" teaches children to identify and understand their own and others' emotions, reduce impulsiveness and choose positive goals, and manage their own emotional reactions and decision-making process when emotionally aroused.

Steps to Respect—Is a research based bullying prevention program designed to decrease bullying at school and help students build more supportive relationships with each other. The program's dual focus on bullying and friendship is based on research showing that friendship protects children from harmful effects of bullying. Students are taught friendship skills, such as strategies for making and keeping friends, and steps for joining a group activity. "Steps to Respect" also teaches children skills for coping with bullying, including recognizing bullying,

using assertive behaviors to refuse the bullying and reporting bullying to adults. Since many children become involved as bystanders to bullying in helpful or harmful ways, “Steps to Respect” emphasizes the responsibility that all members of a school community have to decrease bullying.

Sexual Harassment Policy

All persons have the right to be free from sexual harassment; therefore, sexual harassment in any form is strictly forbidden in school, on school grounds or at school-related activities.

DEFINITION: Sexual harassment is a form of employee/student misconduct which undermines the integrity of the educational mission of the Amherst, Amherst-Pelham, and Pelham Public Schools.

All employees/students must be allowed to work/learn in an environment free from unsolicited and unwelcome sexual overtures or conduct, either verbal or physical. Sexual harassment refers to behavior which is not welcome, which is personally offensive, which debilitates morale and which therefore interferes with work effectiveness and individual learning.

Sexual harassment in the educational setting is also prohibited by law and is defined as follows with respect to students: “sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services, or as a basis for the evaluation of academic achievement; or (b) such advances, requests or conduct have the purpose or effect of unreasonably intervening with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.”

Quid pro quo sexual harassment occurs when a person in a supervisory position explicitly or implicitly conditions participation in a program or activity or bases a decision concerning another on the other person’s submission to unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature, whether or not the other person submits to the conduct. Quid pro quo sexual harassment, occurs, for example when a school employee causes a student to believe s (he) must submit to sexual advances to receive a better grade than deserved, or is threatened with a loss of a promised college application recommendation unless the student dates the employee.

Hostile environment sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature by a student, a school employee, or third party on school property or at school-related activities is sufficiently severe, pervasive or persistent so as to interfere with or limit a person’s ability to participate in or benefit from the District’s programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment. A victim may also be someone affected by conduct directed toward another individual. Sexual harassment may occur adult to student, student to student, student to adult, adult to adult, male to female, female to male, female to female, and male to male.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute

sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

Verbal forms of sexual harassment: including repeated unwanted requests for dates, sexual rumors, sexually explicit jokes, howling, whistles, catcalls, soliciting conversation regarding sexual activity and experiences, making unwanted gender-based references to a person's physical characteristics;

Nonverbal forms of sexual harassment: including offensive gestures, following or stalking another, cornering or blocking a person, leering, pressuring for sexual activities;

Visual forms of sexual harassment: including displaying sexually suggestive or sexually provocative photographs, pictures, objects, cartoons, or posters;

Unwelcome physical touching: including grabbing, groping, squeezing, sexual fondling, kissing, brushing against another's body, body hugs, and other unwelcome contact.

Reporting: Any student who believes he/she is a victim of sexual harassment should talk to his/her building principal or another adult in a position of authority in the school as soon as possible. Students should avoid trying to solve the problem of sexual harassment alone. All persons shall promptly report knowledge of actual or reasonably suspected sexual harassment to the building principal (or his/her designee.) The principal (or his/her designee) will investigate all complaints and follow through appropriately.

Consequences: Staff members found to have engaged in acts of sexual harassment will face one or more of the following consequences: (1) written reprimand and warning, (2) suspension without pay, (3) dismissal, and/or (4) referral to the police.

Students found to have engaged in acts of sexual harassment of another student will face one or more of the following consequences: (1) apology to the victim, (2) parent conference, (3) detention, (4) suspension, (5) expulsion, and/or (6) referral to the police.

Student consequences will be rendered in an age appropriate manner by the schools in Amherst, Amherst-Pelham and the Pelham Public Schools.

Reprisals, threats or intimidation of the victim will be treated as serious offenses, which could result in a permanent separation from the school through expulsion (for student offenders) or dismissal from employment (for adult offenders).

