

**ATHOL HIGH SCHOOL**

2363 Main Street, Athol, MA 01331

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

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2025-2026 Athol High School Student Handbook

Welcome to Athol High School. We are so happy to have you as part of our school community. We look forward to providing a safe and happy learning environment while challenging all students to be their best. It is our goal to provide excellent learning opportunities to meet the needs of all students. The high school years are critical in the growth of the social, emotional, and academic skills of students, as they prepare to enter adulthood. We embrace each student as a whole and fully consider all aspects of your child's development as a successful learner. Our staff works collectively to provide consistent behavioral expectations through core values.

At AHS, our core values are **Participation, Respect, Integrity, Determination and Excellence**. As we partner with students and their families, we are always looking for ways to make our schools better. We appreciate constructive feedback for this purpose. We look forward to a positive learning experience for all of our students. This Handbook provides important information for Parents/Guardians and Students. It is not intended to cover all policies, rules and regulations used to operate the schools. If you have any questions, please feel free to call your child's elementary school.

### **SCHOOL SONG**

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

### **ALMA MATER**

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

**School Colors:** Red and White

**School Motto:** Seek Knowledge to Better Serve

**School Nickname:** Bears

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## 4.A. GENERAL RULES AND PROCEDURES

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

**ADVISORY:** Advisory will focus on Social Emotional Learning, academic and college/career activities and is a graded (Pass/Fail) credit bearing course.

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

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

**TARDINESS TO CLASS:** Students must be in their classroom when the bell rings so that the teacher may start work immediately. Otherwise, they will be marked as tardy. Students are also expected to be on time for all classes, assemblies and programs during the regular school day, and detention after school. Teachers may assign a teacher detention when a student is tardy to class. Chronic tardiness (Multiple times per day for multiple days (all classes) and/or multiple times per week for multiple weeks (individual class) to class will result in a disciplinary referral.

**CORRIDOR PASSING:** Corridors are for the purpose of passing from class to class, not for congregating. Therefore, do not stand outside your classroom waiting for the bell to ring. Enter your classroom when you get there.

- Classes shall be dismissed by the teachers, not by the sounding of the bell.
- Students should always walk on the right side of the corridors and stairways. Running will not be tolerated.
- In traveling from one class to another, students should take the shortest reasonable route.

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

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

## **RULES and REGULATIONS FOR LUNCH PERIODS:**

- Students may either stay in the cafeteria, go to the courtyard (weather permitting), be in the hallway between the Hall of Fame trophy case and cafeteria, or in the library/media center with a Smart Pass.
- Students must have a previously arranged permission, via a written pass, to eat lunch in a classroom. Students may receive permission from a cafeteria monitor to go to the nurse's office, student services, main office, or any other destination.
- Students awaiting the end of the lunch period must stay in those areas until the bell rings.
- Unacceptable behavior in the cafeteria, including, but not limited to throwing of food, popping milk cartons, leaving one's tray at the table, cutting in line, etc. will result in a disciplinary consequence.
- All school rules apply in the cafeteria.

Currently, under US guidelines, breakfast and lunch are free for everyone (CEP). Should that change, the district will revert to applications for free/reduced lunch and our meals would fall under income guidelines (paid, free and reduced). At no time would any child be denied a complete meal if money were owed.

**OUTSIDE FOOD:** During school hours students may NOT have food delivered to AHS using delivery options from restaurants or other food delivery programs (Uber Eats, DoorDash, etc). Food delivered by parents/guardians is permitted and can be picked up in the office.

**SELLING FOOD/GUM/CANDY/ETC.:** Selling of any gum, candy, soda, snacks, beverages, etc. in school is not allowed by students unless under the direct supervision of a teacher for school fundraising purposes. Selling of anything for personal profit is strictly against school rules.

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

**DRESS CODE:** See "Bear Pride Way" below in Section VIII of this handbook.

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

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

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

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

### **STUDENT PARKING:**

- Students are allowed the privilege to park vehicles on school property, provided sufficient parking spaces are available.

- Students driving cars to school must register their vehicle by completing this electronic [FORM](#).
- Students may not remain in vehicles, stand in the vicinity of the parking area, or visit cars during the school day unless they have permission from administration.
- Careless driving, speeding or lack of good driving judgment is sufficient reason to revoke a student's parking privilege.
  - a. First offense: loss of parking privilege for ten days.
  - b. Second offense: loss of parking privilege for twenty days
  - c. Third offense: loss of parking privilege for the remainder of the school year.

**STUDENT ANNOUNCEMENTS:** Announcements are published and read daily. If you would like an announcement to be made, you must have. The P.A. system will only be used during class time for announcements of an urgent nature.

**LIBRARY/ MEDIA CENTER SERVICES:** The library/media center is open at 7:30 am each day. It is further open after school on Tuesday through Thursday until 2:40 pm. On Friday, library hours may be extended at the discretion of the librarian. Any student sent from a class must have an approved Smart Pass. Students are allowed to come during lunch with permission from the teacher on duty and with a Smart Pass.

Media Center availability will vary from day to day depending on classes and events scheduled. Use of the internet is expected to be consistent with the Athol-Royalston Regional School District Internet Use Policy.

Students may check out materials for 4 weeks and may renew items provided there are no holds on the items. No fines are charged for overdue books; however, students are expected to return items when they are due, or renew them before they become overdue. After two weeks, an email message will be sent to students with overdue materials via their school email account. Students are responsible for all materials checked out in their names. If any media center materials are lost or damaged beyond normal use, the student is expected to replace them or pay the replacement cost. A refund will be issued if a student pays for an item and it is returned within a year.

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

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

**ACADEMIC INTEGRITY POLICY:** Academic Integrity (honesty) is an important component of a student's development and education. Academic dishonesty is unacceptable and will not be condoned in any manner or form. This includes, but is not limited to, attempting to secure answers on tests, quizzes and homework from another source other than direct personal knowledge; or submitting another person's work/report/term paper as one's own may receive a Saturday Detention and a zero for the assignment, or more severe discipline as determined by the Principal. Eligibility and membership for the National Honor Society will be in jeopardy.

