

Student Handbook

2011 - 2012



Acton-Boxborough Regional High School

CLASS SCHEDULE

Period Time Length of Class

1	7:23 - 8:10	47 Minutes
2	8:15 - 9:02	47 Minutes
3	9:07 - 9:58	51 Minutes
4*	10:03 - 10:50	47 Minutes
5*	10:55 - 11:42	47 Minutes
6*	11:47 - 12:34	47 Minutes
7*	12:39 - 1:26	47 Minutes
8	1:31 - 2:18	47 Minutes
*LUNCH		

**CLASS SCHEDULE
HOMEROOM**

Period Time Length of Class

1	7:23 - 8:10	47 Minutes
2	8:15 - 9:02	47 Minutes
HR	9:06 - 9:11	5 Minutes
3	9:15 - 9:58	43 Minutes
4*	10:03 - 10:50	47 Minutes
5*	10:55 - 11:42	47 Minutes
6*	11:47 - 12:34	47 Minutes
7*	12:39 - 1:26	47 Minutes
8	1:31 - 2:18	47 Minutes
*LUNCH		

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
36 Charter Road, Acton, Massachusetts 01720

Together we promote respect for self, others, and learning.

Alixé Callen, Ed.D.
PRINCIPAL

Dear Students,

Welcome to the 2011- 2012 school year! I hope that you all enjoyed a restful and relaxing summer and are excited for the start of school.

At the high school we have been working hard to prepare for your arrival. We have carefully reviewed the feedback that we received last year and have made changes that we believe will be helpful to you. Please note that many of these changes came about as a result of student initiative.

Many of the changes within this year's handbook are technology related as we prepare for all students to receive personal network and e-mail accounts providing access to the school network and Internet. We are excited by this new opportunity to expand and facilitate communication within our community and we encourage you to read these sections carefully as they explain your responsibilities as a user.

We will once again start the year with a freshman-only day, with upperclassmen reporting to school on the second day. This allows freshman the time and space to learn their way around the building and begin to understand the high school culture.

The mission statement of ABRHS is: *Together we promote respect for self, others, and learning.* Our handbook is designed to encourage and advance that mission. We hope you find it helpful.

Best wishes for a wonderful year!

Sincerely,



Alixé Callen, Ed. D.

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**2011-2012 ACTON-
BOXBOROUGH REGIONAL
SCHOOL COMMITTEE**

Brigid O. Bieber-AB
Chairperson
John Peterson- APS
Chairperson
Dennis Bruce
Michael Coppelino
Xuan Kong
Kim McOsker
Paul Murphy
Maria Neyland,
Bruce Sabot

*ABRHS is an active member
of and is accredited by the
New England Association of
Schools and Colleges.*

2011 – 2012 STUDENT HANDBOOK

<http://ab.mec.edu/abrhs/pdf/files/handbook.pdf>

Please note: Sections new or revised for the 2011-2012 version of the handbook are underlined.



SECTION I GENERAL INFORMATION

STUDENT RESOURCES

AB Express

The school store is open from 7:00 am to 3:00 pm as both a store and a communication center. Parents needing to get a message to a student can call 978-264-4700 ext. 3484.

Packages for students can be dropped off at the School Store counter in the lobby. An AB Express form (available at the counter) should be filled out to leave with the package. School Store volunteers deliver AB Express messages to classrooms during the school day.

ABRHS Web Site

Information about the school and school activities can also be found on the high school web site:

<http://ab.mec.edu/abrhs>

Academic Support Center (ASC)

The Academic Support Center, located in Room 242S, provides all students with both extra help with class work and reinforcement of course content. Effective study skills and work habits are taught in conjunction with assigned work. The program is staffed by teachers and Peer Tutors who have a wide range of skills and experience. Assistance is offered in almost every subject throughout the school day. Students can come in for help once, twice, or sign up for a longer period of time, depending upon their needs.

After Hours

The school does not provide supervision for students after school hours unless they are participating in a school-sponsored activity or event. Therefore, when the school day is over and after school obligations and activities are completed, students are not to loiter in the high school or on high school grounds. If a student needs to stay after school for a later activity we ask that they wait in either the Student Center West or the front lobby.

Alternative Programs

Acton-Boxborough Regional High School offers several alternative education programs, some of

which meet during the day and some of which meet after school or in the early evening. Students enrolled in these programs are expected to follow the same rules and procedures outlined in the student handbook. Any additional expectations specific to the alternative program will be distributed in writing by that program.

Announcements

Each morning daily announcements are read over the public address system. Students should listen to these announcements since they often contain important or interesting information. Students who do not hear the announcements should read them later in the day when they are posted on the board in front of the Main Office. Announcements are also posted daily on the website <http://ab.mec.edu/abrhs> in the folder marked “Announcements” on the right-hand side of the homepage.

Calendars

ABRHS

<http://ab.mec.edu/abrhs/about/schoolcalendar.shtml>

ABRSD

<http://ab.mec.edu/about/calendars.shtml>

Conferences

Teachers, administrators and counselors welcome the opportunity to have individual conferences with students and/or their parents. Appointments should be made in advance to assure a mutually convenient time.

Extra Help Priority Days

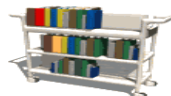
Teachers are available a minimum of one day per week after school for students who need extra help. Teachers will announce their extra help schedule at the beginning of each academic year in each class. If you need extra help, please be sure to confirm the day and time with your teacher.

Faculty and Staff

<http://ab.mec.edu/abrhs/about/staff.shtml>

Free Time

See Unassigned Time



Library

The Acton-Boxborough Regional High School library exists to support students and teachers in their learning and teaching, to create lifelong learners by encouraging critical thinking, curiosity and exploration, and to foster a love of reading in all formats.

This mission is accomplished by:

- * Providing intellectual and physical access to information resources in all formats;
- * Providing instruction to foster competence in finding and using information and ideas;
- * Collaborating with other educators to develop their own and students' information skills in preparation for college and career pursuits;
- * Creating a welcoming and inclusive atmosphere that supports academic inquiry

Students choose to come to the library to seek assistance, research, study or read. The library is maintained as a quiet study area at all times, including before and after school, and should be used to:

- * Borrow Materials
- * Read
- * Research and Study
- * Request materials from the library or other locations
- * Seek assistance for a research project
- * Access a computer for the purposes of research and/or study

Student Circulation Policy

A detailed explanation of the student circulation policy can be found on the library website.

Hours:

Monday through Thursday

7:00AM to 3:30 PM

Friday

7:00AM to 2:30 PM

The library will be closed on the following dates for staff professional development:

October 26, January 4 and April 25.

Access during Periods Four through Seven (4-7):

In order to reduce the noise and disruption of students continually entering and exiting the library during the lunch periods, students who need to use the library during this

time must enter within the first 10 minutes of the period and are required to notify the supervising teacher should they need to leave temporarily. Although these students may leave when they have finished their work, no additional students will be admitted until the beginning of the next period.

Students who arrive after the 10 minute deadline because of a meeting with a teacher, guidance counselor or assistant principal will be admitted with a signed pass. In addition, students who do not have other free periods during the day may register with the supervising teacher by providing a copy of their class schedule. These students will be permitted to enter after the 10 minutes.

Access from Directed Study

Students who are scheduled for directed study are generally not allowed to come to the library during those periods. Subject-area teachers may provide occasional passes from study for their students who are participating in scheduled library research. Students should present this pass to their study teacher, and then give the pass to a library staff member when they arrive in the library. Study hall teachers are not allowed to write a pass for students to the library.

Technology Access and Use

The library has twenty-seven desktop computers, three printers, one color printer, a copy machine and document scanner for student use. When classes are not scheduled, the library computer lab directly adjacent is open for student use as well. There is no charge for printing in black and white or for making copies when documents are course related. There is a small charge for the color printer to offset cost of ink.

The district computers and network are provided as educational tools for students, staff and the community. Class and course work related use of this equipment takes priority and all non educational use, including exploring web resources of personal interest is dependent on availability of computers, network capacity and library staff approval. Games are not allowed on library computers.

Library Conference Rooms

To encourage quiet study, students are to use alternative locations when working or meeting in groups larger than five.

There are two conference rooms located in the library which are generally off limits to student groups. However, students who wish to study for common assessments in groups larger than five may request to use a conference room provided it is not scheduled for use by a faculty or

administrative group. Each student in the group must sign in to the log book located in each conference room, and are reminded that all library guidelines apply to conference rooms as well.

Behavioral Guidelines

The library is a community learning space and must serve multiple purposes. In accordance with the ABRHS General Behavioral Expectations, all students are expected to conduct themselves with consideration and thoughtfulness for the rights of others and will be treated with dignity and respect by library staff. Students who consistently demonstrate disregard for the library community may have their library privileges revoked for a period of time.

Students are not allowed to talk on their cell phones in the library. However, personally owned devices used for communication (including but not limited to cell phones and portable music devices) are permitted providing they do not distract other patrons. Since there is no game playing of any kind allowed in the library, please note that personally owned devices, *when used for entertainment,* should be used in the cafeteria and commons.

In accordance with school policy, food and drink are only allowed in the cafeteria.

Lost and Found

Books and personal items that are left around the building are stored in a large box located at the entrance to the Student Center South. Wallets, jewelry and other items of value are kept in the safe in the Administrative Office. If you believe that an item may have been stolen, report this to the administration and complete a *Theft Report Form*.

Make-Up Work

If you miss a class or an entire school day for an authorized reason (e.g. sickness, dismissal, death in the family, etc.), you are allowed to make up the work you missed. You, not your teacher, are responsible for making sure that you make up all work missed, including tests and quizzes. All tests and quizzes should be made up after school. See your teacher for the correct testing room. In general, all make-up work is due within a week of absence. Otherwise, your teacher can give you zeros for the work not completed. If you have been absent from school (not just a class) for five or more days, special arrangements can be made with your teacher to make up the missed work.

It is expected that students and their families will plan vacations during school breaks. However, should you take a

vacation while school is in session, it is your responsibility to notify your teachers in advance, obtain assignments, and arrange with teachers a mutually agreeable time frame for completion of any missed work, tests and quizzes. It is not the responsibility of teachers to provide individual tutoring to review missed work for students returning from vacation. Remember, you, not your teachers, are responsible for making sure that you make up all work missed. Remember also to keep track of your absences (Rules and Regulations: Attendance).

If, because of legitimate tardiness, you miss a test or quiz or fail to hand in assignments, you are expected to make up that work that day, or the next available after school testing day, or you will receive a zero.

The above rules apply to students who have missed school or class for an authorized reason, including suspension. Students who have missed work for unauthorized reasons will not be allowed to make up work.

Medication Procedures

Non-prescription medicines may not be brought to school or used by any student on school premises. Occasionally a student may require acetaminophen and/or ibuprophen. These over the counter medications will be given to students only when a parent has completed the on-line emergency information giving permission (see PowerSchool Access).

Whenever possible, prescription medicines should be administered at home. When a physician specifies that medicine must be administered during the school day, the guidelines for supervision of medication are:

1. All medicine must be brought to the Health Office by a parent or designated adult.
2. Medications that need to be administered daily or emergency medications need to provide the following information:
 - the prescription label and number
 - the name of the drug
 - directions for administration including times of administration and dosage
 - the patient's full name
 - **written authorization from a physician
3. Prescription medications that need to be administered for a limited/short duration need to include the following information:
 - the prescription label and number
 - the name of the drug
 - directions for administration including times of administration and dosage
 - the patient's full name

**note from parent giving permission for the school nurse to administer medication and authorization from a physician. The note must include start date.



Nurse

The school nurse will be available from 7:23 A.M. to 2:18 P.M. each day. Permission to see the nurse during class should be secured from a teacher.

PowerSchool Access

Parents and guardians have access to attendance, historical grades, student schedules and course registration through the web-based PowerSchool Parent Portal at <https://absis.ab.mec.edu/public>. A link is provided on the ABRHS website. User ID's and passwords are mailed to parents and guardians. They do not change during a student's enrollment at ABRHS. Questions regarding access can be addressed to Jeanne Potter at jpotter@mail.ab.mec.edu. Emergency medical and contact information and permissions must be updated annually in August on the website in order to access other student information.

School Dances

School sponsored dances are for Acton-Boxborough students only. Student ID may be required. Under unusual circumstances the administration may waive this requirement. However, any request for a waiver must be submitted to the Assistant Principal at least 10 days in advance.

School Store

The school store is open from 7:00 am to 3:00 pm. Students may sign up to work in the school store through the course selection process. They will receive 990 credit and Community Service credits for hours worked. Students, faculty/staff and parents can purchase snacks, drinks, school supplies, gifts, clothing and many other items. Photo supplies, agenda books, calculus answer books, and chemistry supplies are sold in the store all year long. Visit the School Store or the link, under Quick Links on the school website. <http://ab.mec.edu/abrhs/pdf/schoolstore.pdf>

Student Assistance Team

The Student Assistance Team is available for any student who would like to refer a fellow student who appears to

have a significant problem. A student may also refer himself. Problems might include alcohol or drug abuse, severe depression, child abuse, eating disorders and school phobia, among others. The Team's role is to develop an understanding of the nature of the problem and to make appropriate recommendations. It is not punitive.

The team consists of a school psychologist, school nurse, classroom teacher(s) and a special educator. If you are concerned about a friend who is in trouble, please contact any one of the team members. (If you do not know who they are, ask any counselor.) A referral form is also available from the counseling center secretary. All inquiries, reports and referrals will be kept strictly confidential.

As mandated by federal and state Special Education Regulations, a student experiencing significant academic difficulty, or significant attendance issues, may be brought to the attention of the Student Assistance Team as part of a pre-referral process. A parent is entitled under the law to refer his/her child directly for a special education eligibility evaluation. School staff recommend that students experiencing difficulty be discussed first within the Student Assistance Team in order to respond quickly to concerns and gather relevant data.

All chemical health violations and school related drug and alcohol offenses are referred to the Team by the administration. In addition, teachers, administrators, counselors or community members may also present referrals to the Student Assistance Team without the student's prior knowledge.

Student Email--All students will be issued an email account to be used for the purpose of communicating with teachers, administrators, counselors, librarians, school staff members and peers. Please check this account daily. See a librarian if you have difficulty accessing your account.

Summer School

Any student who fails an academic course for the school year may be eligible to attend summer school either through Acton-Boxborough Regional High School Summer School Program or through an approved, comparable summer school program. Any student wishing to attend summer school at a facility other than Acton-Boxborough, must get prior approval from the appropriate department leader. In order to be eligible to attend summer school, the student must have attended school and individual classes on a regular basis, at least 155 days per school year, or no more than 25 absences per school year.

Given medical or other serious issues, excessive absences may be excused. Any exception must be approved by the administration.

Summer school grades and credit towards graduation will be recorded on the student's transcript; however, summer school grades will not count towards the student's weighted GPA.

Transportation Difficulty

If you are detained after school, and have difficulty getting home, you should contact the Principal, Assistant Principal or a school secretary for assistance.

Unassigned/Free Time:

Students may have free periods during the week. During these open blocks, depending upon privileges, students have some choices about how to spend their time.

- Options include the three Commons areas adjacent to the kitchen in the North wing, the grassy area around the gazebo and outside the auditorium entrance, the counseling center, the lower gym when available and the three student centers (East, South and West). Please note: **At student request**, Student Center South is a quiet center.
- Students may choose to come to the library to conduct research, study, or read. The library is also maintained as a quiet study area.
- You are not to be in the front of the building, in the parking lots or in the academic wings.
- Please go to your locker during passing time. Students are not to enter the academic wings during instruction periods.
- Please do not loiter in the front lobby of the building.
- You may not leave school during the school day unless you have an authorized dismissal slip or appropriate privileges. You may not transport other students off school grounds unless they too are authorized to leave.
- If you abuse the use of your free time, consequences will follow. This may include having to attend an assigned study.

EMERGENCY PROCEDURES/SAFETY

Fire drill: signal - - continuous ring

1. You should vacate the building quickly and quietly using the designated exits.
2. Walk quickly. Do not run.
3. Students and teachers should close all windows and doors before leaving. The first person through the exit should hold back doors until all have filed out and then proceed to designated area for the class you are attending.

Check the wall by the door in that particular classroom to locate the specified exit.

In case of alarm between classes:

Move slowly, without pushing, into the nearest side of a double line and pass through the nearest exit, unless otherwise directed by a faculty member.

In case of alarm during any lunch period: Students at lunch should move in orderly double lines and leave the building at the nearest door, unless otherwise directed by a faculty member.

Lock down procedures:

In cases where an emergency situation or security issue requires that students be secured in classrooms or other supervised areas, students and faculty will be notified to clear the halls immediately. In the event that you are in a hallway, you are to go to the nearest classroom or secure area.

FACILITIES



Cafeteria

There are four lunch periods during the school day, periods 4 through 7. The price for the daily school lunch is \$2.00 – \$3.00 depending upon the entree. Daily choices include three types of pizza, pasta with a selection of sauces, deli sandwiches made to order on a variety of breads, grilled hamburgers, hotdogs, chicken patties, and 'grab and go' salad and sandwich selections. Vegetarian choices are available. During cold weather, the cafeteria offers two choices of soup. All meals come with a 10-ounce milk (skim, 1%, coffee, strawberry or chocolate), vegetables and fruit.

In addition to lunch, the cafeteria operates a snack bar that is open daily 7:00 AM to 1:30 PM and serves breakfast and snack items. Students may go to the snack bar if they have an unassigned study period. A variety of vending machines with healthy choices are also available in the cafeteria.

Financial aid is available for school lunches. Any interested students should request a form from the Administrative Office or the Counseling Center.

Students are required to eat and drink in the cafeteria or designated areas outside. All students are responsible for their own trash. Students are not to eat in the main entry hall, the academic

hallways, the student centers, classrooms, library, or the auditorium foyer.

Elevator

If, because of injury, you need to use the elevator rather than negotiate the stairs, you are permitted to borrow an elevator key upon deposit of \$20.00. When use of the elevator is no longer necessary, you should return the elevator key to the Main Office, at which time the deposit of \$20.00 will be returned to you.

Lockers

You are reminded that all lockers remain school property. The school retains the master key to all lockers, private locks are prohibited, and all lockers are subject to search by authorized school personnel. You are expected to follow these rules:

1. Lockers are to be kept neat at all times and must be kept locked. Please do not add shelving as this can cause the locker to jam.
2. No decorations are allowed on the outside of the locker. Please note that any permanent **marking on a locker is considered vandalism**. Please do not put stickers on the locker, inside or out.
3. Locks and lockers are not to be exchanged except with the permission of the Main Office. You are responsible for the lock and locker assigned to you.
4. Valuables should not be left in your locker **or on top of your locker**. The school will not assume responsibility for lost articles.
5. Report all locker damage or missing property to the Assistant Principal immediately.
6. If you lose your lock, a new one may be purchased from the Main Office.
7. All lockers should be cleaned at the end of the year. Any stickers or writing must be removed.
8. If you are not using your locker please turn in your lock to Ms. Haras in room 117N



PARKING

PARKING IS AVAILABLE FOR SENIORS ONLY.