Title IX/CHAPTER 76: Section 5 Regulations

In accordance with Title IX regulations of the Education Amendments of 1972, and Chapter 76 Section 5 of the General Laws of Massachusetts, the Amherst-Pelham Regional School District re-states its adherence to the following policies:

Title IX states "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal funds." Chapter 76 Section 5 of the General Laws states: "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, sexual orientation, or national origin."

The Amherst Regional School District, the Amherst Public Schools and the Pelham Public Schools do not discriminate on the basis of race, national origin, age, religion, gender, sexual orientation, economic status, political party, and disability in admission to, access to, employment in, or treatment by its programs and activities.

Procedures

Information on the Grievance Procedures for any of the above regulations is available as is any other information relative to the regulations. For information please contact:

Student Services Office
Title IX/Chapter 76 Section 5/Section 504 Compliance
Amherst Regional School District
170 Chestnut Street
Amherst, Massachusetts 01002
(413) 362-1871

Complaint Procedures for Allegations of Discrimination

The Amherst, the Amherst-Pelham, and the Pelham Public Schools do not discriminate on the basis of race, national origin, age, religion, gender, sexual orientation, economic status, political party, and disability in admission to, access to, employment in, or treatment by its programs and activities.

Any member of the District community who believes that the District or a member of the District community has violated Titles VI and VII of the Civil Rights Act of 1964 (race, color, or national origin), Title IX of the Education Amendments of 1972 (sex), Massachusetts General Laws Chapter 76 Section 5 (sexual orientation), the Equal Educational Opportunities Act of 1974 (race, color, sex, national origin), Section 504 of the Rehabilitation Act of 1973 (disability), Title II of the Americans with Disabilities Act of 1990 (disability), the Individuals with Disabilities Education Improvement Act of 2004 (disability), the McKinney-Vento Federal Assistance Act of the No Child Left Behind Federal Law (homelessness), or the Age Discrimination Act of 1975 (age) may file a complaint in accordance with this complaint procedure.² A violation may consist of discrimination or harassment because of one's race, color, national origin, sex, sexual orientation, disability, and/or age. The school District Policy on "Sexual Harassment of Students" and "Sexual Harassment in the Workplace" provide more information about sexual harassment. If discrimination is determined to have occurred, the District will take prompt steps to correct any effects of the discrimination and to prevent further occurrence.

This complaint procedure does not preclude informal resolution or restrict the complainant to file, at any time, a formal complaint with the State and Federal agencies or to seek private counsel for complaints alleging discrimination, including harassment. For more information about the District's efforts to comply with the above laws, or to file a complaint, please contact:

Student Services Office
Amherst Regional School District
170 Chestnut Street

² For disability-related complaints, please file a grievance in compliance with the Section 504 grievance procedures. That procedure is fully outlined on the District's website.

District community includes, but is not limited to, all students, District employees, contractors, unpaid volunteers, and other visitors.

District employee includes, but is not limited to, all teachers, support staff, administrators, bus drivers, custodians, cafeteria workers, coaches, school board members, and agents of the District.

Harassment means verbal or physical conduct based on a student's actual or perceived race, color, religion, national origin, sex, age, sexual orientation or disability, and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile, or offensive environment.

The following is not intended as an inclusive list of conduct that may violate this policy.

Disability Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her disability or perceived disability, including damaging or interfering with use of necessary equipment, imitating manner of movement, using disability-related slurs, or invading personal space to intimidate.

National Origin Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her national origin, ancestry, or ethnic background such as negative comments about surnames, customs, language, accents, immigration status or manner of speaking.

Racial Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her race or color, including racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

Religious Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her religion, including derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.

Sexual Orientation Harassment:

Unwelcome verbal, written or physical conduct, directed at a person based on his/her actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.

Hate Crime: A crime motivated by hatred or bias or where the victim is targeted or selected for the crime at least in part be because the person is a different race, color, national origin, ethnicity, religion, gender, or sexual orientation from the perpetrator or because the targeted person has a disability. A hate crime may involve a physical attack, threat or bodily harm, physical intimidation, or damage to another's property.

Indicators that a crime may constitute a hate crime include:

- Use of racial, ethnic, religious or anti-gay slurs;
- Use of symbols of hate, such as a swastika or burning cross;

- Similar behavior toward others who are members of the same protected class;
- The perpetrator's protected class is different from the victim's;
- The incident occurs while the victim was promoting a racial, religious, ethnic/national origin, disability, gender or sexual orientation group, such as attending an advocacy group meeting, or participating in a students' gay-straight alliance, or a disability rights demonstration.