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

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

**GRADUATION REQUIREMENTS:**

Subject	Credits/Hours
English	Minimum of 6.0 Credits, must take grade-specific English course every year
Math	Minimum of 6.0 Credits, must take grade-specific Math course every year
Science	Minimum of 5.0 Credits , must be from at least 2 of the following categories: Life Science, Physical Science, Computer Science or Tech/Engineering and must include 3 lab based courses
Social Studies	Minimum of 4.0 Credits, must include 2 credits of US History and 1 credit of World History, and 1 credit of American Government
Physical Education	Minimum of 3.0 Credits (Including PE/Health I & II)
Electives	Varies
Advisory	4.0 Credits
<i>Community Service</i>	<i>Class of 2025 - 20 Hours**</i> <i>Class of 2026 - 20 Hours**</i> <i>Class of 2027 - 20 Hours**</i> <i>Class of 2028 - 20 Hours**</i>
<b>Total</b>	<b>40 Credits</b>

**Competency Determination: Athol Royalston Regional School District**

**Section 1: Competency Determination Requirements**

Athol High School students must earn full credit and show mastery (i.e., mastery shall mean a student successfully completes the (1) final assessment for a course; or (2) a capstone or portfolio project) in the content areas as evidenced by a final grade of 60 or better, in courses taken in grades 9-12, as follows:

Content Area	Coursework Requirement	Course Options to meet Requirement
English Language Arts	The equivalent of two years of high school English language arts courses.	a. English 9A & 9B b. English 10A & 10B c. English 11 d. English 12 e. Futures ELA
Mathematics	The equivalent of one year of BOTH Algebra I and Geometry	a. Algebra 1A & 1B b. Geometry

	courses, or the equivalent of one year of BOTH Integrated Math I and Integrated Math II.	<ul style="list-style-type: none"> <li>c. Integrated Math I</li> <li>d. Integrated Math II</li> <li>e. Algebra II</li> <li>f. Futures Math</li> </ul>
Science	The equivalent of one year of any one of the following disciplines: Biology, Chemistry, Physics, or Technology/Engineering.	<ul style="list-style-type: none"> <li>a. Intro to Biology</li> <li>b. Biology</li> <li>c. Intro to Physics</li> <li>d. Physics</li> <li>e. Chemistry</li> </ul>
Beginning with the graduating Class of 2027, the District's Competency Determination requirements includes the following:		
History	The equivalent of a one year United States history course.	<ul style="list-style-type: none"> <li>a. US History I</li> <li>b. US History II</li> <li>c. American Government</li> <li>d. AP US History</li> <li>e. Futures History</li> </ul>

Students who do not meet the required passing grades in the above prescribed courses may enroll in summer school, credit recovery courses, or be scheduled to take additional coursework by their guidance counselor that meet the same Massachusetts Curriculum Framework Standards. These opportunities will provide a student who has yet to meet the CD requirements additional opportunities to meet this state standard for a diploma. If the District is unable to document a student's prior coursework, a student will be allowed to meet the Competency Determination requirements by:

- A. Attaining a qualifying score of at least "meeting expectations" or "exceeding expectations" achievement level on the relevant high school MCAS assessment; or
- B. Meeting the standard for a substituted equivalent that the District certifies satisfies the same academic standards.

**Section 2: Additional Considerations**

**A. Students with Disabilities**

Students with disabilities, whether in-district or out-of-district, are provided specialized support, modifications, or alternative demonstration methods as part of the Competency Determination requirements.

In order to be eligible for a Certificate of Attainment from Athol High School instead of a diploma, a student who does not meet the state Competency Determination must satisfactorily complete the local graduation requirements and any additional criteria set forth by the Massachusetts Department of Elementary and Secondary Education.

**B. English Learners**

English learners are enrolled in inclusive classes for all course requirements and provided additional support, modifications, or alternative demonstration methods from the District as part of the Competency Determination requirements.

**C. Transfer Students:**

In the event that a student transfers into Athol High School at any point during their high school career, a transcript review will be conducted by a Guidance Counselor. The Assistant Principal will review their recommendation to ensure that the coursework from the previous school is aligned with AHS coursework for the Competency Determination prior to the decision as to whether the Competency Determination has been satisfied being conveyed to the student and their family.

**Section 3: Appeals Process**

If the Competency Determination is not granted and the student and family disagree, an appeal of the decision may be made to the Principal. The Principal shall be the arbiter for all disagreements regarding the transcript review, and the principal's decision on transcript reviews as related to Competency Determination will be final.

**Section 4: Diploma Request Process for Previously Enrolled Students**

Any current or former student may request a transcript review by contacting the school's Guidance Department at (978) 249-2435 or [guidance@arrsd.org](mailto:guidance@arrsd.org).

*This policy will be reviewed and updated as necessary should state law, regulations, and/or guidance regarding the Competency Determination requirements for Massachusetts public school students change.*

**PROMOTION REQUIREMENTS:**

Graduation	40
Junior	30
Sophomore	20
Freshman	10

**COMMUNITY SERVICE:** In addition to the credit requirements above, students must fulfill a community service requirement to graduate. Students must complete five community service hours for each year that they attend Athol High School for a total of 20 hours. Students should explore opportunities to complete their service throughout the community. These are included in the daily announcements and displayed on the video monitors. To receive credit for your community service hours, a completed community service form must be turned into the office. Once the form is verified, the hours will be recorded.

**COURSE LEVELS and WEIGHTING:** Please refer to the Program of Studies.

**REPORT CARDS and PROGRESS REPORTS:** Report cards will be sent home with students four times during the year. Progress reports will be sent home with each student midway through each quarter. Report cards and progress reports will also be published to the parent and student portals.

**MID-YEAR and FINAL EXAMINATIONS:** Each course will give a summative assessment at the end of each semester. In full year courses, each semester exam will count as 10% of the final grade. Exams in semester courses will count as 20% of the final grade.

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

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

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

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

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

High honor roll is based on achieving 90 or better in every subject. All courses count for the honor roll.

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

**A. One school year**

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

**B. Two school years**

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

**C. Three school years**

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

**D. Four school years**

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

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

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

**OPEN HOUSE:** Open House will be held within the first month of school. This is an opportunity for students and parents to visit classrooms and learn about school programs and curriculum. This is a wonderful time for students to show off their school. Please be mindful - this is not a time for parent conferences.

**PARENT CONFERENCES:** Parent-Teacher conference can be set up at any time by directly contacting the teacher. This type of conference provides an opportunity for parents and teachers to exchange information in all areas that affect a student’s school performance. Conferences are a wonderful opportunity for parents to learn about their children’s experiences and to collaborate with teachers.

**PARENT/TEACHER ORGANIZATIONS & COUNCILS:**

- **School Improvement Council:** Parents and community members are vital parts of the council to work alongside teachers, and the building principal to review and update the School’s Improvement Plan each year. If you are interested or considering becoming a member of the council, please contact the school principal via email or phone.
- **Special Education Parent Advisory Council (SEPAC):** Each school in the district welcomes parents/guardians of children with disabilities to consider participation in our district’s Parent Advisory Council. Membership is open to all parents of children with disabilities and other interested parties. The parent advisory council duties include, but are not limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities, and meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee’s special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this section, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

**PARENT-SCHOOL COMMUNICATION:** We encourage parents to visit and become active in the school. Please feel free to contact your child’s teachers with any concerns as soon as they arise. Teachers are available through the district’s email system or by phoning the main office of your child’s school. Appointments must be made in advance for parent/teacher meetings.

**4.B. STUDENT HEALTH AND WELL-BEING**

**ATTENDANCE POLICY:** Rationale - Consistent student attendance at Athol High School is an important component of the learning process in order to be successful in school. Therefore, AHS endorses the following attendance policy:

- Students are at risk for losing credit if they exceed more than 4 absences in a term, 8 absences in a semester and/or 16 absences in the year.
- In order to obtain credit for a course, students may not have more than eight unexcused absences for a semester course and no more than sixteen unexcused absences for a year course. Students will be considered constructively present if they are with an administrator, a guidance counselor, or on a field trip.
- If a student exceeds the allowed absences they will receive the grade earned for the class but will not receive credit for the course. Seniors are reminded that they need to receive credit in five classes their senior year to be eligible for graduation.