Bringing a vehicle to school and parking it on campus are privileges that must be earned. Students are required to agree to certain conditions and to follow certain rules before these privileges are granted. Conditions and rules must be adhered to in order to retain the privileges.

Students are required to pay for and display a parking sticker (to be placed by staff on the car window). Parking tags cost \$200.00 for the year. Applications for parking stickers are available in the Monitor Room (102N) and the Administration Office. The student must show his/her registration and driver's license. Students with any outstanding school fines will not be granted a parking sticker.

In addition, you and your parent/owner of the car will be requested to sign a release form giving the school administration and/or Acton Police permission to search your vehicle while on school property, if sufficient cause exists for them to believe that a violation of rules and regulations of this handbook exists. The primary purpose of this authorization is to search for prohibited materials (drugs, drug paraphernalia, weapons, gambling devices, stolen property, etc.).

Leased vehicles must be registered. All stated conditions and rules apply.

Rules:

1. Obey posted speed limits of **not more than 15 mph on campus**.
2. Seniors should only park in designated spaces in the west parking lot. Students parking in assigned faculty/staff parking spaces will be fined.
3. Do not park in fire lanes. Violators will be fined.
4. Keep doors locked.
5. You and the owner of the vehicle are responsible for any violations involving your car, whether or not you are in the car at the time.
6. Stop and identify yourself to the campus monitors as requested.
7. If you leave early for work or an appointment, go immediately. Do not loiter in the parking lot. Students leaving early for work study are not to return to campus during the school day.
8. Obey all traffic signs.
9. You may not leave school during the school day unless you have an authorized dismissal slip or appropriate privileges. You may not transport other students off school grounds unless they too are authorized to leave.

Failure to comply with these conditions and rules may result in disciplinary action including the potential loss of parking privileges. Tickets are issued for failure to obey parking rules. Fines start at \$20.00.

SADD reminds us to be safe and cautious drivers! Obey all traffic and safety rules. Always use caution when driving. Don't be distracted (that

includes using cell phones) and drive within the posted speed limit. Remember to stop for and do not pass school buses with lights flashing. Stay safe! And remember, State Law requires that you and your passengers wear seatbelts.

Student Centers

Students are allowed to gather in the Student Centers during their free periods. Food is not allowed in these areas.

SECTION II EXTRACURRICULAR ACTIVITIES

After-School Priorities

As a student in Acton-Boxborough Regional School District, you have a multitude of after school activities available. Students might be on a sports team, build sets for a Proscenium Circus production, or work after school. In addition to schoolwork, these activities can make for busy afternoons.

The administration asks that students keep the following priorities in mind when considering extracurricular activities:

1. Discipline should be your first priority. If you have been assigned after school detention this is the first thing that you need to address.
2. After school test make-up/extra help sessions should be your next priority. Remember you need to complete make-up tests within a specific time frame or test grades become a zero.
3. Extra-curricular activities should be scheduled so that they do not prevent you from meeting discipline and academic requirements. Remember that you need to be present during the school day in order to participate.

Occasionally it may appear that there are irreconcilable conflicts, a test to make-up, a new job and baseball try-outs all on the same afternoon. Do not ignore the priorities above. Go to your teacher, the coach or your Assistant Principal. Try to straighten it out in advance.

Activities Fees

In order to help defray transportation costs, there is a fee (\$50) for academic teams (for example, Academic Decathlon, Speech & Debate, Science Team, Math Team and Envirothon).



Athletics

1. Physical examinations

Everyone wishing to participate in extracurricular sports is required to have a current physical (within the past 13 months). The physical is to be conducted at one's own expense. However, if a student is eligible for federally funded lunches, he/she should consult with the Athletic Director for financial assistance for the cost of the physical.

2. Sports-Related Head Injury & Concussions

The Commonwealth of Massachusetts Executive Office of Health and Human Services now requires that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) adhere to a new law regarding sports-related head injuries and concussions. The law requires:

- Athletes and their parents to inform their coaches about prior head injuries at the beginning of the season.
- If a student athlete becomes unconscious during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for "return to play."
- That student athletes and their parents (as well as coaches, athletic directors, school nurses and physicians and others) learn about the consequences of head injuries and concussions through training programs and written materials.

Student athletes and their parents should contact the Athletic Director or their coaches for more information.

3. Insurance

The school's policy covers only injuries that occur while a student is participating in an activity or traveling to it. It does not cover sickness, disease, hernias, bacterial infection, injuries resulting from fighting, eyeglass damage, etc.

4. Massachusetts Interscholastic Athletic Association (M.I.A.A.) Rules:

The M.I.A.A. has certain rules that extend to all student-athletes. The following are some of them:

- a. Student athletes must be taking at least 4 major subjects (courses equivalent to four one-year English courses). The following courses do not qualify towards interscholastic eligibility: Audiovisual Media Technology

and Technical Theater, Teacher's Assistants and Work Study.

- b. must be passing 4 major subjects
- c. cannot be older than 19
- d. can compete for only four years
- e. must be living with a legal guardian and have legal residence within the community or be an accepted school choice student

5. Only One School Sport Per Season is Permitted
A student-athlete shall participate in only one MIAA interscholastic sport in any defined MIAA sport season (Fall, Winter, or Spring), including tournaments and/or championships in that season. For the purposes of this rule only, a student-athlete officially becomes a member of his/her team for the sport season on the date of that school's first regular season contest in that sport.

6. Participation Fees

The School Committee established the Athletic Activity Fee. The new activity fee schedule, effective for the 2010-2011 school year, shall be as follows:

- \$205 basic fee per sport per athletic season (three athletic seasons per academic year).
- \$200 additional fee per athletic season for each of the following sports: ice hockey, alpine ski, and gymnastics.

The total maximum family cap for Acton-Boxborough students participating in the above activities during the 2010-2011 school year shall be \$820. Only the basic fee counts towards the family cap calculation.

No student will be denied access to athletic programs because of financial constraints. Athletic Activity Fees are subject to change with approval of the administration and the School Committee.

6. Parents and students should be aware that participation in interscholastic sports may require mandatory attendance at practices or games scheduled during school vacations and weekends. Please keep this in mind when trying out. See Sportsmanship page 26.

Questions? See the Athletic Bulletin Board

Detailed information pertaining to the Athletic Department can be found on the ABRHS web site.

Band and Chorus Programs

ABRHS Band and Chorus programs offer students a wide range of educational musical experiences. A number of performances are scheduled throughout the year providing the school and community ways to come together and nurture *esprit de corps*.

Participation in the band or chorus is open to any student at ABRHS regardless of experience. Previous experience in band or chorus is helpful, but not required.

Participation Fees

The School Committee has established an ABRHS Band fee of \$90.00 per year. Additionally, students are required to purchase some of their own uniform parts, such as shoes, gloves and a tuxedo shirt. Chorus members are required to purchase (gown) or rent (tuxedos) their formal concert attire. These purchases/rentals are arranged through the Performing Arts Department. There is a waiver process in place so that no student will be denied access to the band or chorus program because of financial hardship.

Rules Governing Extracurricular Activities

Acton-Boxborough has an extensive and well-known extracurricular tradition involving academics, sports, arts and other activities. Everyone is encouraged to participate but should be aware of the specific rules and regulations governing each activity.

Chemical Health Agreement: Each student who participates in an extracurricular activity must sign a chemical health agreement. There is a specific agreement for athletic and non-athletic activities. Please refer to Appendix 1 and Appendix 2 for the full documents. In summary these agreements state that "a student shall not, regardless of quantity, use or consume, possess, buy, sell or give away any beverage containing alcohol, any tobacco product, marijuana, steroids or any controlled substance as defined under MGL Ch. 90D, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like sometimes referred to as 'huffing'. Specific procedures and consequences are reviewed in Appendix 1 and 2.

Student Finances related to Fundraising

All money collected by student organizations must be turned in to the faculty advisor on the day it is collected. The teacher in turn will deposit funds in the office and obtain a receipt. A financial report must be filed with the Principal after every function.

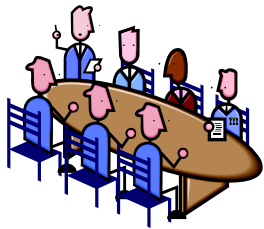
Student Government

Elections for student government positions are held in the spring, except for the freshman class, which has elections in the fall. Eligibility requirements and campaign guidelines are described at the end of this section.

Class Officers

Each class (freshman, sophomore, junior and senior) has elected officers and an advisor who work together to plan class activities. Occasional class meetings are held during the school year as needed. Students may get involved with class

activities by serving on committees. Class activities may include social, fund raising and community service projects.



Regional Student Advisory Council

Each year two students are elected from the student body to serve as student representatives to the Regional Student Advisory Council (RSAC). SAC, a statewide organization of high school students, advises the Commissioner of Education, and has voting representation on the State Board of Education.

School Committee representatives

Each year up to five students are appointed from the student body by the Principal to serve as student representatives to the Acton-Boxborough Regional School Committee. Students may be from any class. Student representatives are expected to attend the monthly school committee meetings and to help the school committee by bringing the students' point of view to the issues discussed.

School Council representatives

Each year up to three students are appointed from the student body by the Principal to serve as student representatives to the ABRHS School Council, a committee comprised of administration, faculty, parents, students and community representatives. The School Council, which meets monthly, is charged with reviewing schools goals and budgets and works with the principal to examine school programs and activities.

Student Council

The Student Council meets weekly to plan all-school activities and to review school policies directly affecting the student body. Five representatives are elected from each class. Any member of the student body is welcome to attend Student Council meetings. If a student decides to participate on a regular basis, he or she can become a walk-on member.

Community Service Program

ABRHS has a multi-faceted Community Service Program which helps students to see volunteering as an important and enriching activity. Almost all A-B students participate in volunteering during high school even though it is not required for graduation. Through volunteer work, students develop new skills, pursue personal interests, explore

careers, meet new people, experience a sense of accomplishment, have fun, and work with others as part of the community beyond the school.

“Accept the Challenge” is Acton-Boxborough’s name for the program that monitors and recognizes student volunteering each year.

- Information about volunteer opportunities is made available to students through the school web site, information fairs at lunches, postings on school bulletin boards and personal communication.
- Students are encouraged to keep track of their volunteer hours during the year. At the end of each calendar year, students report their hours. Students who volunteer for at least 25 hours during a calendar year are eligible for recognition for their efforts. Forms for keeping track of hours are available in the Counseling Center and on the school web site.
- At the annual Community Service Awards Night held in January, student volunteering is highlighted and awards are presented.

What type of volunteering counts toward awards?

- Most volunteering (group or individual) for a non-profit, educational or charitable organization. It includes volunteer coaching and unpaid camp counseling. Volunteer projects done in conjunction with a religious group only count if they are projects to benefit the community or are unpaid childcare or teaching.
- In-school volunteering (peer tutoring, peer counseling, classroom assistants, office volunteering, course-related community service work).
- Community service projects undertaken by clubs, teams, classes, etc.

What activities do not count toward awards?

- Paid work, court mandated community service, fundraising without an awareness component, services provided to family members or neighbors.

Extracurricular Activities and Community Service

- Many of A-B’s clubs, classes and teams are involved in community service. ABCO (Acton-Boxborough Community Outreach) is the school’s community service club which focuses on group service projects for high school students.
- Several other student groups (for example, National Honor Society, Student Council, the Recycling Team, Best Buddies, Peer Leadership and Interact) have a strong community service component.
- Clubs, classes and athletic teams are encouraged to take on a community service project during the year.

The largest of these is the annual senior class Community Service Day.

Questions about the Community Service Program can be directed to Mrs. Bowes or Mrs. Steeves in the Counseling Center.

Running for Office

Each year, students may campaign for offices in an open election format. Anyone wishing to run for an office is encouraged to do so. Students should note the following procedures and requirements.

- Students must first obtain nomination papers from the Administrative Offices. Nomination papers must be returned one week prior to elections.
- Students may run for a maximum of two offices, provided that one is a grade-wide post (class officer or student council) and the other is a school-wide post (Regional Advisory Council).
- Write-in ballots will not be allowed in any election.
- Students may put up posters (no more than 10) around the school in designated areas and campaign for votes. All posters must have administrative approval prior to posting.



Campaigning and Holding Office

1. Academic requirements

Students must have a passing grade (60) in at least four major subjects or the equivalent of twenty course credits and meet 990 requirements.

2. Behavioral qualifications

Students must be good citizens and responsible, as evidenced by the absence of suspensions and nomination by two staff members.

3. Performance qualifications

Students must recognize that holding office requires continuing good academic performance, good school citizenship and dedication to performing the job requirements of the elected office. Elected officers can be removed from office if they are not behaving according to the qualifications.

4. Campaigning

Posters and speeches must be in good taste. Offensive or off-color remarks in posters and speeches will not be tolerated. All campaign posters and speeches must be approved in advance by an administrator.

5. Review Board

A Review Board consisting of staff members will be established to monitor the candidacy and the performance of elected officers. The board will consist of the High School Principal, two teachers, the President of the Student Council, the President of the National Honor Society and the Senior Class President.

6. Meetings

Class and club meetings will be managed according to established rules of parliamentary procedure. A faculty advisor must be present at each meeting.



SECTION III COURSE REQUIREMENTS, SCHEDULING, AND GRADES

Graduation Requirements

All ABRHS students must meet the following minimum requirements to graduate and receive an Acton-Boxborough Regional High School diploma:

Passing grades in:

- Four years of English
- Three years of social studies (one of which must be U.S. History)
- Two years of science (one of which must be biology)
- Two years of mathematics
- Fitness for Living (1 year alternate days). Integrated health and physical education classes.
- Three semesters of physical education over the next three years (10, 11 & 12)
- Academic elective requirement - one additional year of English, social studies, math or science, or a third year of a world language.

MCAS: All students must take and pass the Massachusetts Comprehensive Assessment System (MCAS) tests in order to qualify for a high school diploma. In addition to English Language Arts and mathematics, beginning with the class of 2010, students will need to pass one MCAS science test in order to be eligible for a diploma. These tests are given at the high school beginning in the spring of sophomore year. Thereafter, retests in math and English are administered at least twice a year.

Students new to the state of Massachusetts, or coming from a private school within Massachusetts, should contact their counselor as soon as possible for additional information and to be sure that they are signed up to take the MCAS tests at the next appropriate administration.

Please see <http://www.doe.mass.edu/mcas/> for additional information.

Cheating (See Academic Integrity, Appendix 9)

Credit Requirements

All students will be required to earn a total of one hundred (100) credits in order to receive a diploma.

College Preparatory Curriculum

Students who plan to go on to college should be aware that college admissions requirements generally exceed the high school's graduation requirements, often requiring more years of mathematics, science and/or a language. Students should consult with their counselor when planning their course schedules to be sure that their choices represent appropriate preparation for whatever they plan to pursue after high school.

Interscholastic Athletic Eligibility

The following courses do not qualify towards interscholastic eligibility: Audiovisual Media Technology and Technical Theater, Teacher's Assistants and Work-Study.

Sequential Subjects

Each advanced course in sequential subject areas such as math and world language may be taken only if the preceding course in the sequence is passed with a final grade of C- or better.

If you received a D+ or lower in a course you have several options:

- Make up the course in summer school at Acton-Boxborough or in one of the surrounding communities or study independently and complete all course outline work. Your final grade from summer school or independent study will be added to your transcript. However, please be aware that it does not remove the original grade and is not calculated into your GPA, nor will you receive additional credit. If this grade is a C- or better, you may advance in the sequence. Before taking the make-up final you must present all course work assigned in the summer school course or independent study.
- You may repeat the course. This allows you to advance in the sequence, and you will receive additional credit; however, the second grade will not contribute to your weighted or unweighted GPA. Drop from the course sequence.

The following are sequential subjects:

Algebra I, Geometry, Algebra II, advanced math courses
World Languages
English I-IV (D- is passing in English)

If you do not achieve a satisfactory grade in a sequential subject, this often causes scheduling problems for the next year. It is up to you, and your parents, to notify the school of your plans (summer school or otherwise) immediately after you receive word that you have not achieved a qualifying grade.

About Honors Courses

If you are taking a sequential honors course (e.g. an honors math course or honors world language), the faculty recommends that you receive a B- to continue on at the honors level. Otherwise, the department will recommend that you enroll in the next course in the sequence at the AE level.

For more information or a specific question, see the department leader of the course in question.

Physical Education



Physical Education is an integral part of the education process and emphasizes the importance of achieving and maintaining a healthy level of physical fitness. Participation in Physical Education helps improve the mental, social and physical well being of all students. The goal of Physical Education is to encourage students to participate and develop an interest in physical activities with an emphasis on physical fitness. Components of physical fitness (strength, endurance, speed, agility, and flexibility) are stressed during the warm-up and reinforced during the subsequent activity. Students will learn to demonstrate competency in many movement forms. Students will gain an understanding of the personal and social effects of physical exercise and wellness.

Requirements

Students are required by both state law and local policies to pass physical education in order to graduate. Freshmen must take "Fitness for Living" which combines health and physical education. Sophomores, juniors and seniors must take and pass one semester of physical education per year. Successful completion of a PE class taken through the ABRHS Summer School prior to a given school year may fulfill the requirements for grades 10, 11, and 12.

Excessive enrollments in Physical Education classes can cause health and safety issues, as well as severely limit participation. Therefore, students may not double up or

schedule two physical education classes in a given term without permission from the administration.

Expectations and Attendance

All students are expected to be prepared for class, to be on time and participate to the best of their ability. All students must change into appropriate clothing (sneakers, shorts or sweatpants, tee-shirt or sweatshirt) for each Physical Education class. If a student skips a class, he/she receives no credit for that class and cannot make up the class missed. Students who have an excused absence from school or class such as being home sick, field trips and college visits can make up the missed Physical Education class within ten school days.

In certain cases, Physical Education classes do not need to be made up. The following are examples:

- Absences due to a doctor's excuse for an injury or illness that extends more than one week.
- Required testing (MCAS, Evaluation, AP examinations).
- Class meetings including community service day.

At the beginning of each quarter, students in grades 10-12 choose the Physical Education activity that they would like to participate in that is being offered during their class time. Seniors have the first choice of activity, then Juniors, and Sophomores. Students who are absent on sign-up day may be assigned to an activity based on space availability.

If a student does not sign up for a Physical Education class in any given term or if the student does not attend his/her assigned Physical Education class for the term, the student will fail for the year and will need to make up the course. Students who fail for the year are encouraged to take physical education during summer school.