Retaliation

No member of the District community may retaliate against any person who reports alleged discrimination or against any person who testifies, assists, or participates in an investigation, proceeding, or hearing related to such discrimination. It is possible to conclude that retaliation has occurred even if no violation is found in regard to the underlying complaint of discrimination.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Retaliation may be redressed through application of the same reporting, investigation, and enforcement procedures as for discrimination. In addition, a person who knowingly makes a false report may be subject to the same action that the District may take against any other individual who has been found to have discriminated. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of discrimination.

Informal Process

A complaint may be resolved through a voluntary conversation between the complainant and the party alleged to have discriminated. The conversation will be facilitated by the building administrator. If the building administrator is the party alleged to have discriminated, the Superintendent will appoint the facilitator.

If the complainant or the party alleged to have discriminated is a student under the age of 18, the facilitator will notify the student's parent/guardian if, after initial consultation with the student, it is determined to be in the best interest of the student.

Both the complainant and the party alleged to have discriminated may be accompanied by a person of their choice for support and guidance.

If the complainant and the party alleged to have discriminated feel that a resolution has been achieved, the conversation may remain confidential and no further action will need to be taken. The facilitator will report the results of the informal resolution, in writing, to a Student Services administrator. If a Student Services administrator is the party alleged to have discriminated, the results will be reported to the Superintendent.

If the complainant, the party alleged to have discriminated, or the District elects not to utilize the informal process, or feels that the informal process is inadequate or has been unsuccessful, the complaint may proceed to the formal process. Any complaint against a District employee must be addressed through the formal process.

Formal Process

- Step 1. A complainant or his/her designated representative (complainant) must file a written complaint with a Student Services administrator, or with the

Superintendent if a Student Services administrator is the subject of the complaint, within 60 days of the occurrence of the alleged discriminatory incident. Upon request, a Student Services Administrator or a person designated by the Superintendent will assist the complainant in writing the complaint.

The written complaint must detail the facts and circumstances of the incident. The written complaint will be kept in a centralized and secure location. If a student under the age of 18 is involved, the District will notify his/her parent/guardian immediately, unless, after consultation with the student, notification is determined not to be in the student's best interest.

- Step 2. A Student Services administrator will investigate the written complaint. If a Student Services administrator is the subject of the complaint, the Superintendent will appoint an impartial investigator to conduct the investigation. All parties will be given full and fair opportunity to present evidence, including witnesses, relevant to the issues raised under the complaint.

The investigation may consist of personal interviews with the complainant, the person alleged to have discriminated, and any other individuals who may have knowledge of the alleged incident or circumstances giving rise to the complaint. In determining if alleged conduct constitutes discrimination, the investigator will consider the surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationship between the parties involved, and the context in which the alleged incident occurred. The determination will be based on all of the facts and surrounding circumstances. The District may take immediate steps, at its discretion, to protect the complainant, the person alleged to have discriminated, witnesses, and District employees pending completion of the investigation.

The investigation will be completed and a written report will be made to the Superintendent within fifteen (15) days of a Student Services administrator receipt of the written complaint. The report will indicate if the complaint has been substantiated as factual and if there are violations of District policies, and it will include recommendations for addressing the violations.

If the Superintendent is the subject of the written complaint, the written report will be made to the Superintendent's alternate, who is the Chair of the School Committee.

- Step 3. Following the investigation, the District will take appropriate action in all cases in which a complaint has been substantiated as factual. Any person who is determined to have discriminated shall be subject to action including, but not limited to, warning, exclusion, suspension, expulsion, transfer, termination, discharge, training, education, or counseling. Action taken will be consistent with the requirements of any applicable collective bargaining agreement, District policy, State and Federal law, and due process protections for students with disabilities. As applicable, the District will provide a report of the investigation to the educator licensure unit of the Massachusetts Department of Education.

Step 4. The Superintendent (or a Student Services administrator) will maintain the complaint file in his/her office. He/she will provide a written report to the complainant and the party alleged to have discriminated within five (5) days of receipt of the investigator's recommendation. The report will indicate whether or not (a) the complaint has been substantiated as factual, (b) there was a violation of District policy, and (c) disciplinary action was or will be taken.