- This means that a student who passes a course may move to the next level in an academic sequence but still must make up any required credits before graduation.
- Absences will only be excused under the following circumstances:
  - A. There is a specific written request for an excused absence given to the student's Assistant Principal within two school days of the absence (unless so waived by the Principal due to extenuating circumstances); and
  - B. The absence fits under one of the circumstances listed below
    1. Illness, for a medical excuse. A signed doctor's note verifying the appointment is required.
    2. College visit
    3. Bereavement
    4. Family or catastrophic emergency
    5. Observation of major religious holidays or participation in required religious instruction
    6. Necessary court appearance (A signed court document is required)
    7. DYS placement
    8. DCF placement
    9. Suspension
    10. Weather related conditions so serious as to pose a threat to health or safety
    11. Meetings with recruiters
    12. Driving test (Not to imply absence for an entire day is acceptable or excused)
    13. Approval of the Principal of Athol High School

**RIGHT TO APPEAL:** There is the right to appeal to the principal, regarding the status of an absence, which includes the following:

- Attendance Administrative Assistant will direct written requests for an excused absence to the administration.
- Excused absences will be recorded by the attendance secretary.
- Teachers will record grades and keep attendance as usual.

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

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

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

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

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

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

**EXCESSIVE ABSENTEEISM:** The School Counselor and/or administration shall meet with any student, and that student's parent/guardian, who has missed four (4) or more unexcused school days in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

**CHRONIC ABSENTEEISM:**

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

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

**ATTENDANCE VIOLATION LOSS OF CREDIT:** When a student's absenteeism exceeds the number of allowed absences, the school may act to deny credit. Failure to earn credit may result in failure to earn promotion to the next grade.

If students have more than the allotted unexcused absences they will lose credit.

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

Any appeal will be heard by the Attendance Committee. This committee may do one of the following options in response to an appeal:

- Approve the student's credit(s) and consider the matter closed.
- Place the student on attendance probation with relevant terms and conditions in order to retain credit.
- Reserve the right to reject the appeal.

Determinations made by the Attendance Committee could be appealed to the Principal.

For more information, please refer to the Main Body of the Student Handbook, Section 1.B.

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

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

**TUTORING:** If your child has to be out of school for an extended period of time (exceeding 10 school days) due to a serious medical issue, the school district may be able to provide short term tutoring. Contact school administration or your student’s counselor for more information.

Additional opportunities for tutoring are available for all students through our National Honor Society. If interested, please contact the NHS advisor through the main office (978 249-2435).

#### ***4.C. NON- DISCRIMINATION***

AHS follows the ARRSB Non-Discrimination policies and procedures found in the District Student and Family Handbook under Section III.

#### ***4.D. SCHOOL COUNSELING/ STUDENT RECORDS REGULATIONS***

**ARRSB SCHOOL COUNSELING DEPARTMENT MISSION STATEMENT:** The mission of the ARRSB School Counseling Department is to empower all students to strive for and achieve academic, college/career, and personal/social success.

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

**SCHOOL COUNSELING DEPARTMENT OVERVIEW:** The AHS School Counseling program is comprehensive and developmental in that we emphasize academic, college/career, and social/emotional development in an age-appropriate manner. We offer a variety of classroom activities, field trips, skills groups, leadership groups, internships, career shadow opportunities and family nights.

All students are assigned a school counselor. Counselors are available to meet individually as needed with students seeking assistance with personal concerns. In addition, students are encouraged to set up an appointment with their school counselor at least once a year to align their high school, college and career plans. Our goal is to enable all students to achieve success in school and to develop into productive and contributing members of society.

**REGISTRATION OF NEW STUDENTS:** Any student, other than a full-time transfer student from another accredited school, must have a determination meeting with the Athol High School Principal or designee. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, gender identity, national origin, age, handicap, disability, pregnancy, pregnancy related condition, or sexual orientation.

**WITHDRAWAL FROM CLASSES:** Each student is academically responsible for all courses for which they register, unless the student officially withdraws through the school counseling office.

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

**UPDATE OF RECORDS:** Any student who has a change in name, address or telephone number must make this information known to the main office and/or the school counseling office.

**COLLEGE VISITATION PROCEDURE:** Arrangements for college visitations should be made in advance through the school counseling office administrative assistant. A parental permission form must be turned in at least one day prior to the scheduled visit. A signed confirmation of the visit by the college admissions office is required upon return. Request a visitation permission form for each visit from the school counseling office.

**STUDENT TRANSFER/INCOMING STUDENTS:**

- Report to the School Counseling Office.
- Complete registration forms.
- See counselor regarding scheduling.
- Receive schedule, homeroom, locker and bus pass, if required.
- Any scheduling problems should be referred to the school counseling department.
- The school counseling personnel reserve the right to convert a letter grade system to a numerical value for transfer students in order to compute Athol High School rank in class. Credits awarded by other schools will be converted to Athol High School credits.

**TRANSFERS/EXITING STUDENTS:**

- Notify the school counseling department one week in advance so that necessary paperwork can be completed.
- Have a parent/guardian sign a “Release of Records” form.
- Report to the school counseling office at 7:30 a.m. on your last day of school to get your “Grades to Date” sheet and book check-out sheet.
- Report to the office at the end of that day, to turn in your paperwork.
- Books lost or damaged MUST be paid for prior to transfer.
- Lockers must be cleaned of personal belongings.
- Copies of the Massachusetts transfer form, life card grades, official transcript, attendance and conduct reports, report card grades, cumulative file, health record and “Grades to Date” will be sent to the receiving school.

**WITHDRAWAL FROM SCHOOL**

- Schedule a conference with the student, the student’s parents/guardians, and the school counselor to discuss the reason for withdrawal.
- Obtain and complete a Withdrawal Notice and an Exit Survey Form.
- Pay for any lost or damaged books or other outstanding financial obligations.
- Clean locker of personal belongings.

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

**SCHEDULING:** Students will complete course selection via the student portal for their schedule based on the information in the Program of Studies. This information will be used to create a schedule for the student which fulfills the maximum number of core subject requests. When conflicts arise in individual schedules for a particular period, the student will be assigned a course based on availability.

**ATHOL EARLY COLLEGE EXPERIENCE:** The full-time dual enrollment program is available to 11th and 12th grade students who wish to attend a community college on a full-time basis, concurrently earning college and high school credits. A

college course equals 1.5 high school credits. Students who are approved for this program must meet specific criteria as outlined by Athol High School and the community college. All students must carry a full course load each semester and meet all AHS graduation requirements. All schedules must be approved in advance by the student's school counselor, and the student is responsible for submitting a college transcript to AHS each semester. Dual enrollment students are eligible to attend all AHS functions, participate in sports, and belong to clubs as long as they meet the requirements, meetings, practices and game schedules. In addition, students are responsible for keeping up with school announcements and deadlines. All course tuition, fees, books, and materials are free to students/families, as they are covered by AHS and our college partners. Courses taken at the community college are weighted as AP.