Medical Limitations

If a student has a medical condition or is on medication, the student must have a physician's note on file in the Health Office that states any physical limitations. All requests for medical excuses (as verified by a doctor) must be approved and signed by the school nurse before being submitted to their Physical Education teacher. Medical excuses must have a start and stop date or they are to be updated quarterly. They are not retroactive and may not be carried into subsequent years. Students are expected to attend any physical education classes not included in the medical excuse time frame. Medical excuses that prohibit a student from participating in over 40% of their Physical Education classes will result in a medical ("M") on the report card. Although the physical education requirement will be considered complete, no credit is earned. Medical excuses

will be shared with the Athletic Director and appropriate coach. A student medically ineligible to participate in Physical Education may not participate in Interscholastic Athletics. Students enrolled in Fitness for Living who have a medical excuse from Physical Education are expected to participate in Health Education classes during term 3. A copy of all medical excuse requests will be on file with the school nurse, Susan Atwater-Rhodes, Assistant Principal and the Physical Education teacher.

Grading

Out of 5 possible points per class, point deductions are as follows:

- Not being dressed appropriately results in a loss of 5 points. Students are allowed to make up these classes for full credit.
- Coming to class late results in a loss of 2 points.
- Non-participation, minimal participation, disruptive behavior can result in a loss of 1 to 5 points.
- Class absences due to truancy, loss of 5 points. These classes can not be made up.

Make-Up Procedures

Students are always encouraged to make up missed classes. Make-up procedures are subject to the final authority of the assigned Physical Education Teacher.

- Students must make up missed classes within ten school days.
- Before going to a different Physical Education class for make-up sessions, students must have the permission from their assigned teacher.
- It is the student's responsibility to confirm that his/her make-up session has been recorded.

SCHEDULING COURSES

The Scheduling Process



The scheduling process is designed to involve students to the fullest extent possible. Students are given much control over their course loads and planning, however, Massachusetts state mandate requires all students to be scheduled for 990 hours of instruction each year. Students may schedule these hours with a combination of academic courses, directed studies, and designated co-curricular offerings. The process begins in early February when the Program of Studies is published on-line through the ABRHS

website. Students review course offerings independently during the month. They decide what electives they would like to select as well as reviewing prerequisites and expectations for leveled courses. A student's current teachers will recommend appropriate levels for the next year before students fill out their requests on-line through the Powerschool Parent Portal in early March (mid-March for rising 9th graders). On-line courses and Work Study require an equivalent free period during the regular school day. A master schedule showing teachers, classes and periods is formulated as soon as possible.

Student schedules generated during the summer will be available to parents and guardians through the Parent Portal of PowerSchool once the on-line emergency information page has been updated during the month of August (See Power School access).

Students have the opportunity to consult with their counselors to resolve conflicts and to find alternatives. Students wishing to make changes must consult with their counselor and possibly make a presentation to an Appeals Board consisting of the academic department leaders, the Chairperson of the Counseling Department and one administrator.

Students should follow the procedures below when changing classes during the school year:

1. Using the course change form available in the Counseling Center, students should obtain written approval for the change(s) from the teacher(s), parent and counselor.
2. The final form is presented for approval to the Assistant Principal in charge of schedule changes.
3. The student stays in the original class until the change has been completed. Student schedules can be accessed through the parent portal of PowerSchool with the appropriate password. The student may check the new schedule at the Counseling Office.
4. Students should realize that there are acceptable and unacceptable reasons for course changes. The final decision on the change will be made by the Assistant Principal in charge of scheduling and will depend on the availability of class offerings and class size. Schedule changes will be made in a manner that best balances class size and individual teaching loads. Students requesting a course change should note that additional modifications in their schedule may be made by the

Assistant Principal in order to accommodate their course change request.

5. The deadline to change a course level or withdraw from a course without permanent record (transcript) implications will be two weeks prior to the close of the first semester for full year courses and two weeks prior to the first marking period (quarter) of a semester course.
 - Full year courses: 1/6/12
 - Semester 1 courses: 10/26/11
 - Semester 2 courses: 3/16/12
6. Permanent Record Implications – Any student who changes a course or course level after the established deadline should note that the withdrawn course will be reflected on his/her report card and permanent record as a "W". In the case of a level change within the same subject, a "W" will be reflected on the report card and permanent record indicating that the student was enrolled in a previous course level.
7. No changes will be processed during the time period between two weeks prior to the close of the term and one week after the close of the term. Schedule change deadlines are as follows: Term 1 – 10/26/11, Term 2 – 1/6/12, Term 3 – 3/16/12, Term 4 – 5/25/12.
8. Students who change levels during the first semester of the school year will have their grades raised or lowered by 7 points to conform to the weighted GPA chart for the histogram. If the change is made in the middle of a term, each test grade during this term, but prior to the change, will be affected in this way. If the change is made at the end of a term, this term grade will be affected in this way. In either case, all term grades prior to the change in level are to reflect the 7-point difference. Hence, the end of the year grade reflects the final. The receiving teacher is responsible for recording the student's grades and computing the yearly grade. Students who change levels after the first semester schedule change deadline of 1/6/2012 will not have their grades raised or lowered.

Auditing Courses

Any student requesting to audit a course during the school year must be aware of the following criteria:

- In addition to the course to be audited, the student must be scheduled for a minimum of five courses that meet on a daily basis.
- The student must complete the "Audit Request Form" that can be obtained from his/her counselor. The completed form must be returned within the first two

weeks of the course to the Assistant Principal in charge of scheduling.

- If the audit request is approved, the student must adhere to the standards of the course. Failure to comply with the attendance, academic, and behavioral expectations of the classroom instructor will result in the student's withdrawal from the course with a "W".

Please remember that a student receives no grade and no credits for an audited course.

GRADES

Parents and guardians have access to their student's historical grades, updated each quarter through the Parent Portal of PowerSchool (See PowerSchool access).

Final grades

Final grades are determined by adding the final exam grade to the grades for all four terms, and dividing by five. Where mid-year exams are given, the midyear and final each count for 1/10 of the final grade. Grades on report cards are in letter form. Below are the numerical equivalents:

A+	100-97
A	96-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59-1

Mid Year and Final Exams

Midyear examinations, when given, will count as one-tenth (1/10) of the final grade. If a class gives a midyear exam, then the final exam will only cover the material since the midyear and will count as one-tenth (1/10) of the final grade. In full year classes without a midyear exam, the final exam will cover all the material in the class and will count as one-fifth (1/5) of the final grade. Final examinations are given in all grades and in all academic subjects during the last four days of the school year (except for English exams and certain components of World Language exams, which are given earlier).

In order to be eligible to take final exams, students must return all sports uniforms, equipment, library books, etc. and take care of all financial obligations including those for lost textbooks and classroom materials and damage to or

breakage of school property. All fines must be paid in full (parking, smoking, etc.) prior to taking final exams. Parking and smoking fines can be paid at the school store during regular school hours. Bills for equipment or lost books should be paid at the Administrative Offices.

Seniors with an A- or better average (i.e. a 90 or higher) for the year will be exempt from taking the final examination in that subject. Any student enrolled in a course designated AP and who takes the AP exam will be exempt from the final examination in that course. Any student in a non-leveled elective course, who takes the AP exam, will be exempted from the final examination. **Exceptions** to this rule will be students enrolled in AP English, Spanish, French, Economics or Political Science, who will be exempt only if their year's average is 80 or better at the end of the third quarter.

Early Finals

Students and parents are expected to make every effort to avoid or resolve any conflicts with the final exam schedule. When planning your summer vacation remember that given snow days, exams may be postponed up to five (5) days. If a student must take any or all final examinations early, parents/guardians must send a written request to the Assistant Principal. This request should clearly state the student's name, grade, reason the student is unable to take examinations as scheduled, the date of the student's last day at school, and the final examinations (classes and teachers) that will be affected. All requests for change in exam schedule must be received by the end of May.

Grading Practices

Grading practices are defined in writing and distributed by the teacher at the beginning of each year, or at the beginning of each new course. This information includes grading and classroom expectations. Test results, projects and papers will be returned to the student within a reasonable amount of time. Students who join a class late are expected to seek out this information on their own.

Please direct questions or concerns regarding grades and grading practices to the teacher first. If you still have questions, you may make an appointment to see the Department Leader.

Grade Point Average (GPA)

Your academic record is evaluated in two numerical ways at ABRHS.

Unweighted GPA

Your GPA is primarily used for membership in the various honor societies at ABRHS, and is also

frequently requested on applications for internships, scholarships or other extra-curricular programs. The GPA is cumulative from the beginning of freshman year. It is calculated at the end of each school year. It includes all courses taken. It is based on a 4.0 scale. It is computed first at the end of the freshman year and may be requested from the registrar's office any time after that.

Weighted GPA

The weighted GPA takes into account the level of the courses you have taken, and the number of credits each course is worth in its calculation. It is based on a 5.0 scale. Only final grades are used to determine the weighted GPA. These take into account marking term grades and exam grades from freshman year on. The GPA is calculated at the end of each school year.

All students should note that the "elective courses" or courses with no levels (English I, Physical Education, Drawing and Painting, etc.) are not considered in the calculation of your weighted GPA. For transfer students, only courses completed at ABRHS contribute to the weighted GPA.

Histogram of the Weighted GPA

A histogram is a bar graph representation of the distribution of the weighted grade point averages of the students in your class. A histogram of the weighted GPA distribution will be printed on the second page of your transcript at the end of each school year.

Students who have questions regarding their unweighted GPA, weighted GPA, or the histogram should see their counselor.

Implications for Scholarships/ Recommendations

In addition to determining whether you will pass from one grade to another and telling your parents about your effort and performance, grades serve two other important purposes at ABRHS

1. The Scholarship Committee uses them. This is a committee made up of faculty members and its function is to decide the winners of local scholarships awarded to seniors. Scholarship awards may be as much as \$10,000 and grades play a major role in determining the winners. In order to be considered for scholarships, seniors must fill out the scholarship application by the deadline.
2. Your grades are the most influential part of your permanent record. Your teachers and counselor will give

serious consideration to your grades when writing recommendations for college and/or employment.

Honor Roll

Honor roll status is granted when grades received in all subjects (including Physical Education) are B- or better (with no incomplete grades). High honors designation is earned when all grades are A- or better.



Honor Societies

The goal of the Honor Societies is to create enthusiasm for scholarship, a desire for further study and service, and worthy leadership. Selection for the Societies takes place near the end of the third marking term, and initiates are honored at induction ceremonies in the spring.

The National Honor Society

The Raymond J. Grey Chapter of the National Honor Society participates in many activities and provides many services to the school and surrounding communities, including assisting with school events such as graduation, Back to School Night and Awards Night. The constitution and Bylaws of the National Honor Society are available in the Administration Office and the library.

Requirements:

Seniors must have been in high school for at least 14 marking terms and juniors for at least 10 marking terms; Good character, outstanding academic achievement, school and community service, and leadership; At least a 3.7 Grade Point Average or 3.9 weighted Grade Point Average. Junior candidates must be completing at least 75 credits by the end of the year; senior candidates must be completing at least 100 credits by the end of the year.

Students are nominated by the faculty, notified by the National Honor Society Advisor, and asked to submit an application (to be reviewed by the Faculty Council).

World Language National Honor Societies

The three World Language National Societies are: Société Honoraire de Français, Sociedad Honoraria Hispanica, and Latinam Honoris Societatem.

Requirements

Students must be: in the sophomore, junior, or senior class; currently enrolled in Level II or higher in French, Spanish or Latin; enrolled in a foreign language at

Acton-Boxborough for the past six quarters; enrolled at the Honors Level; have an average grade of 90 or higher in the language for the past six quarters; and, have an overall current Grade Point Average of 3.0 or higher over the last two quarters. Students must complete an application form, available from language teachers, after the close of the second term. **Deadlines are firm.**

Incomplete Grades

Incompletes for quarter grades, mid-year exams or final examinations may be granted for students experiencing unusual circumstances of a physical or mental health related nature. Identification and approval is coordinated through the student's counselor. Incompletes require students to coordinate make up of incomplete work with their individual counselors/teachers. All work must be completed and a grade entered for the term at least two weeks prior to the close of the following quarter.

Interim Reports

At the halfway point in the marking term or at any time thereafter, a teacher may issue an interim report. This is to notify you and your parents that the teacher has a significant concern regarding your current performance. You should consider the interim report a warning that your work or your class performance has not been up to the standards set by your teacher, and that you should make every effort to improve. In addition, you are encouraged to meet with your teacher to clarify expectations and schedule extra help. Interim Reports generally indicate that a teacher is concerned about your grades, attendance and/behavior. These are mailed home to parents. Whenever possible, teachers are to inform the student first.

Report Cards

Report cards are issued four times a year. You are given a grade in every subject, along with comments by the teacher. The card does not have to be returned to the school. If there is a mistake on your report card, you should speak with the appropriate teacher and the teacher must submit the appropriate grade change form in order to have the student's permanent record corrected. Report cards for quarters 1, 2 and 3 are given out in homeroom. The end of year report cards are mailed directly to homes.

High School Transcript

The high school transcript includes year-end grades only for each course taken. Senior grades sent to colleges prior to the end of the first marking period contain year-end grades for years 9-11. After term one, transcripts and senior grade updates requested by colleges will contain senior year term

and mid-year grades as available. A final transcript of year-end grades only is sent to each student's attending college.

Non Acton-Boxborough Regional High School Course Listings:

Students who enroll at Acton-Boxborough Regional High School from another high school, within this country or from abroad, will have the high school courses they have completed listed on the transcript. The school from which they earned the grades and credits is indicated on the transcript.

For students currently enrolled at Acton-Boxborough Regional High School, courses taken at other high schools, summer programs, or colleges will not be placed on the transcript. For example, a course in Oceanography taken at Woods Hole, or an Art course taken at Mass. College of Art, would not appear on the transcript.

The only exception to this would be for students who failed a course during the school year and enrolled in a summer school course to make-up the course/credit. Therefore a make-up course in Algebra at Acton-Boxborough Summer School is listed on the transcript. A summer school algebra course taken at another high school could appear on the transcript if the student was making up a failed course or if the department leader approved the course. In both cases, the student must have the course/credit approved by the department leader prior to the beginning of the course.

Page Two of the High School Transcript Includes:

- Total earned credits, weighted 5.0 GPA, unweighted 4.0GPA
- A histogram representation of the distribution of the weighted grade point averages of the students in the class.
- Honors and Offices: a list of the student's receipt of the following awards, elected offices, and membership in the following honor societies:

Awards Night Recipients
Principal's Recognition Awards
Community Service Awards (50+ hours)
World Language Awards
National Honor Society Membership
National Language Honor Society Membership
Class Officers
Student reps to the School Committee
Regional Student Advisory Council
Elected Student Council Members
National Merit Scholarship Semi-finalist and
Commended students

Final year end transcripts will be available to students on the first day of the following school year. There is a processing fee for transcripts.



SECTION IV STUDENT RIGHTS AND STANDARDS OF CONDUCT

A school functions best when it has a unity of purpose: to promote respect for self, others, and learning. It is important to create a learning environment at Acton-Boxborough where students can grow as individuals, learn how to think for themselves, learn when to talk and when to listen, see another person's side of things, and be part of a community. These qualities are valuable life-long learning tools. Mutual respect, common expectations, procedures, cooperation, and consequences are necessary to achieve this goal within the community.

POLICY CHANGES

The administration welcomes any constructive suggestions you may have. The best way to communicate your ideas is through the Student Council or at a meeting with administrators. Student Council meetings and Student Forums, which are ad hoc groups organized by the principal, are open to all students. Meeting times are routinely announced and posted on the bulletin board in the front lobby by the main office.

STUDENT RIGHTS

Due Process Procedures

SUSPENSIONS AND EXPULSIONS IN GENERAL

Administrators at the building level may suspend students in accordance with the school's student handbook. Only the school committee may expel students unless the offense is one governed by M.G.L. Ch. 71, Sections 37H or 37H1/2 (see Appendices 3 and 4). Expulsion is defined as a student's permanent exclusion from the Acton-Boxborough Regional School District. The school committee shall consider the expulsion of a student as provided for in M.G.L. Ch. 76, Sections 16 and 17 upon receipt of a recommendation to do so from the Superintendent of Schools.

SHORT-TERM SUSPENSION BY THE PRINCIPAL OR ASSISTANT PRINCIPAL

The Principal or Assistant Principal may suspend students on a short-term basis (periods of ten days or less), to be

served in or out of school at the discretion of the Principal or Assistant Principal.

When a short-term suspension is under consideration, the following procedures will be followed:

1. Except where the student's presence endangers persons or property or threatens disruption to the academic process, no student will be suspended prior to having an informal hearing with the Principal or Assistant Principal. At this hearing, the student will be informed of the reason(s) for the proposed suspension and will be given an opportunity to respond. In an emergency situation that requires the immediate removal of a student, this informal hearing will be held as soon after the suspension as possible.
2. The Principal or Assistant Principal will make an effort to notify the student's parent(s) or guardian(s) about the suspension.
3. The Principal or Assistant Principal will send a letter to the parent(s) or guardian(s) confirming the suspension. This notification will contain:
 - a. the number of days of suspension;
 - b. the re-admittance date;
 - c. the reason(s) for suspension as provided in the Code of Conduct;
 - d. a request for the readmission conference, held prior to the student's return to school, the nature of which will be at the administrator's discretion (e.g., phone conference, in person meeting, etc.);

Students may appeal short-term suspensions as follows, so long as notice of appeal is received within five days of receipt of notice of the decision below:

Level One: a hearing with the Principal

Level Two: a hearing with the Superintendent.

When an appeal is received, the discipline will be delayed unless the administration determines, at its discretion, that immediate action is appropriate.

LONG-TERM SUSPENSION OR EXPULSION BY THE PRINCIPAL

When considering a long-term suspension (periods exceeding ten school days) or expulsion (permanent exclusion from the Acton Boxborough Regional School District), the Principal will follow the steps set forth below.

1. Provide written notice of the following:
 - a. Charges and a statement of the evidence;
 - b. Date, time and place of a hearing;
 - c. Notice of the right at the hearing to:
 - i. be represented by legal counsel (at the student's/parent's own expense)
 - ii. present evidence
 - iii. confront witnesses

2. Provide a written decision setting forth the facts upon which the decision is based.

A parent/student may appeal any decision by the principal to suspend a student on a long-term basis or to expel the student by sending a written request to the Superintendent within 10 days of the notice of suspension/expulsion. The suspension/ expulsion will remain in effect pending completion of the appeal.

Notwithstanding the above, the Principal may suspend or expel a student charged/convicted of a felony using the standards and procedures set forth in M.G.L. c.71, §37H1/2. [see Appendix 4]

Students who have been identified as having special needs based upon a disability may have procedural protections in addition to those provided above.

Any student suspended from school should be provided the same make up privileges (see Make Up Work, p. 1) as a student who is absent/excused.