Appeal Process

If the complaint is not resolved satisfactorily following Step 3 of the formal procedure, either the complainant or the party alleged to have discriminated may request, in writing, a re-opening of the investigation. The written request shall state the reasons for requesting a reopening and shall be delivered to the Superintendent (or a Student Services administrator) within seven (7) business days of receiving the written decision. The Superintendent (or a Student Services administrator) shall decide whether or not to re-open the investigation and, within ten (10) days of receiving the request to re-open the investigation, shall provide written notification of the determination to reopen or not to reopen to the complainant and to the party alleged to have discriminated.

If the investigation is re-opened, the Superintendent (or a Student Services administrator) shall require the repetition, as appropriate, of Steps 2, 3, and 4 of the formal procedure. The timeline prescribed by these steps will apply to any re-opening under the appeal process.

If the Superintendent investigated the initial complaint, or if the initial complaint was filed against the Superintendent, a person other than the Superintendent or a Student Services administrator will implement, as appropriate, steps 2, 3, and 4 of the formal procedure.

Confidentiality

The District recognizes that both the complainant and the person alleged to have discriminated have strong interests in maintaining the confidentiality of the complaint and related information. The privacy of all of the parties, including witnesses, will be respected as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

Alternate Complaint Procedure

In addition to filing a complaint through the District's complaint procedure, or in place of utilizing the District's complaint procedure, a person may elect to exercise other options, including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit.

Outside Agencies

A complaint by a student, employee or applicant for employment in which the complainant alleges discrimination on the basis of sex, race, ethnic origin or disability may be filed with the United States Department of Education, which may be contacted as follows. It may be filed in place of filing a complaint under the District's complaint procedure or in addition to filing a complaint under the District's complaint procedure.

Office for Civil Rights
United States Department of Education
5 Post Office Square
8th Floor - Suite 900

Telephone: (617) 289-0059
Fax: (617) 289-0150
TDD: (617) 223-9695
Email: OCR.[Boston@ed.gov](mailto:OCR.Boston@ed.gov)

Boston, MA 02109-3921

A complaint alleging disability discrimination against a student under Section 504 may be filed with:

Bureau of Special Education Appeals
75 Pleasant Street
Malden, MA 02148

Telephone: (781) 338-6400
Fax: (781) 338-3398
Email: sea@doe.mass.edu

An employee or applicant for employment, who is claiming discrimination on the basis of sex, religion, race, age or ethnic origin, may file a complaint with the United States Equal Opportunity Commission, which may be contacted as follows.

U.S. Equal Employment Opportunity Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203

Telephone: (617) 565-3200
Fax: (617) 565-3196
TTY: (617) 565-3204

In addition, an employee or applicant for employment who is claiming discrimination on the basis of sex, religion, race, age, ethnic origin, disability or sexual orientation may file a complaint with the Massachusetts Commission against Discrimination which may be contacted as follows.

MA Commission against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108

Telephone: (617) 994-6000
TTY: (617) 994-6196

MA Commission against Discrimination
Springfield Office
436 Dwight Street, Suite 220
Springfield, MA 01103

Telephone: (413) 739-2145

A complaint may be filed with the Massachusetts Department of Education Program Quality Assurance Services which may be contacted as follows.

MA Department of Education
Program Quality Assurance Services
75 Pleasant Street
Malden, MA 02148

Telephone: (781) 338-3000/3705

MA Department of Education
Program Quality Assurance Services
Western Massachusetts Office
Springfield State Office Building
436 Dwight Street Room B40
Springfield, MA 01103

Telephone: (413) 858-4591

Litigation

The complainant may file a lawsuit under a number of Federal or State statutes, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Equal Education Opportunities Act of 1974, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.. The complainant or his/her parent/ guardian should consult with a private attorney about this option.