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

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

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

- **STUDENT SIGN-UP:** Interested juniors (eligible for on campus internships) and seniors need to fill out an application and make an appointment to meet with their school counselor or the internship counselor to discuss possible internship placement.
- **BASIC INTERVIEW:** The student will meet with the school counselor to discuss and clarify the student's understanding of the requirements, benefits, and goals for participation in the internship program.
- **SCHEDULE AVAILABILITY:** The student's school counselor will check the student's schedule to coordinate necessary courses to meet graduation requirements with potential schedule openings for an internship.
- **FOLLOW UP SESSION:** Based on identified goals and information from the basic interview, the student and the internship coordinator will discuss a specific internship site interview with a potential mentor and finalize plans for placement.
- **CONTRACT:** Upon agreement, the student, the student's parents, the internship counselor and site supervisor mentor will sign a contract which details the job description and requirements for the internship. The credit for the internship will be determined by the school counseling department and will be based on the school's academic credit standards.

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

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

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

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

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

**ONLINE COURSES:** In order to register for an online course, students must meet eligibility criteria and agree to the participation requirements listed below.

**ELIGIBILITY CRITERIA:**

- Students must have a serious commitment to complete the course.
- The principal or designee, and parent(s) must approve the student’s participation.
- The principal or designee has the discretionary authority to recommend a student or set conditions of participation.

**REGISTRATION PROCESS:**

- Students must attend a meeting with the school counselor.
- Students must go online to view course selections.
- Students must select course(s) of interest, download and print prerequisites, course syllabus (if available) and other pertinent information.
- Students must obtain permission from an administrator.
- Students must discuss course information with parents.

**PARTICIPATION REQUIREMENT:**

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

Once all of the above are complete, the school counselor will sign and obtain the principal’s or designee’s signature.

**CREDIT RECOVERY/SUMMER SCHOOL:** Credit recovery and summer school will be offered for Athol High School students when possible.

These credit recovery programs shall consist of courses designed to enable students to make up credit in designated courses failed during the school year.

To be eligible to enroll in a summer school program to make up for a failed course, students must have earned at least a 50 in the failed course. Students must notify the Athol High School student services office of their intent to attend summer school. Successful completion of an Athol High School credit recovery course will result in credit, with a grade of 60, on the transcript.

**4.E. EQUAL ACCESS**

**MTSS MODEL/TIERED SYSTEMS OF SUPPORT:** Many schools use a framework of interventions and supports designed to address behavioral and academic challenges. This framework, known as MTSS, helps schools to identify struggling students early so that they may receive assistance quickly.

- **Step 1: Formal Assessments** - 9th and 10th grade students are assessed 3 times a year in Reading and Math through the Measures of Academic Progress Test (MAP). Additionally, every student is given a Common Formative Assessment every six weeks throughout the school year in ELA, Math and Science. We utilize a range of formative and summative assessment data to track how students are doing in comparison to benchmark expectations.
- **Step 2: Analyze Student Data - Assessments** results are analyzed to identify the learning needs of all students.
- **Step 3: Provide Differentiated Instruction** - A variety of instructional strategies are used to teach students with different learning styles and rates. This instruction is delivered through a three-tier approach:

Because of the steps mentioned above, MTSS is an all-student initiative that provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include:

- **Tier 1:** This tier involves the classroom teacher using different strategies and additional or different materials to assist student learning. If a student is not progressing as expected, they will need to spend some additional time receiving Tier 2 support.
- **Tier 2:** This happens beyond the core instruction already occurring in English, Math and Science. Teachers will work with students to plan required extra help sessions after school. Sometimes students need additional and more frequent help to meet standards. If that is the case, we will need to look at Tier 3 interventions.
- **Tier 3:** This tier involves an individualized intervention plan (4-6 weeks in length) that will be developed for the child. Instruction will be tailored to specific learning goals.

**ADDITIONAL STUDENT SUPPORTS:** Athol High School utilizes a Child Study Team consisting of members of the faculty and the building administration.

This team discusses students who may be experiencing academic and behavioral difficulties in school. Parents or teachers may refer any student experiencing said difficulties to the Child Study Team by contacting the Dean of Students/Assistant Principal. This may result in additional strategies to ensure student support, including but not limited to examining a student's progress in relation to grade level curriculum standards using a tiered system of support or Multi-Tiered System of Support (MTSS) model. MTSS is a general education process of providing high-quality, scientifically-researched instructional practices based on your child's needs, monitoring your child's progress, and adjusting instruction & interventions based on your child's response rate of success. Members of the team are engaged in a positive, problem solving approach to interventions that focus on the academic, social, and emotional growth of all students.

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

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

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

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

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

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

**SPECIAL EDUCATION:** ARRSD provides special education services in accordance with IDEA and CMR 28.00. Students may be referred for a special education evaluation following modifications to the regular classroom program and a pre-referral meeting at the building level. Students are considered through the Child Study process prior to these referrals (Please see Section 1.E. of the Main Body handbook for more information on the Child Study Team process). A student is determined eligible for services if they have a qualifying disability and require specially designed instruction or the provision of a related service. The educational team will write an Individualized Education Program (IEP), which defines the type and frequency of services. Our schools provide special education services in the regular classroom whenever possible.

**SECTION 504 OF THE REHABILITATION ACT OF 1973:**

For more information, refer to the District Student Handbook found in the Main body of the handbook in Section 1.E.

***4.F. TECHNOLOGY POLICIES AND PROCEDURES***

Athol High School will follow the District Internet Use Policy and will respond to violations in accordance with our Code of Conduct. Refer to the District Student and Family Handbook under Section 1.F. for more information.

***4.G. PHYSICAL RESTRAINT***

AHS follows the ARRSD Physical Restraint policies and procedures found in Section 1.G. of the Main Body of the handbook.

## 4.H. STUDENT DISCIPLINE

**EXPECTATIONS:** Defined Core Values “Bear Pride Way”

### **PARTICIPATION:**

- I am able to take risks to try something new, learn something new, and follow through with that even if I know I may not be successful at first.
- I am willing to learn new techniques even when they feel uncomfortable to me.
- I can be encouraging to others even if they are not someone I would call a friend. I’m willing to offer assistance. I may fail at something but I can find new ways to solve a problem and not allow that failure to stop me.

### **RESPECT:**

- I can learn about other people, cultures, likes, and dislikes and be accepting of them.
- I understand empathy and the power of a genuine apology.
- I can recognize when someone needs assistance and support them.
- I recognize authority/adults.
- I will use language that demonstrates expectations.
- I recognize others and treat them kindly using words that are not derogatory.

### **INTEGRITY:**

- I can own my decisions and behavior and admit when I’ve made a bad decision by accepting the consequences.
- I can do what’s right even when no one is looking.
- I can give a compliment and not expect one back.
- I will work towards my goals of being the best version of myself.
- I recognize what is needed in the community and I work to fill those needs.
- I recognize how my behavior impacts others.