Additional Procedures for Students with Disabilities

The Individuals with Disabilities Education Act (IDEA) and its implementing regulations provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

In general, students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student

with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and the parent(s)/guardian(s) consent(s) to a new Individualized Education Program. The Team also must conduct a functional behavioral assessment and develop or revise a behavioral plan for the student.

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Similar procedures apply to students with accommodation plans under Section 504 of the Rehabilitation Act of 1973.

Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities can be obtained from Liza Huber, Director of Pupil Services who can be reached at 978-264-4700.

Discipline of Students Not Yet Determined Eligible for Special Education

The IDEA protections summarized above also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the students were eligible for IEPs before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns

about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Additional information regarding the procedural protections for special education students can be obtained from Mary Emmons, Chairperson of Special Education, who can be reached at 978-264-4700 extension 3266.

Revised 10/21/10

NOTICE OF NONDISCRIMINATION

The Acton Public and Acton-Boxborough Regional School Districts do not discriminate on the basis of race, color, national origin, limited English proficient, gender, age, religion, sexual orientation, veteran status, handicap or homeless in admission or access to, or treatment or employment in, its programs, and activities.

Any person having inquiries or complaints concerning the Acton Public and Acton-Boxborough Regional School Districts' compliance with Title VI, Title IX, Section 504, ADA or MGL ch. 76, sec.5 is directed to contact the Director of Pupil Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the Acton Public and Acton-Boxborough Regional School Districts to coordinate the Districts' efforts to comply with these laws, or write to the Office for Civil Rights, J. F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.

File: AC

NONDISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committees intend to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Acton Public and Acton-Boxborough Regional School Districts do not discriminate on the basis of race, color, national origin, limited English proficient, gender, age, religion, sexual orientation, veteran status, handicap or homeless in admission or access to, or treatment or employment in, its programs, and activities.

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02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the
Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education
Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5: Amended 1993
Board of Education 603 CMR 26:00
Board of Education Chapter 766 Regulations, adopted
10/74, as amended through 3/28/78
CROSS REFS.:ACA – ACE, Subcategories for
Nondiscrimination GBA, Equal Opportunity
Employment JB, Equal Educational Opportunities

Distribution of Printed Materials and Circulation of Petitions

Students are free to distribute handbills, leaflets, and other printed materials and to collect signatures on petitions concerning either school or out-of-school activities or matters of general interest to students. Although there shall be no prior censorship or requirement of approval of the contents or wording of such materials, the following criteria apply:

- a. All printed matter and petitions distributed or circulated on school property should bear the name of the sponsoring organization.
- b. Distribution of material or collection of signatures is limited to periods before school begins, after dismissal at the end of the day, and during lunchtime so as not to interfere with the regular school program.
- c. The place and manner of such activities may be reasonably restricted to permit the normal operation of the school to continue without interruption and to prevent the use of coercion in obtaining signatures on petitions.
- d. All posted notices must be approved in advance by an administrator. Notices must be on bulletin boards.
- e. In the case of petitions presented by students to the administration, students have the right to have their petitions considered and to receive a reply.

f. The distribution or selling of material for monetary gain by an individual or organization that is not sanctioned by the school will not be allowed.

Dress Code



The Fourteenth Amendment protects your right to choose hair length, clothing, and other aspects of your appearance. The school cannot interfere with this right by punishing you or restricting you from any school activities because of your appearance unless there is an overriding, legitimate school purpose, which the school can show to be more important than this right. Such legitimate school purposes include the concern that your appearance poses a genuine threat to health or safety (for example, a bulky coat in gym or not wearing shoes) or damages school property (for instance, metal cleats or shoes). Another legitimate purpose is to prevent disruption. Disruptive clothing is considered clothing upon which any of the following is displayed: obscenities, words or symbols that will knowingly incite others, or words or symbols that put down (defame) the beliefs or heritage of others. Some school events and individual teachers may have additional rules regarding dress.

Midyear and Final Examinations

There will be a period of at least three (3) days of in-class review before a midyear or a final exam. In the case of a midyear exam, no other department may do any assessment on the days of, or the day before, the midyear exam. After a particular department has given a midyear exam, that department will not do any assessment for the three (3) school days after the midyear exam.

No homework exceeding twenty (20) minutes is to be given the days of, or the day before, a midyear exam. Homework exceeding twenty (20) minutes may be assigned only if it directly applies to aiding in studying for a midyear exam. If the assignment does not pertain to a midyear exam and is expected to take more than twenty (20) minutes, the assignment must be given in class in order for the students to start it. The assignment should take no more than twenty (20) minutes to complete outside of class.

For 2011-2012

<u>Dates</u>	<u>Testing and Assessment Guidelines</u>
1/23 and 1/24	Math midyear exams. No assessment in any other department.

1/25/2011	No assessment in any department.
1/26 and 1/27	Science midyear exams. No assessment in any other department

Pregnant/Parenting Students

Pregnant and parenting students have a right to equal educational opportunities and their rights are fully protected by a federal law known as Title IX. The Acton

Public Schools and the Acton-Boxborough Regional School

District encourage any students who may be pregnant or who are parenting a child to inform their school counselor, the school nurse, or another appropriate school official, who will assist them and who will help ensure that they have full access to the same academic and extracurricular programs available to all students.

Should a physician deem it inadvisable for a pregnant student to attend school for an extended period of time, all services granted to home bound students under School Committee policies shall be made available.

Religious Holidays

As stated in the ABRSD School Committee Policy, we recognize that our school community is comprised of individuals with diverse religious, ethnic, cultural, and social backgrounds. It is our intent to be respectful of the beliefs and practices of all our school community.

Consistent with this, the high school accommodates individual differences in religious observances. Thus, if a student is affected by a religious holiday that is not observed with a school wide closing, that student will be allowed to have extra time to complete assignments and assessments that conflict with their holiday observance even in the event that the student attends classes on that day. Assignments and tests should be made up according to the current absence policy.

Requests for modification of routine school expectations (homework, tests, etc.) should be made in writing to the teacher(s). Questions should be directed to the Assistant Principal.

Restraint of Students

The Acton Public and Acton-Boxborough Regional Schools comply with the Massachusetts Department of Education’s restraint regulations, 603 CMR 46.00 et seq. (“Regulations”), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

Conditions

School staff may use physical restraint only (1) when non-physical interventions would be ineffective and the student’s behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student’s IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

Complaints

Students, parents or guardians who have a complaint regarding physical restraint procedures may request a meeting with the building principal to discuss their concerns. If the parents’/guardians’ issues are not resolved at this level, they may request a meeting with the Superintendent or designee.

Additional information, including a copy of the regulations, can be obtained from the school districts’ Director of Pupil Services at 978-264-4700, x3265. A copy of the regulations may also be obtained at: www.doe.edu/lawsregs/603cmr46.html.

Search and Seizure

Lockers assigned to students remain the property of the school and are therefore subject to inspection by school staff at any time.

In addition, a student and his/her personal possessions are subject to reasonable search, including without limitation the use of a breathalyzer, by school Officials when there is reasonable basis for believing that the search will produce evidence of a violation of school rules or of federal or state law.

Student Records



The Acton (APS) and Acton-Boxborough Regional School Districts (ABRSD) adhere to the provisions of the Family Educational Rights and Privacy Act (FERPA) and Massachusetts laws and regulations in providing access to, and confidentiality of student records. In addition, the

Acton and Acton-Boxborough Regional School Districts maintain student records using an electronic student information management system, PowerSchool. These electronic student records include the same documents that would otherwise be found in a paper version of the student record including, but not limited to, student photos, emergency contact cards, report cards, etc. The Family Educational Rights and Privacy Act (FERPA) protects the privacy and confidentiality of student records. All of the FERPA protections apply to electronic student information management systems. As permitted by these laws, the APS and ABRSD School Committees have designated selected student records to be "directory information." For elementary school students (APS), the following records have been designated as directory information:

- Name
- Address
- Telephone number
- Date of birth
- Grade
- Classroom assignment

For middle and high school students (ABRSD), the following records have been designated as directory information:

- Name
- Address
- Telephone number
- Date of birth
- Graduating class
- Team/class assignment (middle school)
- Participation in officially recognized activities and sports
- Honors and awards

The Acton and Acton-Boxborough schools will release the designated directory information without the consent of the parent or eligible student, unless the parent or eligible student provides the principal with written notice that he/she does not wish the school to release such information. The notice must be received annually by a date designated by the principal. As required by federal law, Acton-Boxborough releases the name, address, and telephone listing of secondary school students to military recruiters or officials of institutions of higher education, upon request. In the event that a parent or eligible student objects to the release of any of this information, the parent/eligible student must provide the principal with written notice of the objection annually by a date designated by the principal; otherwise the information will be released without further notice or consent.

The Acton and Acton-Boxborough schools also disclose all student records (which include health records and special education records, if any), without the consent of the

parent/eligible student, to officials of other schools in which a student seeks or intends to enroll, upon receipt of a request from such school officials. To the extent required by applicable law, the Acton and Acton-Boxborough schools will provide parents/eligible students with an annual notice of their general rights relative to student records. The Superintendent will determine the content and method of such notice. Non-custodial parents must submit a written request for the student record to the school principal. The Acton and Acton-Boxborough schools will respond to the request in accordance with state and federal laws and regulations regarding access by non-custodial parents. Statutory References:

Family Education and Privacy Rights Act (FERPA): 20 U.S.C. §1232g, 34 CR §99

Massachusetts Student Records Regulations: 603 CMR 23.00, et seq.

Student Records Access for Non-Custodial Parents: General Laws, Chapter 71, §34H

Elementary and Secondary Education Act of 1965, as amended by NCLB, 20 USC 7908

Acton Public and Acton Boxborough Regional Schools Annual Notice: The Family and Educational Rights and Privacy Act Massachusetts Student Records Regulations

The Family Educational Rights and Privacy Act ("FERPA") and the Massachusetts Student Records Regulations ("Massachusetts Regulations") together provide parents and eligible students (those who have reached the age of 14 or who have entered the ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Records Regulations by contacting the Director of Pupil Services, 978-264-4700, extension 3265. These rights include:

1. The **right to access** the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. Massachusetts General Laws Ch. 71, Section 34H, however, provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building principal or the Director of Pupil Services.
2. The **right to request amendment** of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended and why.

3. The **right to consent to disclosures** of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts Regulations authorize disclosure without consent.

Some of the Exceptions:

- One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Acton Public and/or Acton Boxborough Regional Schools
- The Acton Public and Acton Boxborough Regional Schools also disclose all student records (which includes health records and special education records, if any) without parent/eligible student consent to officials of other schools in which the student seeks or intends to enroll, upon receipt of a request from such school officials.
- The Acton Public and Acton Boxborough Regional Schools may disclose, without written consent, designated "directory information," which is information generally not considered harmful or an invasion of privacy if disclosed. The primary purpose of directory information is to allow the district to include this type of information from your child's records in certain school publications. Information that a district designates as directory information may be disclosed to outside organizations (for example, class ring manufacturers and yearbook publishers) without prior consent. Acton Public Schools has designated elementary students' names, address, telephone number, date of birth, grade level, and classroom assignment as "directory information." Acton-Boxborough Regional Schools has designated middle and high school students' names, address, telephone number, date of birth, team/class assignment (middle school), graduation class, participation in recognized activities and sports and honors and awards as "directory information." In addition, federal law requires that Acton-Boxborough provide military recruiters or officials of institutions of higher education, upon request, with three categories of directory information - names, addresses and telephone listings - of all secondary students. If a parent or eligible student does not want the district to disclose any of the above director), information, the parent/eligible student must notify the building principal in writing by a certain date, otherwise the information will be released without further notice or written consent.

4. The **right to file a complaint** concerning alleged failures by the districts to comply with the regulations and laws governing student records. Complaints may be filed

with the Massachusetts Department of Education, 350 Main Street, Malden. MA 02148 and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901. It should be noted that the Acton (APS) and Acton-Boxborough Regional School Districts (ABRSD) maintain student records using an electronic student information management system, PowerSchool. These electronic student records include the same documents that would otherwise be found in a paper version of the student record including, but not limited to, student photos, emergency contact cards, report cards, etc. The Family Educational Rights and Privacy Act (FERPA) protects the privacy and confidentiality of student records. All of the FERPA protections apply to electronic student information management systems.

Testing



Tests and Teacher absence

When a teacher is absent on or immediately prior to a scheduled test day, whenever possible they will let the Main Office know whether or not testing will be held as scheduled.

Test Postponement

If you have four or more of the following assessments – test, announced quiz, paper, individual project or presentation, formal lab report – due or taking place on the same day, including at least one test or announced quiz, you may request a test postponement. If you have four or more assessments on one day, but none is a test or announced quiz you cannot request a formal test postponement. This is because all other assignments have significant preparation time in advance. You can, and should, still discuss any stress related to these assessments with your teacher(s).

Once you realize you may need to postpone an assessment, your first step should be to discuss this situation with each of your teachers. Let each teacher know that you have multiple assessments in one day and that you are considering using the test postponement policy to postpone one of the assessments. It may be possible to resolve the situation without using the policy, if, for example, a teacher realizes that many students have a conflict and is able to move his or her assessment. It would also be helpful to

discuss how much stress you are feeling in relation to each assessment, so that your teachers can help you to better manage that stress. This discussion with the teacher is a very important first step, which will allow you to manage the stress of both that specific assessment and all of your work in that class.

If you determine you will need to postpone a test or quiz, as soon as possible, but at least 24 hours before the scheduled assessments, you, the student, must send an e-mail including **all** of the following information to all teachers involved as well as your vice principal and counselor:

- 1) Your full name.
- 2) The date you plan to postpone a test or quiz.
- 3) A list of the assessments due or taking place on that date. Be sure to include the teacher's name, the subject, and the type of assessment.
- 4) The test(s) or quiz(zes) you plan to postpone. Remember that papers, projects, presentations, and lab reports cannot be postponed through this policy. Again, please speak to those individual teachers if you are feeling significant stress about a particular assessment.
- 5) When you plan to make up the test(s) or quiz(zes) that you are postponing. This must be by the end of the following day.
- 6) A request that all teachers "reply all" to your message confirming that you have the above-listed assessments due or taking place in their classes.

Testing after Vacations

Tests should not be given the day after Thanksgiving break, December, February or April vacations.



Tests, Quizzes and Homework Expectations during MCAS

A reminder will be sent prior to each MCAS testing period regarding homework, test, and quiz policies. As a general policy, on the days of English, Math and Science MCAS testing, no tests or quizzes are to be scheduled for sophomores; no papers or lab projects are to be due from sophomores; and only limited homework is to be due from sophomores.

GENERAL EXPECTATIONS

ATTENDANCE

Parents and guardians have access to their student's attendance records through the Parent Portal of PowerSchool (See PowerSchool access).

Absences: Parents are to notify the Main Office of all student absences. Please call (264-4700 ext. 3500) before 1:30PM on the day of the absence. If a parent notification is not received, the absence will be recorded as unexcused. An unexcused absence will be defined as a truancy.

Truancy Procedures

Notification of truancy will be delivered in writing to the student either through the classroom teacher or the Assistant Principal. If the student is able to provide appropriate documentation excusing him/her from the absence, the student must deliver this to the Main Office immediately. At the end of each term, three points will be deducted for each unresolved truancy in each class. Parents and students are strongly encouraged to use the PowerSchool attendance portal in order to monitor student attendance throughout the school year.

Right to Earn Credit

Each student shall be granted an opportunity to earn full credit for any course as long as his/her absences (excused or unexcused) do not exceed 20 days per full year course or 10 days per semester course.

On the 21st absence from a full year class, the student is no longer eligible to earn five credits for that class.

On the 11th absence from a semester class the student is no longer eligible to earn 2.5 credits for that class.

On the 6th absence from a semester class meeting alternate days the student is no longer eligible to earn 1.25 credits for that class*

*In each of the above cases, the student is still eligible to earn a grade and maintain the ability to move on in a sequential class if his/her average permits. A passing grade in a required class will still count towards the student's graduation requirement.

Withdrawal from Class

On the 26th absence from a full year class, the student will be withdrawn from the class with no eligibility to attend summer school.

On the 13th absence from a semester class, the student will be withdrawn from the class with no eligibility to attend summer school.

On the 8th absence from a semester class meeting alternate days, the student will be withdrawn from the class with no eligibility to attend summer school.

All absences, excused or unexcused will be counted towards the student's attendance requirements.

An Attendance Review Board, consisting of faculty and administration will be available to review individual cases in light of extenuating circumstances.

Parents and students will be notified during the year if student absences appear excessive. Parents are also encouraged to periodically contact their child's school counselor if there are concerns around student attendance. A record of the student's daily attendance will appear on quarterly report cards.

Physical Education

Attendance requirements for physical education are described on pages 10 and 11 of the Student Handbook.

Dismissals

If a student has an appointment requiring that he/she be released early, he/she must bring a note signed by a parent or legal guardian. The student needs to take the note to the Main Office prior to third period. The student will be dismissed without a note from home only in the case of an emergency. Students returning to school must check in at the Main Office when they arrive. Classes missed due to a student's failure to comply with the dismissal procedures will be considered trancies. Notes from parents dismissing their child after the absence has occurred will not be accepted.

If a student is sick, and the nurse determines that he/she should go home, the nurse will coordinate communication with home and officially dismiss the student. If the student arranges to go home directly with the parent, the parent must come into the main office, or call, to dismiss the student.

Students leaving campus with privileges are expected to return to class on time. In the event that a student is unable to return to a scheduled class, his/her parent must contact the Main Office on that day to excuse the absence.

Absenteeism and Participation in extracurricular activities

Students are not allowed to participate in extracurricular activities if they are absent from school on that date unless the Principal or Assistant Principal has given the student special permission. The student is considered absent if he/she misses more than one-half of a school day. Also, if a student has a "chronic absentee problem" (miss more than 10 days per semester or 10 days of a particular class) or "chronic truancy problem" (unexcused absences from any class more than three times per semester) he/she may not be allowed to participate in extracurricular activities for the rest of the semester.

Medical Reentry Meetings

Medical reentry meetings are held in order to support a student's transition back to school after an extended absence. If a student is out of school beyond a week due to a physical or emotional medical condition that upon return to the school setting necessitates services such as mobility support, counseling, schedule changes, or other services or accommodations, the student's counselor will schedule a Medical Reentry Meeting. A parent or guardian must attend the meeting along with the student and must come prepared with medical documentation that indicates the child is able to return to school. Documents provided from medical personnel should also identify any services that would be helpful for the student upon reentry and may include discharge summaries and/or evaluations. School faculty and staff from nursing, counseling, and administration will meet with the student and his or her parent or guardian to create a plan to help to ease the transition back to the school setting. A Medical Reentry Meeting must be held prior to the student's return, as this is the best means by which to come up with a plan for a safe and effective transition back to school. A follow-up meeting may or may not be scheduled.