References:

Titles VI,VII Civil Rights Act of 1964

Title IX of the Education Amendments of 1972

Equal Educational Opportunities Act of 1974

Age Discrimination Act of 1975

Section 504 of the Rehabilitation Act of 1973

Title II of the Americans with Disabilities Act of 1990

Individuals with Disabilities Education Improvement Act of 2004

School Building Administrators

School	Name	Title	Telephone
Crocker Farm School	Derek Shea	Co-Principal	362-1657
Crocker Farm School	Anne Foley	Co-Principal	362-1657
Fort River School	Anne Hall (Colley)	Principal	362-1217
Fort River School	Kristen Robinson	Assistant Principal	362-1217
Wildwood School	Nick Yaffe	Principal	362-1413
Wildwood School	Linda Gianesin	Assistant Principal	362-1413
Pelham School	Lisa Desjarlais	Principal	362-1100
Middle School	Betsy Dinger	Principal	362-1850
Middle School	Michael Malone	Assistant Principal	362-1850
High School	Mark Jackson	Principal	362-1706
High School	Diane Chamberlain	Assistant Principal	362-1730
High School	Miki Gromacki	Assistant Principal	362-1714

Central Office Administration

Name	Title	Telephone
Maria Geryk	Superintendent of Schools	362-1810
Ron Bonhonowicz	Director of Facilities	362-1853
Faye Brady	Director of Student Services	362-1834
Jerry Champagne	Director of Information Systems	362-1810
Rhonda Cohen	Director of Teaching & Learning	362-1828
Rober Detweiler	Director of Finance & Operations	362-1815
Marta Guevara	Director of Achievement & Accountability	362-1871
Kathryn Mazur	Director of Human Resources	362-1808
Michael Morris	Director of Educator Evaluation and Assessment Analysis	362-1810
David Slovin	Student Services Administrator	362-1833
JoAnn Smith	Student Services Administrator	362-1834
Rebecca Treitley	Director of Food Services	362-1839
Jeanne White	Student Services Administrator	362-1833

School Committee Contact List

REGION

Last	First	Position	Term Expires	Address	City	Zip Code	Email	Telephone
Appy	Katherine		2014	60 Red Gate Lane	Amherst	01002	appyk@arps.org	253-9431
DiChiara	Michael							
Foley	Annemarie	Vice-Chair	2011	5 Harkness Road	Pelham	01002	foleya@arps.org	230-3801
Fonsh	Kip		2011	45 Long Hill Road	Leverett	01054	fonshk@arps.org	548-9053
Gould	Debbie		2012	33 South Valley Road	Pelham	01002	gouldd@arps.org	253-9162
Hood	Rick	Chair	2013	28 Farmington Road	Amherst	01002	hoodr@arps.org	320-3611
O'Brien	Lawrence		2015	22 Harris Street	Amherst	01002	obrienl@arps.org	549-7487
Shabazz	Amilcar		2015	29 Chapel Road	Amherst	01002	shabazza@arps.org	
Spence	Rob	Vice-Chair	2013	16 Bayberry Lane	Amherst	01002	spencer@arps.org	256-4781

AMHERST

Last	First	Position	Term Expires	Address	City	Zip Code	Email	Telephone
Appy	Katherine		2014	60 Red Gate Lane	Amherst	01002	appyk@arps.org	253-9431
Hood	Rick		2013	28 Farmington Road	Amherst	01002	hoodr@arps.org	320-3611
O'Brien	Lawrence		2015	22 Harris Street	Amherst	01002	obrienl@arps.org	549-7487
Shabazz	Amilcar		2015	29 Chapel Road	Amherst	01002	shabazza@arps.org	
Spence	Rob	Vice-Chair	2013	16 Bayberry Lane	Amherst	01002	spencer@arps.org	256-4781

PELHAM

Last	First	Position	Term Expires	Address	City	Zip Code	Email	Telephone
Gould	Debbie	Vice-Chair	2012	33 South Valley Road	Pelham	01002	gouldd@arps.org	253-9162
Foley	Annemarie	Vice-Chair	2011	5 Harkness Road	Pelham	01002	foleya@arps.org	230-3801
Modestow	Darius		2014	7 Arnold Road	Pelham	01002	modestowd@arps.org	230-3090
Tevor	Baptiste							

Acknowledgement of Receipt

Each parent, guardian or the student him/herself (if over 18 years old) must sign the acknowledgement form below, indicating that he/she has received and read a copy of the handbook. If the signed acknowledgement form is not received by September 15, then the school district will nonetheless presume that the parent, guardian or student him/herself (if over 18 years of age) has received and read the handbook.

Please detach, complete and return to the school office the following form:

I have received and read the 2012/2013 edition of the Amherst Public Schools Handbook.

Signature of parent/guardian

Student's name

Date