### **DETERMINATION:**

- I won’t give up; I’ll do something over and over until I get better at it.
- I can remain focused on a goal and not lose sight of that goal.
- I will continue to work no matter how frustrated I become.
- I can recognize my accomplishments and feel awesome inside.

### **EXCELLENCE:**

- I use the concepts of Participation, Respect, Integrity, and Determination in all that I attempt to reach my goals.
- I have confidence in my decisions and can determine the cause and effect of my decisions.
- I will give 110%.
- I can work with others in a team and support them.

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

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

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

For initial instances of student behavior that significantly disrupt the learning environment or cause harm to relationships within the school community, restorative practices can be utilized to supplement or substitute traditional disciplinary measures at administrative discretion. These practices aim to repair relationships and prevent further harm. In some cases, students may be temporarily (1 week or less) removed from the traditional learning environment.

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

Out-of-School Suspension is assigned when a student has committed a serious disciplinary offense or when other consequences have proven ineffective at modifying behavior. Students who are suspended out-of-school may not attend school events and are prohibited from being on school grounds unless they have prior permission from school administration.

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

<b>Classroom Expectations</b>	
<b>Student expectations during class time</b>	
<b>Participation</b>	<ul style="list-style-type: none"> <li>I can ... be prompt, be prepared, be polite, be productive, be patient.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>I can ... be a positive group member by allowing teachers to teach and students to learn, and follow classroom rules.</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>I can ... do my own work, complete all assignments with honesty, and behave as expected-- whether or not someone is watching.</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>I can ... set goals, give my best effort during class time, and seek help when needed.</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>I can ... model expected behavior by securing my personal electronic devices in my school-issued pouch, and working to the best of my ability.</li> </ul>

<b>Assembly Expectations</b> Student expectations during school assembly	
Participation	1. Participate appropriately.
Respect	1. Enter and exit quietly and calmly. 2. The Presenter's hand being raised indicates that student conversation should stop and attention is required. 3. Remain quiet when the presenter is talking. 4. Keep hands, feet, and objects to yourself. 5. Applaud when appropriate. 6. Stay seated until dismissed.
Determination	1. Give your best effort during assemblies to listen, focus, and learn something new.
Integrity	1. Sit in the assigned area with your graduating class. 2. Accept, appreciate, and respect everyone.
Excellence	1. Model expected behavior by securing my personal electronic devices in my school-issued pouch, and leaving food and drink outside of the auditorium/gym.

#### Five Competencies of Social Emotional Learning

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

#### **SOCIAL CONTRACT:**

##### **Everyone is responsible for:**

- Behaving in a manner that provides for a safe, respectful, and productive educational environment.
- Respecting the rights and differences of others and their property.
- Working cooperatively with each other.

- Understanding consequences of actions and behaviors.
- Recognizing the importance of school attendance.

**Parents are responsible for:**

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

**Teachers and staff are responsible for:**

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

**Administration is responsible for:**

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

**STUDENT RESPONSIBILITIES and RIGHTS:**

**Safe and Orderly Education Environment**

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

**Attendance Expectations**

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

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

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

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

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

**Expectations**

<p><b>Student Responsibilities</b></p> <p>To dress in a way that contributes to the health and safety of the individual and promotes an orderly educational environment (such as no exposed undergarments, no sunglasses, hoods, bare feet, etc.).</p> <ul style="list-style-type: none"> <li>● To wear clothing or hairstyles that are not hazardous to them in their educational activities such as shop, lab work, physical education, art, or on-the-job training.</li> <li>● To wear clothing that does not cause disorder or disruption (such as no topics or images of sex, drugs, alcohol, weapons, etc.)</li> <li>● To wear appropriate footwear for the educational environment (physical education, lab, etc.).</li> </ul>	<p><b>Student Rights</b></p> <ul style="list-style-type: none"> <li>● To have a dress code that is clear and reasonable.</li> <li>● To have dress requirements for participation in shop, lab work, physical education, art, or on-the-job training, education, and other designated activities that do not impose a financial hardship on them or their families.</li> </ul>
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**Internet Use Policy Expectations**

<p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>● To read, sign, and comply with Athol High School’s Internet Use Policy.</li> <li>● Student use must be in support of education and research consistent with curriculum.</li> <li>● Student use must be consistent with the rules appropriate to any network being used/accessed.</li> </ul>	<p><b>Student Rights</b></p> <ul style="list-style-type: none"> <li>● To feel safe from cyber-bullying and harm inflicted through the use of technology.</li> <li>● To know that electronic work is safe from tampering.</li> <li>● To have access to technology for educational purposes.</li> </ul>
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**Personal Electronics Use**

<p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>● To secure (lock) their personal electronic devices in their school issued pouch upon entrance to school until the end of the school day.</li> <li>● Students will follow all school and classroom expectations pertaining to cell phone/electronics (smart watches, earbuds, headphones, etc.).</li> <li>● Students will bring their Chromebooks to school, charged, each day.</li> </ul>	<p><b>Student Rights</b></p> <ul style="list-style-type: none"> <li>● To have a work environment that is distraction free from personal electronic devices.</li> </ul>
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**Honor Code**

<p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>● To read, sign, and comply with Athol High School’s Academic Integrity Policy.</li> <li>● To be honorable and possess integrity.</li> <li>● To acknowledge that cheating is an act of dishonesty.</li> <li>● To accept responsibility for actions and subsequent consequences if Academic Integrity Policy is violated.</li> </ul>	<p><b>Student Rights</b></p> <ul style="list-style-type: none"> <li>● To have an honor policy that is clear and reasonable.</li> <li>● To participate in a community where teachers, staff members, and students pledge to be truthful in words and in their actions.</li> </ul>
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**Code of Conduct:  
Tiered Systems  
Tier 1**

**Tier 1 refers to instruction and intervention that all students receive.** A “Tier 1 offense” is any behavior that fails to meet school expectations, but does not necessarily disrupt the learning environment. If any of the behaviors listed below are repeated over the course of multiple weeks or escalate (eg, profanity is used to directly target a classmate), they are elevated to Tier 2.

Athol High School prioritizes the development of a positive school climate and culture. In order to encourage and reinforce expectations using a trauma-informed approach, the menu below outlines some options for teachers both before, during, and after relevant misbehavior. Some traditional consequences are listed, but it is recommended that teachers apply consequences that are fair and logical (eg, making up missed class time).

**Trauma-informed practices** are embedded within Tier 1 through school-wide Social-Emotional Learning, an emphasis on building relationships during Advisory, and ongoing professional development that help staff use strategies that recognize the impact of trauma on student behavior. Specifically, the “recommended teacher responses” have been revised to focus on developing positive relationships and not allowing conflict to escalate in the classroom.