Tardiness

School starts at 7:23 A.M. If students come to school later than that, they must sign in at the Main Office and receive a pass for their first class. The attendance record will be marked as "t", tardy.

Students arriving late to school in excess of three days per term will referred to their assistant principal. Students chronically late to school will be subject to disciplinary procedures, including but not limited to detention.

If a student is late to class for any period during the day without a pass the teacher will record a "u", unexcused tardy, in the attendance. Three unexcused tardies per term in a class will result in a three point deduction to the term grade for that class. Teachers may also assign detention to students who are tardy unexcused to class.

GENERAL BEHAVIORAL EXPECTATIONS

Students are expected to conduct themselves in a manner that promotes a safe, orderly learning environment within the school, shows respect for the rights of others, and helps

preserve the property and equipment provided for the use of students. Student efforts in meeting this expectation will minimize the need for school-directed discipline, and self-discipline should be each student's foremost objective.

Students who fail to meet the expectations set forth above may be subject to disciplinary action, including but not limited to the following: review of rules; warnings; loss of privileges; detention; community service; school service; suspension out of school; and expulsion. The student may also be removed or prohibited from holding an office in or participating in a co-curricular activity or organization.

Students may be disciplined for conduct (1) that occurs on school property or at school-sponsored events or (2) that is otherwise related to school. Students should be aware that surveillance cameras may be in operation at school or school sponsored events.

While this Handbook lists examples of prohibited conduct and potential consequences for engaging in such conduct, it is not possible to anticipate every circumstance that could result in discipline. Students should realize that if they engage in any behavior that is inconsistent with an appropriate educational environment, whether or not specifically listed in the Code, they could be subjecting themselves to disciplinary action.

Abusive or Obscene Language

Students are not to use obscene or abusive language or gestures. Such behaviors will result in referral to the Assistant Principal.

Academic Integrity/Cheating

Students are expected to complete and pass in their own work. Please see Appendix 9 for the complete Academic Integrity Procedure.

Assemblies

Student groups or classes are to sit in areas assigned by the teacher. Students are asked to listen quietly until the end of the program.

Directed Study

Freshmen are required to attend supervised study during unassigned time. Attendance is taken and monitored regularly. Students are expected to come prepared to study. Students may be issued passes to the library, counseling, or other legitimate resource as necessary. Students who are scheduled for directed study during the lunch periods (4-7) will not be issued passes to the library during their directed studies. All other students (10-12) may be assigned to directed study to fulfill 990 hour Time and Learning

requirements, or to address attendance or other disciplinary issues at the discretion of the Assistant Principal.

Care of Books and Other Property

The person who is responsible will pay for books and other property that are damaged.

Cell Phones, Electronic Devices

The purpose of the school day is to ensure that students have access to the teaching, learning experiences and knowledge that will prepare them for their life as responsible and respectful adults in college, the workplace and in their communities. In order to maintain the primacy of this academic experience, student cell phones and other personally owned devices used for communication and entertainment are not to be used in any class or study hall without the prior permission of the teacher. This permission should be sought for each specific occasion on which the student wishes to use their device.

In addition, the video, camera and real-time text capabilities of cell phones present the difficult challenge of ensuring continued high standards of Academic Integrity (see page 46) and community expectations for privacy. In order to protect students from the appearance or allegations of AI violations, all cell phones and personally owned devices used for communication and entertainment should be stored in the student locker or backpack – not visible or audible in the classroom setting. Such devices are not to be used in any area where people have a reasonable expectation of privacy.

Should a student find it difficult to follow these guidelines, they may be asked to give their phone to a teacher or other staff member. On the first occasion, the cell phone may be taken until the end of the school day, on second and subsequent occasions; the issue may be referred to an administrator for further consequences. In addition, teachers are allowed to ask students to turn their phones off or to gather cell phones in a central location during periods when tests and other assessments are given.



Classroom Expectations

In order to maintain a positive learning environment, students who repeatedly exhibit disruptive behavior can expect the following consequences.

1. The teacher will speak to you about your behavior.
2. The teacher will notify your parents and counselor that there is a problem.

3. The teacher, administrator or counselor will arrange a conference including you, your parents, teacher, counselor and administrator. You may be given a suspension warning as well.

4. You may be assigned in-school suspension. Make-up work is allowed without the teacher's help. (The student must ask friends to see what assignments are due.) The teacher will deliver any tests and quizzes to the assigned study.

5. If difficulties continue you may be assigned out-of-school suspension. Parents are notified and another conference is scheduled.

6. Finally, you may be **withdrawn** from the course and sent to assigned study for that period for the rest of the year. You would receive a "W" for the course and earn no credits.

Detention

Teachers may require students to stay after school or arrive early to school to deal with disciplinary issues. These include, but are not limited to, disruptive behavior, lack of preparation, truancy and tardiness to class. Students will be given a one-day notice in order to make necessary transportation or other arrangements. Students have to report to detention and are to be prompt and responsive to the teacher. Students who fail to respond to a teacher's detention may be referred to the Assistant Principal for further disciplinary action.

Eating

Students are to eat and drink in the cafeteria or in designated outside areas. Students are not allowed to eat in the main entry hall, the classrooms, the academic hallways, the student centers, the auditorium foyer, or the library. All students are responsible for their own trash.

Fines

Parking and smoking fines can be paid at the school store during regular school hours. All fines are to be paid prior to the end of the school year. In the event that students continue to have outstanding fines or other obligations (uniforms not returned, lost books) after the close of the school year, notice of monies owed will be sent with the fourth term report card and the student's schedule for the following year will be withheld until all obligations are met. The administration office is open during the summer for payment of fines.

Forgery

Any intentional use of a forged document, altering a document or tampering with school records is considered forgery and will be subject to disciplinary action. Forgery includes, but is not limited to, altering report cards, signing

of a parent's name or initials to school required notes, forging or altering hall passes, and dismissal forms.

Gambling

Student gambling is not allowed on school grounds or at school functions. The parent and the counselor will be notified of any violations.

High School Functions

The school's "Standards of Conduct" will be in force at all school functions, extracurricular events, and interscholastic athletic events. Students who are considered disruptive will be asked to leave. Students who are removed from any school-sponsored event because of inappropriate behavior may be banned from attending such events for a period of time to be determined by the administration. Once a student leaves the activity, he/she will not be readmitted. After leaving a school event, students are not to loiter on school grounds.

Please note that many high school functions are for AB students only and may require a student identification card for entry.

School sponsored dances are for Acton-Boxborough students only. Student ID may be required. Under unusual circumstances the administration may waive this requirement. However, any request for a waiver must be submitted to the Assistant Principal at least 10 days in advance.

Homeroom

Homerooms will meet on the first day of school. Subsequent homerooms will be scheduled at the time of report card distribution. All students must attend homeroom. During this time, report cards and any information relevant to the class (field trips, fundraisers, events, etc) will be distributed.

Laser Pointers

Given potential eye damage if misused, laser pointers are not to be brought to school without specific permission from the administration. If inappropriately used, laser pointers will be confiscated.

School Bus Behavior

A school bus is an extension of the school. Students are expected to follow the school standards of behavior on the bus. Remember the bus driver must be in charge of the bus and its passengers in order to ensure student safety. The driver will report any problem to the administration, and

disciplinary action will be taken. This could include losing bus privileges for a period of time.

Senior Class Dues

Each member of the senior class participating in graduation exercises will be required to pay class dues.



Smoking or Chewing Tobacco on School Property

The Surgeon General's Report states that smoking and chewing tobacco are bad for your health. As mandated by State Law, Acton-Boxborough is a smoke free environment. Acton-Boxborough prohibits the use of any tobacco product within the school buildings, the school facilities or on the school grounds or on school buses by any individual.

Recognizing that for many students smoking has already become an addiction, and therefore a medical as well as a behavioral issue, the school administration strongly recommends that students discuss the issue with their parents and physician. Numerous community programs exist to help support students who are trying to quit. In addition, smoking cessation programs are offered through the Acton-Boxborough school nurse and the Acton Board of Health.

Penalties:

Students observed smoking on campus will be issued a \$20.00 fine for each occurrence. The student will be referred to educational and health support services and parents will be notified by mail.

Students who do not comply with smoking regulations and related disciplinary procedures may be subject to suspension from school and/or mandatory participation in after school smoking cessation classes.

Fines are applied to Health Awareness Programs and parent notification.

*Refer to Appendix 3 for complete description of State Law

Sportsmanship

The Acton-Boxborough Regional High School Athletic Department believes that good sportsmanship represents a general feeling that athletic activities are played for the good of the game rather than the promotion of self. Athletes who demonstrate good sportsmanship follow a code of conduct that is respectful of all people at the event including players, cheerleaders, officials and spectators. Good sportsmanship is demonstrated when spectators cheer for their team and not against the opposition.

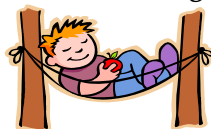
According to the MIAA, **taunting** includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, gender, ethnic origin, or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal matters.

Examples of taunting include, but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one player to another and over/straddling a tackled or fallen player.

In all sports, officials are to consider taunting a flagrant unsportsmanlike foul that disqualifies the offending bench personnel or contestant from that contest/day of competition on the first taunting offense. In addition, the offender shall be subject to existing MIAA sport specific Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.

At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators are subject to ejection from the game.

Student Privileges



The ABRHS Privilege Program was designed to gradually allow students additional responsibility helping them prepare for the decision-making required after high school. In order to accomplish this goal, the opportunities for privileges increase by grade.

Freshmen are required to go to directed study with faculty supervision during all study periods.

Sophomores, during free periods, may go to the commons, the Counseling Center, one of the three Student Centers, the library or designated areas immediately outside the

building. They may not leave school grounds during the day or loiter in the academic wings.

Juniors and seniors may apply for Extended Privileges. Eligibility requirements include academic standing, attendance, and administrative and parental approval. Juniors may apply at the close of term 1, after grades are available.

Given Extended Privileges, students may leave campus during any unassigned time.

Students arriving on campus, or departing from campus, during class time are expected to be considerate of faculty and students in classes. They are to wait to enter the academic halls until passing time.

Student Identification Cards

Student identification cards are issued each year in the fall. (This is also your library card.) You are requested to carry your card with you. If you lose your ID card you can obtain a replacement from the Administration Office or the School Store. There is a \$5.00 replacement fee.

Two-Way Radios

Students are not to use two-way radios on campus during the school day. This potentially interferes with emergency communication on campus.

Unassigned/Free Time:

Students may have free periods during the week. During these open blocks, depending upon privileges, students have some choices about how to spend their time.

- Options include the three Commons areas adjacent to the kitchen in the North wing, the grassy area around the gazebo and outside the auditorium entrance, the counseling center, the lower gym and the three student centers (East, South and West). Please note: Student center South is a quiet center.
- Students may choose to come to the library to conduct research, study or read. The library is also maintained as a quiet study area.
- You are not to be in the front of the building, in the parking lots or in the academic wings.
- Please go to your locker during passing time, students are not to enter the academic wings during instruction periods.
- Please do not loiter in the front lobby of the building.
- You may not leave school during the school day unless you have an authorized dismissal slip or appropriate privileges. You may not transport other students off school grounds unless they too are authorized to leave.

- If you abuse the use of your free time, consequences will follow. This may include having to attend the assigned study.



ACCEPTABLE USE POLICY:

Acceptable Use Policy for Computers, Internet, and Other Technology

ABRHS recognizes that learning powered by technology can improve teaching and learning, personalize instruction, and equip students with 21st century skills. As a result, all students receive personal network and e-mail accounts providing access to the school network and Internet. This Acceptable Use Policy is designed to help you use these resources responsibly while allowing the district to maintain a reliable and robust network for all users. Your cooperation and adherence to these guidelines and policies is a condition of continued access to the school's technology resources.

Responsible Student Use

- Students using computers in the school are expected to cooperate with the staff members supervising computer areas and are to follow the instructions for computer use in each area. This includes but is not limited to specific guidelines for printing, downloading from the Internet, playing audio and/or video, and playing educational games.
- Each user bears full responsibility for his or her actions. Users shall assume full liability (legal, financial, or otherwise) for their actions. In addition, the school system takes no responsibility for any information or materials that are transferred through the Internet.
- Students may not connect personal computers, peripherals, or related equipment to the school system's equipment without specific permission from the Department of Educational Technology.
- No changes in computer settings, software, or configurations may be made without the authorization of the Department of Educational Technology.
- Use of the computers and/or network to develop or knowingly pass along viruses or other programs that infiltrate/damage computers or computing systems is strictly prohibited.
- Any password issued to a user is for his or her personal use. Each user must protect his or her password and must not allow anyone else to use the password.
- A document storage folder is provided for all students. This folder is for school-related documents and projects. Storage of non-educational files in this location is not

permitted and will be subject to removal.

- In order to be compliant with the Children’s Internet Protection Act, all student computers are subject to remote monitoring and Web filtering by authorized staff. The school also reserves the right to inspect all student documents.
- In order to protect school equipment, food and drink are not permitted in the library or computer labs and must be kept away from computer equipment in other areas of the [school](#).

Email

• All students will be issued an email account to be used for the purpose of communicating with teachers, administrators, counselors, librarians, school staff members and peers. It is important to note that Internet and email messages are public communication and not considered private. Further, use of this service must be in full compliance with the Acton Public Schools/Acton-Boxborough Regional School District Anti-Bullying Policy, which amongst other things, prohibits bullying through the use of any district and/or non-district technology resource/service where such bullying creates a hostile environment or infringes upon the rights of the victim at his/her school. Remember, all electronic mail messages and other use of electronic resources by the students are property of Acton-Boxborough Regional School District and may be disclosed to law enforcement, where appropriate, without prior consent of the sender or the receiver.

Students are responsible for checking their school email account daily. If a student does not have access to school computers during the school day and does not have the necessary technology to do so at home, he or she is responsible for notifying an administrator or counselor so that accommodations can be made.

Personally-owned Equipment

- Personally-owned computer equipment or peripherals cannot be used on school grounds without approval which will only be given for curriculum-related purposes. Use of student-owned laptops in school is limited to classroom use for a particular course presentation or other single use. Specific permission must be obtained from the teacher for this kind of use, and students should make sure the laptop is stored securely when not in use. Students bear responsibility for any damage, theft or loss of personal equipment brought into school. Use of personal laptops is not allowed in common areas of the school, including computer labs and the library.
- Students who need to access a document or presentation

for use in class are encouraged to use [their district-issued email account](#). [For larger projects, students can also use a CD or a USB drive](#). Personally-owned USB key drives must be taken to the library for review and approval before using them in school. The library also has USB drives that can be checked out.

- After school use of personal equipment in the school requires permission of the teacher/advisor and of the Department of Educational Technology.
- No personally owned equipment is to be connected to the school system’s network. Peer to peer wireless communication is also prohibited, [which includes tethering to personal cell phones](#).
- While iPods and other MP3 players are allowed in school as listening devices, these devices and other handheld devices may not be connected to school computers. Further, access to the Internet from any personal equipment ([Internet-enabled phones](#)) is prohibited on school grounds.

Etiquette/Online Safety/Plagiarism

- [Students online communications are expected to avoid use of profane language and other offensive means of communication. Be mindful of your digital footprint, understanding that anyone may conduct online “searches” of you. Poor judgment could negatively impact future opportunities.](#)
- Students should never give out personal information (i.e. name, phone number, address, credit card information, etc) over the school’s network.
- Students should assume that all materials available on the Internet are protected by copyright. When using on-line resources (text, graphics, multi-media files, etc) for school papers or projects, students are required to cite sources. The format for online citations can be found in the *Simplified Guidelines for Writing a Research Paper*, which is distributed to students, [posted on the ABRHS Library website](#), and is available for on-site use in the high school library and computer labs.
- Accessing the school’s network or equipment to create, access, download, edit, view, store, send or print materials that are illegal, offensive, harassing, intimidating, discriminatory, sexually explicit or graphic, pornographic, obscene or otherwise inconsistent with the values and general standards of the school is prohibited.
- Use of the school’s computers or network to access any of the following types of web sites is prohibited:

1. Any site displaying sexually explicit or pornographic content of any kind

2. Any site containing on-line games including, but not limited to, gambling, lotteries, sweepstakes, and other games of chance
3. Any site promoting violence, hate, the use of controlled substances, or other illegal activities
4. Any site promoting a multi-level marketing, home based business or other money-making scheme, mass solicitations (colloquially known as "spam"), chain letters.

Vandalism

- Tampering with, altering, or "hacking" into the school's computer, network, or peripherals is considered vandalism and is not permitted.
- Users may not use the network to perform any act that may be construed as illegal or unethical, including use of the network to gain access to non-public resources on the network or on the Internet.
- Users may not alter or delete another person's files which may exist in a "shared folder" unless given permission to do so by the file's owner.

Accountability

Violation of this Acceptable Use Policy may result in the loss of computer privileges, disciplinary action, and/or legal consequences. Specifically, the Acton-Boxborough Regional School District reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension or expulsion, for violations of this policy. The district will advise appropriate law enforcement agencies of illegal activities conducted through the district's Internet service, cooperating fully with local, state, and/or federal officials in any investigation related to illegal activities conducted through the service. Simply put, access is a privilege subject to regulation, not an absolute right. Access necessitates responsibility.

BEHAVIORS LEADING TO SUSPENSION AND EXPULSION

Students are not to be on school grounds or at school events during the suspension period. Parents/ guardians are expected to meet with school administration prior to the student's returning to school. Legal action may follow any of these behaviors and financial restitution may be expected.

Alcohol and Illegal Drugs

While on school property, including school buses, and while at a school-sponsored event, students shall not, regardless of quantity, use or consume, possess, buy, sell, be under the influence of, or give away any beverage containing alcohol, marijuana, steroids, prescription

medication or any controlled substance as defined under Mass General Laws, *Ch. 94C*, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like, sometimes referred to as "huffing." Possession of drug paraphernalia is prohibited. **Violations will be treated as follows:**

1. The Acton Police will be called in accordance with the Chief of Police and Superintendent of Schools Memorandum of Understanding.
2. Your parents will be called to take you home. You are placed under automatic suspension.
3. Any substance or paraphernalia found will be turned over to the Acton Police for analysis. Violators will be subject to criminal prosecution as well as any school consequences.
4. All cases involving alcohol and illegal drugs are referred to the Student Assistance Team.

The Massachusetts Supreme Judicial Court recently affirmed the constitutionality of the Massachusetts "school zone" statutes, M.G.L. 94C, §32J, which establishes a **mandatory** two-year penalty for any person convicted of possession of a controlled substance with intent to distribute within 1000 feet of a school. The ruling removes all doubt about the legal status of the statute. The school reserves the right to bring drug trained canine units into the school building without prior notification.