**Tier 1**

Student Behavior	Recommended Teacher Responses
Missed class time <ul style="list-style-type: none"> <li>- Tardy</li> <li>- Leaving classroom early</li> <li>- Excessive time spent out of class</li> </ul>	<b>Prior to misbehavior</b> <ul style="list-style-type: none"> <li>- Use verbal and visual cues to communicate school and/or classroom expectations</li> <li>- Develop relationship with student and learn about their interests/goals</li> <li>- Establish classroom routines that reinforce expectations and promote inclusivity</li> <li>- Offer short breaks (3-5 min.) between activities</li> <li>- “Positive contact” with parent/guardian</li> <li>- Use positive or neutral language to direct students (what students <i>should do</i>, not <i>shouldn’t</i>)</li> </ul>
Disruption <ul style="list-style-type: none"> <li>- Repeatedly talking over teacher and/or classmates</li> <li>- Distracting others</li> </ul>	
Refusal to engage in learning activities <ul style="list-style-type: none"> <li>- Sleeping in class</li> <li>- Rejecting teacher support</li> </ul>	
Inappropriate language <ul style="list-style-type: none"> <li>- Drug/alcohol references</li> <li>- Derogatory comments (<i>not directed at someone</i>)</li> <li>- Profanity or gestures (<i>not directed at someone</i>)</li> </ul>	<b>During misbehavior / class time</b> <ul style="list-style-type: none"> <li>- Verbal redirection</li> <li>- Changing assigned seat or group</li> <li>- Alternate assignment</li> <li>- Withdrawal of classroom privileges</li> </ul>
Inappropriate acts <ul style="list-style-type: none"> <li>- public displays of affection</li> <li>- horseplay</li> <li>- not picking up after yourself</li> </ul>	
<b>After misbehavior / class time</b> <ul style="list-style-type: none"> <li>- Contact parent/guardian or other trusted adult (school counselor, coach, advisor, etc)</li> <li>- Teacher detention (after school or lunchtime)</li> <li>- Private conference with student</li> </ul>	

Response to repeated Tier 1 Violations
Repeated Tier 1 violations should be referred to administration and are subject to Tier 2 consequences. This includes social probation.

**Tier 2**

**Tier 2 refers to instruction and intervention for students that need additional support beyond what is provided for all students within Tier 1.** Student misbehaviors categorized as Tier 2 are either: a) behaviors that fail to meet expectations and have not been resolved with Tier 1 support over the course of multiple weeks, or b) behaviors that substantially disrupt the learning environment or create a safety issue.

In contrast to Tier 1, Tier 2 support is not primarily the responsibility of the classroom teacher. Administration, Guidance, Special Education, and other departments play various roles in helping students develop important skills and mediate conflict. Students are identified by teacher referrals through Aspen, ongoing Tier 1 meetings, or other forms of referral by staff. Additional options for Tier 2 intervention are provided below, depending on circumstances.

**Trauma-informed practices** are embedded within Tier 2 via the aforementioned support systems, as well as the Student Success Center. These systems reinforce schoolwide SEL curriculum and prioritize skill-building and emotional regulation for students.

**Restorative practices** are included within Tier 2 for initial instances of student behavior that significantly disrupt the learning environment or cause harm to relationships within the school community. Restorative practices can be utilized to supplement or substitute traditional disciplinary measures at administrative discretion. These practices aim to repair relationships and prevent further harm. In some cases, students may be temporarily (1 week or less) removed from the traditional learning environment.

Misbehavior that can be addressed via restorative practices include, but are not limited to: Vandalism, Use of tobacco products and/or vaping, Hate speech, Verbal conflict between students, conflict between students and staff..

Examples of restorative practices include: After-school intervention program (designed to keep students in school, participate in dialogue after school that focuses on the “why” and aims to prevent future conflict); Accountability project (students individually research and develop project focused on the impact of their actions); Use of “reflection room” during the school day to address conflict as quickly as possible.

A comprehensive list of specific student misbehavior considered part of Tier 2, along with potential consequences, is provided below. All Tier 2-3 misbehavior will be documented via Aspen.

Student Behavior (not limited to)	Possible Consequences or Interventions
<ul style="list-style-type: none"> <li>● Repeated violations of school expectations over the course of multiple weeks</li> <li>● Continued refusal to engage in learning activities</li> <li>● Use of cell phone or ear buds during instructional time</li> <li>● Derogatory comments directed towards another individual</li> <li>● Profanity or gesture directed towards another individual</li> <li>● Violation of the Honor Code</li> <li>● Violation of the Internet Use Policy</li> <li>● Bus, parking lot or driving violations</li> <li>● Failure to cooperate during an emergency drill or situation</li> <li>● Insubordination/Refusal to obey a reasonable request of staff</li> <li>● Defiant</li> <li>● Vandalism</li> <li>● Throwing objects (including food)</li> <li>● Theft</li> </ul>	<ul style="list-style-type: none"> <li>● Parent/student conference with staff</li> <li>● Restorative practices (see above)</li> <li>● Lunch detention</li> <li>● Office detention</li> <li>● Saturday school</li> <li>● In-school suspension</li> <li>● Bus suspension</li> <li>● Social Probation (days or weeks)</li> <li>● Cell Phone restriction</li> <li>● No contact order</li> <li>● Safety Plan</li> <li>● Behavior Contract</li> <li>● Alternative Program Placement</li> <li>● Community Service</li> <li>● Referral for additional services (Student school , Child Study Team, School Resource Officer, etc)</li> </ul>

**Response to repeated Tier 2 Violations**

Repeated Tier 2 are subject to Tier 3 consequences. This includes out of school suspension and Alternative Program placement.

### Tier 3

Tier 3 refers to instruction and intervention for students that have the highest level of need, requiring ongoing daily support.

From a behavioral management perspective, misbehavior and responses are outlined below.

Actions (not limited to)	Behavior	Management	Possible Behavioral Interventions/Consequences
<ol style="list-style-type: none"> <li>1. Continuation/repetition/escalation of Tier 2 behaviors that impacts instruction</li> <li>2. Possession and/or use of controlled substances (see specifics under heading 'Substance Use/Possession')</li> <li>3. Possession of incendiary device (lighter, matches)</li> <li>4. Leaving campus without permission</li> <li>5. Unauthorized access</li> <li>6. Fighting</li> <li>7. Pulling a false fire alarm</li> <li>8. Bullying, cyber-bullying, threats, harassment, intimidation, taunting</li> <li>9. Inciting a violation of the code of conduct</li> <li>10. Assault</li> <li>11. Possession of a weapon</li> <li>12. Arson</li> <li>13. Threats to the safety of the school</li> <li>14. Disturbance of school or assembly</li> <li>15. Hazing</li> <li>16. Refusal to comply with administrative search</li> <li>17. Violation of safety plan or no contact order</li> </ol>	<ol style="list-style-type: none"> <li>1. Refusal</li> <li>2. Safety</li> <li>3. Safety</li> <li>4. Safety</li> <li>5. Safety</li> <li>6. Safety</li> <li>7. Safety</li> <li>8. Safety</li> <li>9. Safety</li> <li>10. Safety</li> <li>11. Safety</li> <li>12. Safety</li> <li>13. Safety</li> <li>14. Disruption</li> <li>15. Safety</li> <li>16. Safety</li> <li>17. Safety</li> </ol>	<ul style="list-style-type: none"> <li>• The staff member immediately notifies the Front Office.</li> <li>• The Administrator determines the most appropriate response.</li> <li>• If contraband is involved, it will be confiscated.</li> <li>• Law enforcement/ SRO is notified.</li> <li>• An investigation is conducted.</li> <li>• A search is conducted (if needed).</li> <li>• The parent/guardian is notified.</li> <li>• Emergency removal (if needed).</li> <li>• The Front Office or Administrator maintains a proper and accurate record of the offense and the X2 referral process.</li> <li>• Hearing for proposed suspension is held.</li> <li>• The Administrator provides notification of action taken to the student, parent/guardian, and staff member.</li> <li>• Re-entry meeting (if needed).</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from class</li> <li>• Office detention</li> <li>• Extended office detention</li> <li>• Saturday detention</li> <li>• In-School suspension</li> <li>• Out-of-School suspension</li> <li>• Alternative Program Placement</li> <li>• Bus suspension</li> <li>• Referral to School Counselor</li> <li>• Restoration/restitution made by student</li> <li>• Cell phone restriction</li> <li>• Behavior contract</li> <li>• Social probation (weeks or months)</li> <li>• Referral to Child Study Team</li> <li>• Referral to school resource officer</li> <li>• Re-entry meeting (may include one or more of the following: administration, school counselor, parent, student, teacher(s))</li> <li>• Suspension from co-curricular activities</li> <li>• Expulsion</li> <li>• No Contact Order</li> <li>• Safety Plan</li> <li>• Community Service</li> </ul>

#### PERSONAL ELECTRONIC DEVICES:

The Athol-Royalston Regional School District seeks to provide students with a school environment that promotes academic focus, student well-being, and joy in our shared experiences as learners. To help our schools achieve this

environment, the ARRS School Committee directs that students not have access to personal electronic devices during the school day.

All **Athol High School** students are expected to secure (lock) their personal electronic devices into their school-issued pouch (Yondr) upon entrance into the school. All personal devices must stay secured until the end of the school day. All school-issued pouches are expected to remain in a student’s backpack for the duration of the school day.

**If a student is observed to be in possession of a personal electronic device that is not secured in a school-issued pouch...**

First Violation	<ul style="list-style-type: none"> <li>● Student must bring phone to the front office</li> <li>● Office Detention (or 45-minute equivalent)</li> <li>● 10-day phone turn-in (locker box) to the front office</li> </ul>
Second Violation	<ul style="list-style-type: none"> <li>● Student must bring phone to the front office</li> <li>● Parent meeting (virtual or in-person)</li> <li>● Alternative Detention (or 135-minute equivalent)</li> <li>● 30-day phone turn-in (locker box) to the front office</li> </ul>
Third Violation	<ul style="list-style-type: none"> <li>● Student must bring phone to the front office</li> <li>● Saturday School (or 180-minute equivalent)</li> <li>● 60-day phone turn-in (locker box) to the front office</li> <li>● Daily search of belongings for remainder of school year</li> </ul>
Destruction of Yondr Pouch	<ul style="list-style-type: none"> <li>● If a student damages the cell phone pouch (which includes writing on it), they will be assessed a \$30.00 replacement fee or assigned two hours of community service.</li> </ul>

**TOBACCO/VAPING:**

Actions (not limited to)	Behavior	Management	Possible Behavioral Interventions/Consequences
1. Tobacco products, including other nicotine delivery devices and vaping products	1. Safety	<ul style="list-style-type: none"> <li>● The staff member immediately notifies the Front Office</li> <li>● The Administration meets with the student and/or teacher and affects the most appropriate response. An investigation is conducted.</li> <li>● A search is conducted.</li> <li>● The parent/guardian is notified.</li> <li>● The Front Office or Administrator maintains a proper and accurate record of the offense and the X2 referral process.</li> <li>● Hearing for proposed suspension.</li> <li>● The Administrator provides notification of action taken to the student, parent/guardian and staff member.</li> <li>● A re-entry meeting occurs (if needed).</li> </ul>	<ul style="list-style-type: none"> <li>● First offense-Saturday School, meeting with School Counselor, Refusal to meet with School Counselor will result in an additional 1 day of ISS.</li> <li>● Second offense - 3 days OSS and re-entry/planning meeting with parent/guardian, student, school counselor, administrator.</li> <li>● Third offense - 5 days OSS and referral to the Principal.</li> </ul> <p>Consequences can be mitigated if educational options are agreed upon (ex.iDecide)</p>

**PRESCRIPTION/OVER THE COUNTER MEDICATION:**

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

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

Actions (not limited to)	Behavior	Management All Tier 3 behaviors/actions require staff to immediately call the Front Office to report the incident.	Possible Behavioral Interventions/Consequences

1. In possession of paraphernalia (without residue)	1. Safety	<ul style="list-style-type: none"> <li>• The staff member immediately notifies the Front Office.</li> <li>• The Administrator meets with the student and/or teacher and affects the most appropriate response.</li> <li>• Law enforcement/SRO are notified.</li> <li>• An investigation is conducted. • A search is conducted.</li> <li>• The parent/guardian is notified. • The Front Office or Administrator maintains a proper and accurate record of the offense and the X2 referral process.</li> <li>• Hearing for proposed suspension.</li> <li>• The Administrator provides notification of action taken to the student, parent/guardian and staff member.</li> <li>• A re-entry meeting occurs (if needed).</li> </ul>	<ul style="list-style-type: none"> <li>• First offense -Administration Intervention and referral to School Counselor.</li> <li>• Second offense -Administration Intervention and re-entry/planning meeting with parent/guardian, student, school counselor, and administrator.</li> <li>• Future offenses will result in additional interventions/ consequences. This may include loss of privileges, ISS, and/or OSS.</li> </ul>
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**POSSESSION OF CONTROLLED SUBSTANCE/ALCOHOL:**

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

**UNDER THE INFLUENCE:**

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

**SALE OR DISTRIBUTION OF DRUGS/SUBSTANCES:**

Actions (not limited to)	Behavior	Management All Tier 3 behaviors/actions require staff to immediately call the Front Office to report the incident.	Possible Behavioral Interventions/ Consequences
1. Sales of and/or distribution of drugs/substance	1. Safety	<ul style="list-style-type: none"> <li>● The staff member immediately notifies the Front Office.</li> <li>● The Administrator meets with the student and/or teacher and affects the most appropriate response.</li> <li>● Law enforcement/SRO are notified.</li> <li>● An investigation is conducted.</li> <li>● A search is conducted.</li> <li>● The parent/guardian is notified.</li> <li>● Emergency removal.</li> <li>● The Front Office or Administrator maintains a proper and accurate record of the offense and the X2 referral process.</li> <li>● Hearing for proposed suspension.</li> <li>● The Administrator provides notification of action taken to the student, parent/guardian and staff member.</li> <li>● Re-entry meeting (if needed).</li> </ul>	<ul style="list-style-type: none"> <li>● OSS indefinitely</li> <li>● Report to Law Enforcement/ SRO</li> <li>● Referral to Principal</li> <li>● Referral to Superintendent</li> <li>● Expulsion</li> </ul>

*The Principal always has the discretion to award a different behavioral intervention/consequence if so warranted based on the particular circumstances.*

**BEHAVIORAL DEFINITIONS**

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

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

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

**STUDENT SUCCESS CENTER:** (SSC) provides a space and immediate support for identified students to de-escalate and to process, problem solve, and to reinforce self-regulation skills.