See also, 'Under the influence' on page 30.

Bomb Threats

Making a bomb threat under Massachusetts General Law 269-14 can result in a \$10,000 dollar fine and/or 20 years in State Prison. Any student involved in making a false threat will be suspended from school for 10 days, fined, and prosecuted to the fullest extent of the law. Anyone with information involving these incidents should report it to the main office.

Bullying

Behaviors that are persistent, pervasive and chronic which intimidate and/or intentionally harm or threaten to harm someone who is perceived as weaker and vulnerable. Specifically, bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student's education, threatens the overall educational environment, and/or substantially disrupts the operation of the school. These behaviors include maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual's

possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability.

Cyber-Speech

Please be aware that Acton-Boxborough Regional High School may impose discipline on cyber-speech occurring outside of school when it:

- Constitutes a threat—an immediate, unconditional threat of violence directed at a person(s), and where conduct is directly linked to school, or
- Created or was reasonably expected to cause a material and substantial disruption to school's operation or environment.

Dangerous Weapons

Possession of a firearm or other dangerous weapon in any building or any school bus or on the grounds of any elementary or secondary school, including while in attendance at any school sponsored or related event, is a crime punishable by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. Possession of any weapon in school will minimally warrant a suspension from school and may be subject to expulsion and possible legal action.

(Refer to Appendix 3 for complete description of State Law)

Disruption of school

Disruption of school includes any act that is intended to interrupt or impede the normal operation of the school.

Discrimination

Students are protected from discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability. Discriminatory actions include physical or verbal conduct that is derogatory. For example, jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working/learning environment. **(See Nondiscrimination Notice, page 19.)**

False Fire Alarms

Pulling a False Alarm under Massachusetts General Law 269-13 can bring a \$500.00 fine and up to one year in a House of Correction. Any student pulling a false fire alarm will be suspended from school for 10 days, fined, and prosecuted to the fullest extent of the law. Anyone with information involving these incidents should report it to the main office.

Fighting

Fighting is defined as any hostile physical altercation including pushing, shoving or wrestling.

Harassment

This may include but is not limited to threatening language or behavior, assault, inappropriate touching, intentionally impeding movement, continuing comments, gestures, or written communications of a suggestive or derogatory nature. (Including sexual harassment, see Appendix 5.)

Hazing

In accordance with Chapter 536 of the Acts of 1985, the practice of "hazing" is now a crime punishable by fine (up to \$1,000) and/or imprisonment (up to 100 days). Hazing, as defined by the statute, includes "...any conduct or method of initiation into a student organization...which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct will include whipping, beating, branding, exposure to weather, forced consumption of food, liquor, beverage, drugs...or any other brutal treatment or forced physical activity likely to adversely affect the physical health or safety of any such student or other person..." Hazing also includes subjecting a person to "mental stress, including extended deprivation of sleep or rest or causing extended isolation." Those who organize or participate in "hazing" practices will be suspended from school immediately, and will be reported to the local police department for prosecution. (See Appendix 8.)

Insubordination

Failure to comply with directions of administration. Open and/or continued defiance. Obscene language directed at a staff member. Please note that if a student fails to give his/her name when requested by a staff member, this is considered to be insubordination.

Misconduct Outside of School

Misconduct of a serious nature that has a direct relationship to the school may result in disciplinary action, even when the specific conduct does not take place on school property or at a school-related event.

Seniors, End of the Year Activities

Seniors should be aware that if they are suspended during the final weeks of school or as a result of their behavior at any end of the year event, they may be prohibited from attending any or all of the end of the year events (the Prom, Community Service Day, Awards Ceremonies, Project Graduation and/or Graduation Exercises). Please note that this rule extends to underclassmen who are suspended and

who intended to go to the prom as a date of a senior. A senior who is denied the privilege of participating in these end-of-the year activities shall not be refunded the price of tickets or cap and gown. If a student is denied the privilege of participating in graduation exercises his diploma will be not be withheld, but will be awarded at a time specified by the Principal.

Stealing

Theft of personal or school property, receiving stolen items or possession of stolen items. This includes unauthorized copying of computer software.

Threats

This includes threats of violence or threats to damage property directed toward any member of the school community.

Under the Influence of...

Use of alcohol or any illegal substance during the school day is a serious health and safety concern and will be treated accordingly. Students showing physical signs of being under the influence (slurred speech, blurry eyes, suspicious odor, or erratic behavior) of alcohol or any illegal substance will be escorted to the Administrative Office. If a student is suspected to be under the influence of alcohol or any illegal substance as outlined on page 29 of the handbook, a school administrator may require the student to meet with the school nurse to better assess his/her immediate condition. If there is reasonable suspicion that a student is under the influence, he/she will be subject to all search and seizure procedures as outlined on page 19 of the handbook as well as the disciplinary consequences outlined on page 29 of the handbook.

Vandalism

Willful, malicious or careless actions leading to the destruction of, or damage to, school or personal property.

Any student who vandalizes a memorial on school grounds (e.g. the Gazebo, a Class Gift, etc.) will be subject to additional administrative action including full restitution and community service. The administration will consult the Memorial Committee for the cost of restitution and community service recommendations.

The administration reserves the right to discipline students who participate in off-campus activities that can reasonably be expected to result in retribution, causing vandalism, disruption and/or potentially dangerous situations at the high school.

The Memorandum of Understanding between the Chief of Police and Superintendent of Schools mandates that the school report the following incidents to the police department:

- a. possession, use, or distribution of alcohol by a student;
- b. possession, use, or distribution of an inhalant or any controlled substance, as defined in M.G.L. c.94C;
- c. any incident in which any individual is reasonably believed to be selling or distributing drugs or alcohol;
- d. any incident involving intentional assault or negligent behavior that results in personal injury;
- e. possession of a weapon, as defined in the school handbook;
- f. any incident involving domestic abuse, dating violence, or a violation of M.G.L. c. 209A order;
- g. any incident involving the serious physical or sexual abuse of a child (in addition to a report filed with the Department of Social Services);
- h. any incident involving an actual or suspected hate crime or violation of civil rights;
- i. any incident resulting in significant damage to municipal or private property;
- j. any bomb threat, fire, threatened or attempted fire setting, threatened or attempted use of an explosive device or hoax device;
- k. any creation or possession of a "hit list" of individuals targeted for violence or death;
- l. any threat, direct or indirect, against a student, school personnel or other school employee;
- m. any incident of "hazing", involving a threatened or actual risk of physical or emotional harm to a student;
- n. any sexual assault, rape or incident of gender-based harassment.



SECTION V ADDITIONAL INFORMATION

Change of Address and Other Pertinent Information

You must contact the Counseling Department immediately for any change in address or custody/guardianship. For changes to other contact information, please update the Emergency Information

section of the PowerSchool Parent Portal (see PowerSchool Access).

CORI (Criminal Offender Record Information) Checks

The law requires schools to obtain all available criminal offender record information about any and all volunteers and employees, including all students 18 years and older, who “may have direct and unmonitored contact with pupils” under the schools’ supervision. Forms are available in the Administrative Office.

Driver’s Education

The big advantage to taking driver’s education is that a student is allowed to obtain his/her license at age 16 1/2 instead of 17. Of course, to obtain the license early, a student must fill out several forms, make duplicates of each, and send them to the Registry of Motor Vehicles. Most students take Driver’s Education. Driver’s Education is offered by Acton Boxborough Community Education, and a student must be 15 years and 9 months old to sign up. Driver’s Education first consists of 30 hours of classroom instruction. Then, after receiving a permit (at age 16), the student has 12 hours of actual driving with an instructor and 6 hours of “observation,” that is, watching another student drive around. Driver’s Education is also offered by private companies. After completion of a Driver’s Education program, application can then be made for the license at the Registry of Motor Vehicles. Changes in Driver’s Education requirements are subject to changes in state law.

Guests

In order to have a guest at the school, students must obtain permission in advance from their teachers and an administrator. Students should pick up the Visitors Procedures Form at the main office. This must be completed and approved in advance. All guests must sign in at the Main Office and wear a visitor’s pass while in the building. Students are not to bring guests during testing periods.



No School

In case of a school closing or delayed opening, we will initiate a ConnectEd call generally by 6AM. In addition, major radio and television stations will be notified for “no school” and “delayed opening” announcements. Information will be posted on our web site, <http://ab.mec.edu> as soon as possible.

In the case of a school closing, we do not skip a day in the six day cycle. For example, if there is a snow day on Day A, the day we return will be Day A.

Residency

Students are required to live in Acton or Boxborough in order to attend ABRHS. Exceptions are made through School Choice, homelessness, and special circumstance as approved by the Principal and the School Committee. All students are expected to maintain accurate home address information through the registrar.

Social Security Applications

Most employers require that employees have social security cards when reporting for work. An application for a social security number may be made to Social Security Administration, 10 Kearney Square, Lowell, MA. Application cards may be obtained from the Counseling Department.

Soliciting From the Staff

Requests to staff members for donations of food and money as well as the purchase of tickets and chances by representatives of the various classes, teams, and outside organizations shall be made by the organization’s president, secretary, or authorized representative to the Teachers’ Association President, or to the Principal. Students are not to solicit donations directly from teachers or other school department employees. This includes fundraising for the school or any related activities.

Withdrawing from School

If you decide to leave school, either for work or any other reason, you must get a withdrawal form from the Administrative Office. This must be signed by the Principal, your counselor, all of your teachers, the nurse, the librarian, and returned to the Administrative Office. All books must be returned to your teachers. Any student withdrawing from school must be at least 16 years old and have written permission from parents if under 18 years old.

Work Permits

Under Massachusetts law a certificate showing the applicant’s age and education is required for employment of a person under age 18. Work permits may be obtained from the Counseling Department.

APPENDIX 1

ACTON-BOXBOROUGH REGIONAL SCHOOLS

EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL

PREAMBLE

This agreement, among students, their parents or guardians and the Acton-Boxborough Regional Schools, is designed to serve several purposes. It is intended to influence students to make wise and legally sound decisions. It is also designed:

- To help ensure the physical and mental health of students.
- To enable student athletes and leaders to set an example of responsible behavior.
- To promote zero-tolerance of under-age (21 years) drinking, as defined by **federal and state laws**, as well as of the use of illegal and harmful chemical substances among our youth.
- To bind the community together in support of its students.

This agreement was first developed by the Massachusetts Interscholastic Athletic Association (MIAA), and was created pursuant to the rules of the MIAA. Our high school and junior high school membership in this association allows our athletic teams to compete in the Dual-County League. To maintain membership, we must adhere to and enforce the MIAA policy.

RULE

During the school year or from the first day of practice, if earlier, a student shall not, regardless of the quantity, use or consume, possess, buy, sell or give away any beverage containing alcohol*, any tobacco product, marijuana, steroids or any controlled substance as defined under Mass. General Laws, Ch. 90D, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like, sometimes referred to as "huffing." This policy includes products such as "NA or near beer".

*The use of wine or an alcoholic beverage for religious observances does not violate this agreement.

PENALTIES

FIRST VIOLATION

When the coach and/or athletic director and/or school administration find that a student has violated the above rule, the student shall lose eligibility to participate in his or her particular athletic activity. The student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season during which the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating 25% of the interscholastic contests in that season. Parents(s)/guardians(s) and counselors will be notified of such finding and the resulting action as soon as possible.

A student charged with violation of the above rule will first be given the opportunity to be heard and to present evidence in his or her defense before a finding for or against a student is made.

**ACTON-BOXBOROUGH REGIONAL SCHOOLS
EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL**

A student may appeal a finding against him or her by following the procedure outlined in Section III of the ABRHS Student Handbook.

LEADERSHIP RULE

If a student is serving in a leadership position at ABRHS at the time of a violation, the student will be immediately removed from that position for the remainder of the term of service. If that student would like to be eligible for a future leadership position at any time during his/her high school career, he/she must receive permission from the principal prior to the election or nomination. The principal (or his/her designee) will schedule a hearing to determine eligibility. During the hearing, the student will need to explain what he/she has learned from the experience, how he/she will prevent other students from engaging in this behavior, and why despite the infraction he/she should still be considered. In making the decision, the principal (or his/her designee) will consider the nature of the violation, the overall discipline record, reports from other school personnel, and the student's level of reflection. No student who has been in violation of the chemical health agreement may enter an election or nomination process without explicit, written permission of the principal.

SECOND AND SUBSEQUENT VIOLATIONS

If a student is found to have violated the above rule a second or subsequent time, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season during which the violation occurs. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating 60% of the interscholastic contest in that season. Parents(s)/guardian(s), counselors and the ABRHS Student Assistance Team will be notified of such finding as soon as possible.

Upon the finding of a second or subsequent violation, the student may of his/her own volition become a participant in an approved chemical dependency program or treatment program. The student may be certified for reinstatement in MIAA activities after a minimum of 40% of the interscholastic contests in that sport. The director or a counselor of a chemical dependency treatment center must issue such certification. Such a program and certification must be confirmed and approved by the ABRHS Student Assistance Team. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating the 40% of the interscholastic contest in that season. Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the students next season of actual participation, which may affect the eligibility status of the student during the next academic year.

It is recommended that the student be allowed to remain at practice.

The first time a student athlete signs this agreement, he or she is considered to be bound by the agreement for his or her entire athletic career at the Acton-Boxborough Regional School System. However, each year the student athlete and parent must sign the agreement as reaffirmation of acceptance of the terms of the agreement.

**ACTON-BOXBOROUGH REGIONAL SCHOOLS
EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL**

This agreement is reviewed yearly by the Local Alcohol and Drug Abuse Task Force of the Acton-Boxborough Regional Schools. A copy of the agreement can be obtained from the principal's office of the Acton-Boxborough Regional High School or the R.J. Grey Junior High School.

SIGNATURES

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences for my failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - ATHLETICS SENIOR HIGH SCHOOL.

Date _____
Student's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences for my child's failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL. I further certify that I am the legal guardian of the above-named student and that I am a legal resident of the Town of _____.

Date _____
Parent or Guardian's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL - and I understand its provisions, terms and consequences. By signing my name below I agree to support this student in her/his effort to understand and comply with this agreement.

Date _____
Captain's Signature

Date _____
Coach's Signature

Reviewed by School Committee June 15, 1995, Revised June 6, 1996; March 24, 1997; February 1999; February 2000; June 2005

APPENDIX 2

ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - Senior High

To be Used For Any School-Sponsored Activity *

TO THE STUDENT:

This agreement between you, your parent(s)/guardian(s), and the Acton-Boxborough Regional Schools is designed to serve several purposes. It is intended to influence students to make wise and legally sound decisions. It is designed:

- To help ensure the physical and mental health of students;
- To enable participating students and student leaders to set an example of responsible behavior;
- To promote zero-tolerance of under-age (21 years) drinking, as well as the use of illegal and harmful chemical substances among our youth;
- To bind the community together in support of its students' health.

RULE

During the school year, or from the first meeting of an extra-curricular activity, a student involved in this activity shall not, regardless of quantity, use or consume, possess, buy, sell or give away any beverage containing alcohol, **marijuana, steroids or any controlled substance as defined under Mass. General Laws, Ch. 90D, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like, sometimes referred to as "huffing". Students using tobacco products within 100 feet of the school property (as described by Mass. General Laws, Ch. 71 Section 2A and 37H) will be subject to penalties of this agreement. Smoking or any use of tobacco products is also prohibited during all school activities off school property.

* Students involved in athletics should see "Extracurricular Agreement – Athletics."

** The use of wine or an alcoholic beverage for religious observances does not violate this agreement.

CONSEQUENCES

FIRST VIOLATION:

When the extra-curricular activity's advisor or director and the school administration find that a student has violated the above rule, the student shall lose eligibility to participate in any and all activities for a period of two weeks. Activity advisors, parent(s)/guardians(s), counselors and the Acton-Boxborough Regional High School Student Assistance Team will be notified of such finding and the resulting action as soon as possible

LEADERSHIP RULE

If a student is serving in a leadership position at ABRHS at the time of a violation, the student will be immediately removed from that position for the remainder of the term of service. If that student would like to be eligible for a future leadership position at any time during his/her high school career, he/she must receive permission from the principal prior to the election or nomination. The principal (or his/her designee) will schedule a hearing to determine eligibility. During the hearing, the student will need to explain what he/she has learned from the experience, how he/she will prevent other students from engaging in this behavior, and why despite the infraction he/she should still be considered. In making the decision, the principal (or his/her designee) will consider the nature of the violation, the overall discipline record, reports from other school personnel, and the student's level of reflection. No student who has been in violation of the chemical health agreement may enter an election or nomination process without explicit, written permission of the principal.

SECOND AND SUBSEQUENT VIOLATIONS:

When the advisor or director and school administration confirm that a second or subsequent violation has occurred, and following an opportunity for the student to be heard, the student shall lose eligibility to participate in all extra-curricular activities for the next twelve (12) weeks. Parent(s)/guardian(s), counselor and the Acton-Boxborough Regional High School Student Assistance Team will be notified as soon as possible.

If the student, on her/his own volition, becomes a participant in an approved chemical dependency treatment program, the student may be certified for reinstatement in her/his extra-curricular activities after a minimum period of six (6) weeks. Such a program must be recommended and approved and the subsequent certification confirmed by the Student Assistance Team.

Consequences shall be cumulative only during one academic year. A period of consequences will extend into the next academic year if the consequences are not met during the current school year.

It is recommended that a student involved in Proscenium Circus, Band, and Academic Teams be allowed to attend rehearsals or practices in a non-participatory fashion while he/she is meeting the consequences of his/her violation.

The first time a student signs this agreement, he/she is considered to be bound by the agreement for the rest of his/her involvement in the extra-curricular activities offered in the Acton-Boxborough Regional School system. However, each year the student, parent, and activity advisor must sign the agreement as reaffirmation of acceptance of the terms of the agreement.

This agreement is reviewed yearly by the Local Alcohol and Drug Abuse Task Force of the Acton-Boxborough Regional Schools. A copy of the agreement can be obtained from the principal's office of the Acton-Boxborough Regional High School.

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
SENIOR HIGH EXTRA CURRICULAR AGREEMENT**

SIGNATURES

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS' EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL - and I understand its provisions, terms and consequences for my failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL.

Date

Student's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL- and I understand its provisions, terms and consequences for my child's failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL. I further certify that I am legal guardian of the above-named student and that I am a legal resident of the Town of _____

Date

Parent or Guardian's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL- and I understand its provisions, terms and consequences. By signing my name below I agree to support this student in her/his effort to understand and comply with this agreement.

Date

Faculty Advisor/Director

Reviewed by School Committee June 6, 1996. March 24, 1997; February. 1999; February 2000.