**CHILD STUDY TEAM:** (CST) As part of our collaborative culture, it is important that staff have time, a place, and a process for engaging in collaborative problem-solving. The Child Study Process creates this place, time and process. The Child Study Team is tasked with looking at the whole child, taking into consideration a student's academic and non-academic needs, including family needs and medical needs where applicable. Members of the team are engaged in a positive, problem solving approach to interventions that focus on the academic, social, and emotional growth of all students. (See District Handbook, Section V, equal Access).

**RE-ENTRY/PLANNING MEETING:** A meeting will be scheduled when a Tier 3 behavioral intervention/consequence is necessary. The student, parent/guardian, school administration, and if appropriate other members of the SST meet to:

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

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

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

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

**LUNCH DETENTIONS:** These are Tier 2 behavioral interventions given by the administrator. Students should get their lunch and report directly to the assigned space.

**OFFICE DETENTIONS:** Are used as a Tier 2 behavioral intervention given by the administrator. The student will be given a minimum of 24-hour notice. The late bus will be available at 3:00 p.m. for student transportation home. Students must arrive on time at 2:10 p.m. and stay until 2:55 p.m. Students who arrive after 2:10 p.m. will be permitted to stay,

with the expectation that the remaining time must be served the following day. Students are to bring work with them, take their seat, work quietly/individually and follow school-wide cell phone procedures. If a student is sleeping, talking or being unproductive, they will be asked to leave and additional consequences will be assessed. Office detention takes priority over any other school activities including sports, extracurricular clubs, and work. If students are absent on the assigned day, they should report to the Front Office to reschedule on the first day they return to school.

**EXTENDED OFFICE DETENTIONS:** Are used as a Tier 2 and Tier 3 behavioral intervention given by the administrator. The student will be given a minimum of 48-hour notice. Students will be responsible for their own transportation. Students must arrive on time at 2:10 p.m. and stay until 4:00 p.m. Extended Office Detentions will take place in the Alternative School. Students who arrive after 2:10 p.m. will be permitted to stay, with the expectation that the remaining time must be served the following day in office detention. Students are to bring work with them, take their seat, work quietly/ individually and follow school-wide cell phone procedures. If a student is sleeping, talking or being unproductive, they will be asked to leave and additional consequences will be assessed. Extended Office Detention takes priority over any other school activities including sports, extracurricular clubs, and work. If students are absent on the assigned day, they should report to the Front Office to reschedule on the first day they return to school.

**SATURDAY SCHOOL:** Tier 2 and Tier 3 behavioral interventions given by the administrator. Saturday detention runs from 8 a.m. - 11 a.m.

**Students must:**

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

**Additionally:**

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

**IN-SCHOOL SUSPENSION (ISS):** ISS is used as a Tier 2 and Tier 3 behavioral intervention. ISS may include, but is not limited to, students participating in:

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

For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook

**EMERGENCY REMOVAL:** For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook

**OUT-OF-SCHOOL SUSPENSION (OSS):** Students on out-of-school suspension (OSS) are not allowed on any school grounds or permitted to attend any school related or school sponsored activities. These include, but are not limited to, home and away athletic events, events sponsored by clubs, prom or other dances, senior activities that include commencement and senior week activities, either as a participant, observer, or guest. OSS will be in effect for twenty-four hours for each day of suspension from 7:30 a.m. to 7:30 a.m. the next school day. Make-up work is the responsibility of the student. Work missed should be made up within a week of returning to classes. Upon return to school, students are encouraged to stay after school to do make-up work. For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook

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

Social probation is a potential consequence for failing to comply with the code of conduct. Additionally, students that do not earn a passing grade in at least 75% of their classes at the end of a marking term will be placed on social probation for the entirety of the next marking period. Students may appeal their probation when progress reports are distributed.

Privileges that can be revoked when placed on social probation

- Possession of cell phone and other electronic devices
- Traveling freely (use of passes or between classes)
- Cafeteria and/or library access during lunch
- Participating in co-curricular activities (including, but not limited to, athletics, clubs, etc.)
- Attending school events (including, but not limited to, Spirit Week, Fun Fridays, Homecoming, proms, sporting events, field trips, dances, lip sync, etc.)
- Parking on school grounds
- School administration reserves the right to expand on these identified privileges

**DUE PROCESS FOR CERTAIN DISCIPLINARY CONSEQUENCES:** For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook

- **Suspensions of Ten Days or Fewer, Short-Term Suspension:** For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook
- **Suspensions in Excess of Ten Days, Long-Term Suspension:** For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook

**STUDENT SEARCHES:** The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property. Nevertheless, the exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools. Searches by school officials of student' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process. For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook

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

**EXPULSION:** This is the most final and serious disciplinary action that can be taken. Expulsion means the permanent exclusion from school attendance and school privileges. Expulsion procedures will be conducted in accordance with Massachusetts General Laws (see below) or other applicable statutes. For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook.

**REGULATIONS and LAWS REGARDING STUDENT DISCIPLINE:** The District assumes the responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school or expulsion, see the District Student Handbook for more information about due process, in and out of school suspension, expulsion, felony charges, discipline for students with disabilities, etc.

**Disciplinary Offenses Under M.G.L. 71 §§37H and 37H½** - For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook

**Felony Complaint or Issuance of a Felony Delinquency Complaint** - For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook

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

**MANDATED REPORTING (MGL, CHAP. 119, SECT. 51A):** For additional information refer to District Student and Family Handbook, Section I.A.

**STUDENT DISTURBANCES:** For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook.

**DISRUPTION AND HARASSMENT OF STUDENTS OR SCHOOL ACTIVITIES:** For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook

**CHAPTER 722 - AN ACT INCREASING THE PENALTIES FOR DEFACING OR DESTROYING STATE, COUNTY, OR MUNICIPAL PROPERTY:** For additional information please refer to Section 1.H. of the Main Body of the District Student Handbook.

#### ***4.I. DISCRIMINATION AND HARASSMENT***

For additional information please refer to Section 1.I. of the Main Body of the District Student Handbook.

#### ***4.J. BULLYING***

Bullying will not be tolerated at Athol High School. For additional information please refer to Section 1.J. of the Main Body of the District Student Handbook.

#### ***4.K. PUBLIC COMPLAINTS***

AHS will adhere to the Public Complaints policies and procedures found in Section 1.K. of the main Body of the District Student Handbook.

#### ***4.L. DISTRICT CURRICULUM ACCOMMODATION PLAN***

The Athol and Royalston Schools follow the ARRSD District Curriculum Accommodation Plan policies and procedures found in Section 1.L. of the Main Body portion of the handbook.