APPENDIX 3

MASS GENERAL LAWS CHAPTER 71, SEC. 37 H

SCHOOL POLICIES AND DISCIPLINE (INCLUDING REGULATIONS ON STUDENT HANDBOOKS, WEAPONS, SMOKING, EXPULSION)

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

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

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Mass. General Laws Chapter 71, Section 37H, as amended by Section 36 of Chapter 71 of the Acts of 1993 (the Education Reform Act), and further amended by Section 1 of Chapter 380 of the Acts of 1993.

APPENDIX 4

MASS GENERAL LAWS CHAPTER 71, SEC. 37 H 1/2

FELONY COMPLAINT OR CONVICTION OF STUDENT; SUSPENSION; EXPULSION; RIGHT TO APPEAL Section 37H1/2. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the

student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

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

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

APPENDIX 5 POLICY PROHIBITING HARASSMENT - STUDENTS

The Acton Public and Acton-Boxborough Regional Schools are committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, and disability. Such harassment in the workplace or school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors, and other individuals in school or at school-related events. Further, any retaliation against an individual who has complained about harassment or against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated.

Definitions

Harassment includes communications such as jokes, comments, innuendoes, notes, e-mails, voice mails, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, gender, disability, age, sexual orientation, or disability, when such communications or conduct is sufficiently serious to deny or limit the ability of a student to participate in or benefit from the educational program or the ability of a staff member to perform his/her duties.

By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person; therefore, individuals should consider how their words and actions might be viewed by other individuals.

PROCEDURES FOR DEALING WITH HARASSMENT COMPLAINTS – STUDENTS

Complaints

A student who believes that he/she is the victim of harassment should report the matter to a teacher, counselor, or administrator who in turn will notify the principal or assistant principal in the school. As an alternative, a student may report directly to the Director of Pupil Services. Notice of each school's complaint managers will be posted in a prominent location in the school.

A student may also file a complaint alleging harassment by contacting:

Liza Huber, Director of Pupil Services
Acton Public/Acton-Boxborough Regional Schools
16 Charter Road, Acton, MA 01720
978-264-4700

If a student does not wish to discuss the issue with other school staff or feels that the staff is not addressing the problem in an effective manner, the student should contact the Superintendent of Schools at 16 Charter Rd., Acton, MA 01720, telephone 978-264-4700. The Director of Pupil Services as listed above is also available to provide information about this policy and the Acton Public/Acton-Boxborough Regional Schools' complaint process.

Investigation and Closure of a Complaint

The Acton Public/Acton-Boxborough Regional Schools urge all individuals in the school community to bring any complaint of harassment to the attention of school personnel so that they can resolve the issue. The Acton Public/Acton-Boxborough Regional Schools will promptly investigate every complaint, observing all relevant state and federal laws and regulations and school system policies and procedures, as well as applicable contractual requirements. If it is determined that harassment has occurred, the Acton Public/Acton-Boxborough Regional Schools will take appropriate action to end the harassment and to ensure that it is not repeated.

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Director of Pupil Services, Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622

Retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation is unlawful and prohibited.

Penalties

Persons who engage in harassment or retaliation will be subject to termination/expulsion or other sanctions as determined by the School Administration and/or School Committee, subject to applicable school system policies and procedures, as well as applicable contractual requirements.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Acton Public/Acton-Boxborough Regional Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse.

It should be noted that while this policy sets forth the goal of the Acton Public/Acton-Boxborough Regional Schools in promoting a work and educational environment that is free of harassment based upon race, color, religion, national origin,

age, gender, sexual orientation, and disability, the policy is not designed or intended to limit the authority of school officials to discipline or take remedial action for conduct which is deemed unacceptable, regardless of whether that conduct satisfies the definition of harassment.

References

State agencies that enforce laws prohibiting harassment or receive complaints thereunder include the Massachusetts Commission Against Discrimination (MCAD), which is located at One Ashburton Place, Boston, MA 02108, telephone (617) 727-3990 and the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148-5023 (telephone (781) 338-3300).

Federal agencies responsible for enforcing federal laws prohibiting harassment include the Equal Employment Opportunity Commission, One Congress Street, Boston, MA 02109, telephone (617) 565-3200, TDD Users (617) 565-3204, and the U.S. Department of Education, Office for Civil Rights (OCR), 33 Arch Street, Suite 900, Boston, Massachusetts 02110, telephone (617) 289-0111, fax (617) 289-0150.

APPENDIX 6 SEXUAL HARASSMENT

The school district is committed to providing an educational environment that is free of sexual harassment. Sexual harassment compromises professional relationships and undermines the quality of the education environment. Sexual harassment is completely unacceptable and will not be tolerated in any form in the school systems.

The condoning of sexual harassment or the retaliation against an individual because he or she complains of sexual harassment or because he or she assists in the investigation of a complaint of sexual harassment is also prohibited.

A. Sexual Harassment

Employees, volunteers, contractors and students are prohibited from making unwelcome sexual advances or requests for sexual favors and from engaging in any other verbal or physical conduct of a sexual nature when those advances, requests or conduct have a purpose or effect of unreasonably interfering with the education of a student or the working environment of any employee of the school by creating an intimidating, hostile, humiliating or sexually offensive educational or working environment. Prohibited behaviors include, but are not limited to, leering, pinching, grabbing, suggestive verbal comments, off-color jokes, and pressure for sexual activity.

B. Sexual Conduct Toward Students

It is also a violation of the school district policy for any school employee, volunteer or contractor to make any sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature toward a student, whether or not unwelcome.

It is the policy of the School Committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. These steps or procedures are designed to correct, remedy and discipline violations of the policy.

COMPLAINT AND INVESTIGATION PROCEDURES

If any student, employee, volunteer or contractor believes that he/she has been subjected to any form of sexual harassment, the individual should report the incident as promptly as possible (but no later than six months from the time of the incident.) A student should report the matter to a teacher or administrator with whom the student feels comfortable. An employee or volunteer should report the matter to the immediate supervisor or another administrator. A contractor should report to an administrator. The report should be written down immediately.

A complaint of sexual harassment by a student, or by a parent on the student's behalf, may also be made to any counselor or teacher. The report should be in writing. A counselor or teacher who receives such a complaint will notify the appropriate administrator to initiate an investigation.

At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. Either party may discuss the issue directly with the Superintendent.

The Title 9/622 Coordinator or Superintendent's designee will thereafter investigate the complaint and present findings to the Superintendent and the complainant within 15 days of receipt of the written complaint.

If the complainant is not satisfied with the response, he/she may submit a written appeal to the Superintendent within five days. The appeal should contain the specific reason why the complainant is dissatisfied with the response. The nature of the complaint, the parties involved, and the relief sought should also be delineated in the appeal. The Superintendent will consider the appeal and respond to the complainant after receipt of the appeal, normally within 15 days of receipt.

DISCIPLINARY ACTION

Any employee, volunteer, contractor or student found to have engaged in any form of sexual harassment will be subject to disciplinary action. In the case of a student, disciplinary action may include suspension and/or exclusion from school. In the case of an employee, disciplinary action may include suspension and/or dismissal. In the case of a volunteer or contractor, his/her services may be terminated.

Victims of sexual harassment are encouraged to find relief and closure through counseling service provided by the school district. Individuals who have been found to have engaged in sexual harassment may be required to seek counseling and provide documentation of involvement in a therapeutic intervention program as part of the disciplinary action.

APPENDIX 7

SEX EDUCATION PARENT NOTIFICATION POLICY

Pursuant to Chapter 291 of the General Laws of Massachusetts, the School Committees direct the Superintendent to ensure timely parental/guardian notification of any curriculum used in the Acton Public or Acton-Boxborough Regional Schools which primarily involves human sexuality issues or human sexual education.

This policy allows parents/guardians the flexibility to exempt their children from any portion or completely from the curriculum being offered. The Committees want to encourage the flow of information while recognizing the rights of parents.

The following courses may contain human sexuality issues or human sexual education:

Fundamentals of Science	
Senior Seminar	Anatomy and Physiology
Health/Fitness	Bioethics
Biology	Advanced Placement Biology

Parents with questions should contact the school nurse or Health Education Coordinator in order to review the material.

SEX EDUCATION

PARENT NOTIFICATION PROCEDURES

1. Central Office/Principals will notify parents in writing, through newsletters and posting, in advance, so that parents may review the materials that will be used. Parents should call the school nurse or Health Education Director in order to review the material.
2. Parents must write a letter to their child's Principal exempting them from participation.
3. No child exempted shall be penalized.
4. The school will determine which alternative experience will be offered.
5. Any appeal of decisions made should follow the Acton and Acton-Boxborough appeals process.

APPENDIX 8

MASSACHUSETTS GENERAL LAWS -CHAPTER 269

C.269, S.17.Crime of Hazing: Definition: Penalty

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or any other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage or drug or other substance, or an other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1995, c.536; amended by St. 1987, c.665.

C. 269, S.18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement Official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St.1985.c.536, amended by St.1987, c.665.

C.269.5.19, Hazing Statutes to Be Provided: Statement of Compliance and Discipline Policy Required

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

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

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

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

board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report. Added by St. 1995, c.536; amended by St. 1987. c.665.

APPENDIX 9 ACADEMIC INTEGRITY PROCEDURE

Academic integrity is integral to a successful academic experience and important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of an intellectual community and depreciates the achievements of the entire educational community.*

In accordance with our mission statement, the Acton-Boxborough Regional High School believes in the academic, social, and ethical well being of our students. We expect our students to submit original work and to document sources appropriately. Attempted academic dishonesty, even if unsuccessful, will be treated as an academic infraction. While most students do adhere to the ethical practices discussed herein, the following procedure was developed in an effort to foster, teach, and encourage appropriate ethical behavior for all students.

I. Definitions of Academic Integrity Infractions

- A. **Cheating:** An act or attempted act by which a student deceives, acts dishonestly, or misrepresents work that he/she has produced on an academic exercise; or attempts to, or assists another to misrepresent his/her work. Cheating *includes but is not limited to* the following examples:
- 1) Providing or receiving information about all or part of an exam, including answers (e.g., telling or texting someone in a subsequent period what was on your exam, or being told this information);
 - 2) Copying from others;
 - 3) Collaborating on a test, quiz, homework assignment, or project with others without authorization;
 - 4) Using unauthorized materials to complete an exam or assignment;
 - 5) Programming of notes, formulas, or other aids into a programmable calculator, electronic dictionary, or other electronic device without prior authorization;
 - 6) Using a communication device such as a cell phone, pager, PDA, or electronic translator to obtain or share unauthorized information before, during, or after an exam;
 - 7) Using online resources such as websites or e-mail while completing an online exam or in-class writing assignment without the permission of the teacher;
 - 8) Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own;
 - 9) Taking an exam for another student or permitting someone else to take a test for you;
 - 10) Allowing others to do research, writing, or completion of an assignment; e.g.,
 - a) Using the services of a commercial term paper company,
 - b) Using the services of another person (family member, tutor, content expert, native speaker, etc.) inappropriately, without acknowledgement;
 - 11) Submitting substantial portions of the same academic work for credit in more than one course without consulting the second teacher;
 - 12) Using invented information or the falsification of research or other findings;
 - 13) Submitting a paper or other academic exercise of false or fictitious data, or deliberately and knowingly distorting the true nature, origin, or function of such data;
 - 14) Changing, altering, or being an accessory to the changing, or altering of a grade or an answer on a graded test or assignment;
 - 15) Gaining or providing unauthorized access to examination materials;

- B. **Plagiarism:** The inclusion of another's words, ideas, data, or artistic productions as one's own work. This covers unpublished as well as published sources.

Plagiarism includes but is not limited to the following examples:

- 1) Quoting another person's words, sentences, paragraphs, or entire work without acknowledgment of the source;
- 2) Utilizing another person's ideas, opinions, theory, or structure without acknowledgment of the source;
- 3) Using resources on a task that is to be completed without resources;
- 4) Listing sources in a bibliography not used in the academic exercise;
- 5) Submitting as your own any academic exercises prepared totally or in part by another, when collaboration is permitted; (The acceptable terms of the collaboration and expectations for each student in the collaborative group will be determined by the teacher.)

II. CONSEQUENCES OF ACADEMIC INTEGRITY INFRACTIONS

- A. If the teacher suspects that a student has committed an academic integrity infraction, the teacher meets with the student to discuss the infraction.
- B. Disciplinary action will be taken commensurate with the offense. All warnings and violations will be reported to the Academic Integrity Board, relevant Department Leader, and Assistant Principal. The teacher will determine if an infraction will result in a warning or a violation. A *warning* is a minor infraction, whereas a *violation* results in more serious consequences. The National Honor Society advisor will be informed about multiple **warnings** a student receives. Any **violation** form that is submitted to the Academic Integrity Board will also be submitted to the National Honor Society advisor. As a result, the student may not be eligible for academic awards, or may have membership for National Honor Societies reviewed and/or rescinded. Chronic violations may result in documentation in the student's temporary record.

Range of consequences include:

- A verbal warning to the student and a written warning form submitted to the Academic Integrity Board.
- A grade reduction on the assignment or assessment; a written warning or violation form submitted to the Academic Integrity Board;(if violation form is submitted, teacher will notify parent/guardian);
- A grade of zero (0) for the assignment or assessment with no opportunity to make up the work in any way, including extra credit work; a violation form submitted to the Academic Integrity Board; teacher will notify parent/guardian.

III. STEPS FOR TEACHERS TO SUBMIT AN INFRACTION

- 1) Discuss the infraction with the student.
- 2) Submit on-line Academic Integrity Infraction form. In the case of a warning, the form will be sent electronically to the student's Assistant Principal and Academic Integrity Board. In the case of a violation, the student's counselor and a National Honor Society advisor will also be notified.
- 3) Print a copy and give to the student.
- 4) Notify your Department Leader that an Integrity Violation Form has been submitted including relevant student information.
- 5) For a violation, the teacher must call the parent/guardian.
- 6) Teacher will retain copies of original assignment(s), submitted work, and any pertinent materials that show evidence of cheating/plagiarism.
- 7) After the third *cumulative* warning across subjects, and for each warning thereafter, a phone call will be made to parent/guardian by a member of the Academic Integrity Board.
- 8) If an appeal is filed, the Academic Integrity Board will ask for this paperwork.

IV. STEPS FOR STUDENTS TO SUBMIT AN APPEAL

- A. If a student denies the charge or questions the consequence(s) of the academic integrity infraction, the student may request an appeal with the Academic Integrity Board. The due process rights of students will be ensured.
- B. The student must follow the steps below:
 - 1) The student must complete an appeal form located in the library explaining the circumstances surrounding the infraction/ incident.
 - 2) The student must submit the appeal form to the Chairperson of the Academic Integrity Board within two (2) weeks of receiving an infraction notification. +

+ If the student chooses not to submit a written letter of appeal within two (2) weeks, the student forfeits the opportunity to appeal.

- 3) After the appeal is reviewed by the Academic Integrity Board, the student will be called to appear before the Board for a hearing regarding his/her appeal. The student may be accompanied by parent/guardian or school counselor.
- 4) After the hearing, the Board will determine if the conduct warrants an infraction, and if the infraction requires the filing of a warning or a violation. If the Board finds in the favor of the student, the infraction will be removed from the file, and there will be no record of the infraction on the student's temporary record.
- 5) The decision of the Board may be appealed to the Principal within five (5) school days.

V. ROLES AND RESPONSIBILITIES OF THE ACADEMIC INTEGRITY BOARD

- A. The Academic Integrity Board reviews and revises policy regarding academic integrity, collects and maintains all documentation pertaining to infractions and appeals, and hears appeals.
- B. The Academic Integrity Board is comprised of faculty members, a school counselor, an Assistant Principal, and a Department Leader.
- C. When the Board receives a written letter of appeal from a student the Board will
 - 1) Review the letter.
 - 2) Contact the teacher for documentation.
 - 3) The Board may interview other staff or students related to the infraction.
 - 4) Notify the student, the student's parents/guardians, school counselor, and Assistant Principal of the appeal date+.
- D. A minimum of five (5) Board members including an Assistant Principal will convene for the appeal.
- E. The disciplinary consequences and outcome of the hearing will be delineated in writing to the student, counselor, Assistant Principal, and parents by the Chairperson of the Academic Integrity Board.

Acknowledgements:

*Used with permission March 2007 from the Office of Student Conduct and Conflict Resolution, "Academic Honesty and Integrity Policy", Northeastern University, Boston, MA. 2007.

[url:http://www.neu.edu/osccr/policy.html](http://www.neu.edu/osccr/policy.html)

The Academic Integrity board received permission from Staples High School administration to use their "Code of Conduct" as a template for our own Academic Integrity Procedure, March 2007.

Committee Members:

Jim Marcotte, Assistant Principal
Steven Hitzrot, Counseling Department
Diane Cileo, Librarian; Committee Co-Chair
Laura Hirshfield, English; Committee Co-Chair
Nancy Hall, Mathematics
Susan Michelson, World Language
Jane Reynolds, English
Erica Cohen, Special Educator
Laura Watkins, Social Studies
Pat Garrison, English as a Second Language

APPENDIX 10

JICFB

Acton Public Schools and Acton-Boxborough Regional School District **BULLYING PREVENTION AND INTERVENTION POLICY**

The Acton Public Schools and the Acton-Boxborough Regional School District (hereinafter referred to as “The District”) recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District expects that all members of the school community will treat each other in a civil manner with respect for differences and strives to provide and maintain safe and supportive learning and working environment for all students and employees. The District will not tolerate any unlawful or disruptive behavior that causes physical or emotional harm and absolutely prohibits bullying, cyber-bullying and retaliation. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians, and students, including conduct between/among all parties.

Bullying behaviors are persistent, pervasive or chronic which intimidate and/or intentionally harm or threaten to harm someone in a physical/emotional manner. Bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student’s education, threatens the overall educational environment, and/or substantially disrupts the operation of the school. These behaviors include maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual’s possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability.

The School Committees expect administrators and supervisors to make clear to students and staff that bullying behaviors (as defined above) in the school building, on school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions will not be tolerated. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment.

Furthermore, the Districts will immediately investigate allegations of bullying, including cyberbullying, intimidation, and/or harassment. The Principal of each building, or his/her designee, will be responsible for responding to all complaints by students alleging harassment, including bullying, in accordance with harassment. If it is determined that bullying has occurred, the Principal and/or designee will: 1) determine what remedial action is required, if any, and 2) determine what

responsive actions and/or disciplinary action is necessary. In this regard, schools will remain sensitive to the confidentiality of all parties, but may not be able to preserve fully the confidential nature of the allegation.

All schools in Acton and Acton-Boxborough will include a bullying prevention and intervention plan that is proactive and educational, in keeping with the guidelines published by the Department of Elementary and Secondary Education. The district is committed to supporting each school in their adoption of a school-wide bullying prevention and intervention program by providing the necessary funding, training and staff time. Each school is directed to develop or adopt a research based bullying prevention curriculum that include the major components listed in the Bullying Prevention and Intervention procedures. Additionally, bullying prevention and intervention will include a team approach for the systematic tracking, monitoring and evaluation of the school based Bullying Prevention program with special emphasis on analyzing incidents for systemic intervention at the school building level and the school system at large.

Each Team will:

- Consist of members appointed by the principal including but not limited to the following constituents: Building Principal or Assistant Principal, Teacher representative(s), Counselor/Psychologist/Special Educator.
- Additional collaboration from Pupil Services administration and/or School Nurse.
- Meet a minimum of two times during the school year.
- By the beginning of the school year:
 - o Distribute Policy and procedures to all students, parents, faculty and staff (student handbook, annual written notice, website, employee handbook, etc.)
 - o Notify the Superintendent of Schools in writing of their school's compliance with this Policy and submit a copy of the bullying prevention and intervention procedures adopted for each school.
- Yearly, monitor and review the effectiveness of the Bullying Prevention and Intervention Procedures.
- By June of each year, provide a brief annual summary to the Superintendent of Schools regarding the implementation of the Bullying Prevention and Intervention Policy with recommendations for building based enhancements/improvements.

The Superintendent or designated representative has operational responsibility for the Districts' implementation of the Bullying Prevention and Intervention Policy.

File: IBA, ADA

CROSS REFS.: AC, Nondiscrimination

ACAB, Sexual Harassment

JICFA-E, Hazing

Acton Public Schools and Acton-Boxborough Regional School District

Acton Public/Acton-Boxborough Regional Schools

16 Charter Road

Acton, MA 01720

Telephone: 978-264-4700

Bullying Prevention and Intervention Plan

Acton Public/Acton-Boxborough Regional Schools

December 2, 2010

Revised March 18, 2011

In June 2008, the Acton Public/Acton-Boxborough Regional Schools established a Bullying Prevention and Intervention Task Force, including parents, guardians, teachers, administrators, counselors, and law enforcement. As a committee, our goal was to ensure ownership for our Bullying Prevention and Intervention Plan, reflecting a safe environment built on respect for differences and comprehensive in scope. This document will be posted on the Acton Public/Acton-Boxborough Regional Schools website and be distributed to community partners for public access. The Acton Public/Acton-Boxborough

Regional Schools Bullying Prevention and Intervention Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. 71, § 15

File: JICFB-R

Acton Public Schools and Acton-Boxborough Regional School District
BULLYING PREVENTION AND INTERVENTION PLAN

Statement of Purpose:

The Acton and Acton-Boxborough Schools is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of the District's comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

In order to reach this systemic goal, leadership at all levels will play a critical role in the development and implementation of Bullying Prevention and Intervention Plan ("Plan") in the context of the District's and school and community efforts to promote a positive environment (wellness, safety initiatives, demographic study, etc.), through public involvement in developing the Plan, assessing needs and resources, and planning and oversight.

The Plan was developed in consultation and collaboration with teachers, school staff, professional support staff, administrators, community representatives, including parents and/or guardians, and local law enforcement agencies. A task force was developed which represented a wide variety of positions to make our plan representative of all constituencies. Notice and public comment period was afforded before adoption of the policy voted on by the respective School Committees.

This Plan was part of the District's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of our other initiatives listed above. School leaders, with input from home and school, assessed the adequacy of current programs, reviewed current policies and procedures, reviewed available data on bullying and other behavioral incidents, and assessed available resources (and funding) for curricula options, training programs, and behavioral health services. As part of this review, we have set priorities for the review of School Committee policies and subsequent procedures that affect these initiatives that promote a safe environment. Extensive collaboration is done with our community law enforcement agency.

Consequently, this Plan is a comprehensive approach to addressing bullying and cyber bullying, and the District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. Major components include:

- Development of a community culture that publicly communicates that bullying is unacceptable in any form.
- Commitment to creating a safe and supportive environment for vulnerable populations in the school community.
- Commitment to a pro-social, research-based curriculum and/or program that promotes positive peer relations.
- Commitment to addressing the needs of the victim concurrently with the on-going investigation and response to the bully.
- Annual discussion of the Bullying Prevention and Intervention Plan with students (no later than October 1st of each year).
- Adequate supervision of students to address bullying prevention and intervention.
- Ongoing training and support of teachers and school staff in the use of proactive and effective strategies for responding to bullying and supporting bystanders and victims
- Systematic review of the overall bullying prevention and intervention approaches used by the school.

As required by M.G.L. c. 71, § 370, this Plan was developed with various constituencies; Acton and Acton-Boxborough administrators, faculty and staff, interested community representatives, students, parents, guardians, and the Acton and Acton-Boxborough School Committees. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The Principals are responsible for the implementation and oversight of the Plan at their respective buildings.

Definitions:

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c.71 § 370, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of the school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c.71 § 370 for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71 § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Relationship to Other Laws:

Consistent with state and federal laws, and the policies of the District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in this Plan prevents the District from taking action to remediate discrimination or harassment based upon a person's membership in a legally protected category under local, state, or federal law, or the District's policies.

Additionally, nothing in this Plan is designed or intended to limit the authority of the school or district to take disciplinary action under M.G.L., c.71, §§ 37H or 37H1/2, other applicable laws, or District policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Moreover, bullying behaviors are persistent, pervasive or chronic which intimidate and/or intentionally harm or threaten to harm someone in a physical/emotional manner. Bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts or gestures or any combination thereof, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student's education, threatens the overall educational environment, and/or substantially disrupts the orderly operation of the school.

These behaviors include physical or emotional harm to the target or damage to the target's property, placing the target in reasonable fear of harm to himself or herself, or of damage to his or her property, creating a hostile environment for the target, or infringing on the rights of the target at school. Specific examples include but are not limited to maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual's possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment,

intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability. Retaliation is prohibited and includes any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians, and students, including conduct between/among all parties.

Peer conflict involves disagreement and oppositional interactions which are situational, immediate, and developmentally appropriate. These latter behaviors, with adult guidance and modeling, assist in developing new skills in social competency, learning personal boundaries and conflict resolution strategies.

As defined in the Bullying Prevention and Intervention Policy, bullying can be any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:

- a. Placing a student, school volunteer or school employee in reasonable fear of harm to his or her emotional or physical well-being or damage to his or her property,
- b. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the victim,
- c. Interfering with a student, school volunteer or school employee having a safe environment that is necessary to facilitate educational achievement, opportunities or benefits,
- d. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school employee, or school volunteer,
- e. Infringing on the rights of the other student, school volunteer or school employee at school, or
- f. Materially and substantially disrupting the education process or the orderly operation of a school.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

A. Planning and Oversight:

The building principal or designee is ultimately responsible for the following tasks under the Plan:

- a. Receiving reports on bullying or retaliation;
- b. Collecting and analyzing school-wide data on bullying to assess the present level of need and measure improved outcomes;
- c. Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- d. Implementing the ongoing professional development that is required by law;
- e. Identifying support strategies that respond to the needs of targets and aggressors;
- f. Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- g. Amending the student and staff handbooks and codes of conduct; and,
- h. Leading the parent or family engagement efforts and drafting parent information materials.

The Director of Technology will be responsible for updating the Acceptable Use Policy.

B. Reporting Potential Bullying or Retaliation:

A culture of openness is considered the most effective means for countering bullying behavior. It is the responsibility of each member of the school community: students, staff and parents to report instances of bullying or retaliation, with the understanding that such reports will be listened to and taken seriously.

- a. Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying or retaliation shall immediately report it to the principal or designee. School employees also include custodians, cafeteria workers, recess, bus monitors and drivers.
- b. Oral reports made by or to a staff member shall be recorded in writing.

c. The District will make a variety of reporting resources available to the school and home community including, but not limited to, an incident reporting form, a voice mailbox, a dedicated mailing address and an email address. Reports of bullying and/or retaliation, reported by students, parents or guardians, or others, may be made anonymously but no disciplinary action will be taken against an alleged aggressor solely on the basis of these anonymous reports.

C. Responding to Potential Bullying or Retaliation:

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target.

The Principal or designee will take steps to promote safety during the course of and after the investigation, as necessary for all parties involved.

The Principal or designee will implement appropriate strategies for protecting a student who has reported bullying or retaliation, a student who has witnesses bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

D. Investigative Procedures for Potential Bullying or Retaliation:

Each school is required to investigate in a timely manner and determine whether or not bullying or retaliation has occurred. This requires a determination as to the nature of the incident (bullying v. peer conflict). Once determined, an investigation and outreach to the target and family shall occur **concurrently** with a commitment to addressing the needs of the target, identifying and educating bystanders, and providing formative/educational consequences for aggressors.

Steps to be taken should include:

- a. Determine the nature, chronicity, and severity of the presenting situation.
- b. Identify aggressor(s), target(s), and bystanders
- c. Provide a safety and comfort plan for the target(s).
- d. Identify whether or not the bullying has occurred on or off campus.
- e. Immediately inform aggressors about the consequences for bullying, retaliation, and cyber-bullying in or out of school.
- f. Have conversations with all parties.
- g. Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.
- h. Establish a timetable for following up with parents, especially parents of target(s)
- i. Collection and documentation of data.

Non-Classroom Supervision:

Each school must supervise non-classroom areas. The review and exchange of information regarding non-classroom areas are important to:

- a. Determine “hot spots” that bullying and/or retaliation may more likely occur.
- b. Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger students.
- c. Consider adult density in “hot spots” if necessary.

E. Consequences from Findings:

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the District use a range of responses that balance the need for accountability with the need to teach appropriate behavior M.G.L. c. 71 § 370(d)(v). Skill building approaches include offering individualized skill-building sessions based on our District’s anti-bullying curricula, providing relevant educational activities for individual students or groups of students, in consultation with our counselors and psychologists, implementing a range of academic and non-academic positive behavioral support to help students understand pro-social ways to achieve their goals, meeting with parents and guardians to engage parent

support and to reinforce the anti-bullying curricula and social skills building activities at home, adopting behavioral plans to include a focus on developing specific social skills, and making a referral for evaluation.

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance the Plan and with the school's or district's code of conduct.

The federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with the State laws regarding student discipline, govern discipline procedures for students with disabilities.

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, the student may be subject to disciplinary action.

Consequences for bullying or retaliation should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences may be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

Consequences should consider these specific issues:

- a. Nature, severity, and chronicity of the behavioral impact on the victim
- b. Degree of physical, psychological, social harm on the victim
- c. Student's age, development and degree of maturity
- d. Surrounding circumstances and context in which the incident(s) occurred
- e. Prior disciplinary history and continuing patterns of behavior
- f. Relationship between and among the parties involved
- g. Context in which the alleged incident(s) occurred
- h. The need to balance accountability with the teaching of appropriate behavior.

The appropriate range of consequences, subject to due process where appropriate, is as follows:

- a. Verbal reprimand
- b. Temporary removal from the classroom
- c. Loss of privileges, including before and after school activities
- d. Time-out
- e. Notice to parent
- f. Supervised break times
- g. Detention
- h. In-school suspension
- i. Out-of-school suspension
- j. Reassignment of seats in lunch, bus, class, etc.
- k. Reassignment of classes
- l. Referral to an outside agency
- m. Reassignment to another school or another mode of transportation
- n. Expulsion
- o. Report to law enforcement

In addition, formative activities will be given, which may include:

- a. Reparation to the target (recognizing that direct apology may be contraindicated)
- b. Completion of curricular based assignment(s)
- c. Meeting with Civil Rights Coordinator
- d. Completion of community service designed to help the aggressor understand and respect differences; written report required by the aggressor
- e. Therapeutic support for both aggressor and targets

F. Notification Obligations:

Notice to another school or district: If an incident of bullying or retaliation involves students from more than one school district, commonwealth charter school, or non-public school, a school administrator shall promptly notify the appropriate administrator of the other school or district so that both may take appropriate action.

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations of 603 CMR 49.00.

The Principal or designees will notify the parents/guardians of the acts the District has taken to prevent further acts of bullying and retaliation through consequences and formative activities, as discussed above. Moreover, the school will notify the parents/guardians about the range of services, including, but not limited to, counseling (guidance, adjustment counseling, school psychology intervention) both individually and in group, social groups (social skills building, social pragmatic groups), friendship groups, discussion groups, role-playing groups, etc. that are specifically designed to address issues of bullying and retaliation. These individual and group interventions are designed to teach generalization skills. Staff will be given time to regularly communicate and collaborate with each other to ensure consistent reinforcement of a student's specific skills, adjust the school environment to meet that student's needs, and be notified to prevent any further acts of bullying and retaliation. Specialists will consult with staff to help students becoming targets and/or aggressors. These acts will be discussed openly with the parents/guardians to establish a trusting relationship between home and school.

Notice to law enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirement of 603 CMR 49.00.

In making these determinations, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer and the Superintendent or designee. At all times, schools will remain sensitive to the confidentiality of all parties, but may not be able to preserve fully the confidential nature of the allegation.

Collaboration with Families:

The Acton and Acton-Boxborough Schools in collaboration with parent associations will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or individual school.

Each year the Acton and Acton-Boxborough Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that is being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The schools or district will send parents written notice every year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The District will further post the Plan and related information on its website.

Access to Resources and Services:

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. In this regard, the Acton and Acton-Boxborough Schools will refer families/guardians of targets and aggressors to a variety of appropriate resources within the District. The Acton-Boxborough Schools utilize school counselors, school psychologists who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. The Acton-Boxborough Schools utilize a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. Translators are provided as needed. In some cases, families/guardians of targets and aggressors will be referred to appropriate counseling

services outside the school. The District will have the upmost respect and sensitivity for families of targets and aggressors and offer help for families to determine the appropriate service for them.

As required by M.G. L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider that should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. All special education staff is annually trained on this requirement.

All resources are evaluated on design engaging to students, in keeping with the District's core values, and culturally and linguistically appropriate and linked to community service agencies.

Ongoing Academic and Non-Academic Activities for Students:

Bullying prevention curricula will be informed by current research (evidence-based), which, among other things, emphasizes the following approaches:

- a. Using scripts, role plays, and social stories to develop skills;
- b. Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- c. Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- d. Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- e. Enhancing students' skills for engaging in healthy relationships and respectful verbal and written communications; and,
- f. Engaging students in a safe supportive school environment that is respectful of diversity and difference.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives.

- a. Setting clear expectations for students and establishing school and classroom routines;
- b. Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- c. Using appropriate and positive responses and reinforcement, even when students require discipline;
- d. Using positive behavioral supports;
- e. Encouraging adults to develop positive relationships with students;
- f. Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- g. Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- h. Using the Internet safely; and
- i. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Ongoing Professional Development:

In general, professional development opportunities will establish a common understanding of tools necessary for staff to create a school climate that promotes safety, constructive management for classroom behaviors, civil communication, empathy and respect for differences. Specifically, the District will provide an annual school based bullying prevention and intervention training each year for all employees to include staff duties under the Plan (found also in the District employee handbook and code of conduct), an overview of the steps that the Principal and/or designee will follow upon receipt of a report, and an overview of the bullying prevention curricula to be offered at all grades. All staff members hired after the start of the school year is required to participate in school-based training during the school year in which they are hired.

The content of such on-going professional development will include:

- a. Developmentally appropriate strategies for immediate, effective interventions to prevent and/or stop bullying incidents.

- b. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying.
- c. Research findings including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment, including, a particular focus of the student on the autism spectrum or students whose disability affects social skill development, information on the incident and nature of cyber-bullying, and internet safety as they relate to cyber-bullying.
- d. Ways to prevent and respond to bullying or retaliation for students with disabilities, which must be considered in the development of the student's Individualized Education Programs (IEPs). For parents and guardians, the District will offer education programs that are focused on the parental components of the bullying prevention curricula and any social competency curricula used by the District or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

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School Issues and People to Contact

www.ab.mec.edu/abrhs

Academic difficulty	Course teacher, counselor, Academic Support Center
Athletics questions	Steve.Desy, Director of Athletics
Attendance	Deb Trentsch, Jeanne Potter in the Main Office, or your Assistant Principal
College information	Your counselor or other Counseling Department staff
Computer Assistance	Library staff
Concerns about yourself or another student (personal, emotional, alcohol, drugs, other)	Counselor, Student Assistance Team, Administrator
Course schedule	Your counselor or other Counseling Department staff
Daily Announcements	Available at Administration Office and on the web site
Driver Education	Community Education Office 978-266-2525
Elevator key	Deb Trentsh in the Main Office
Extracurricular activity questions	Kay Steeves
Grade error	Course teacher, Department Leader, Administrative Office
Illness or injury	Diana McNicholas, Health Office
Job information	Bruce Oetinger
Locker or lock problem	Pat Haras, room 117N
Lost & Found	Student Center South or Administration Office
Lunch money; need to borrow	School store
Medication questions, storage	Diana McNicholas, Health Office
National Honor Society information	Bill Noeth and Laura Watkins, advisors
Parking questions	Paul LeSage and Lani DeRome
Problems with a teacher	Teacher, Department Leader, counselor
Question about rules	Student Handbook; Assistant Principal
Research help	Library staff
Sexual harassment	Any teacher, counselor or administrator with whom you feel comfortable
Suggestion for school improvement	Student Council, School Council, any administrator
Supplies, pen, paper, etc.	School store
Testing, make-up	Course teacher (after school testing takes place Tues. through Thurs.)
Theft	Lani DeRome
Transcript or other student records	Jane Link, Registrar's Office
Volunteer information	Melissa Dempsey, Counseling Center

Translation Information

We would be pleased to provide you with a translated version of this Student Handbook. If you are interested in receiving a translated copy, or any other related announcement or information, please contact the Pupil Services Office at: 978-264-4700, ext. 3265. You may also email the Pupil Services office at lhuber@mail.ab.mec.edu.

Portuguese: Teremos o prazer de lhe fornecer uma versão traduzida deste Manual do Aluno. Se tiver interesse em receber uma cópia traduzida, ou qualquer outra comunicação ou informação correlata, entre em contato com o Escritório de Serviços a Alunos ligando para 978-264-4700, ramal 3265. O contato com o Escritório de Serviços a Alunos também pode ser feito por e-mail pelo endereço lhuber@mail.ab.mec.edu.

Russian: Мы будем рады предоставить вам этот «Справочник для учащихся» в переводе. Если вы хотели бы получить переведенный экземпляр справочника или любые другие материалы (объявления или дополнительные сведения), пожалуйста, обращайтесь в отдел обслуживания учащихся (Pupil Services Office) по тел. 978-264-4700, доп. 3265, или по электронному почтовому адресу lhuber@mail.ab.mec.edu.

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Chinese: 我们愿意为您提供本学生手册的翻译版本。如果您希望得到一份译本或任何其它相关通知或资料，请与学生服务办公室（Pupil Services Office）连络，电话：978-264-4700 转 3265 分机。您亦可以用电子邮件与学生服务办公室连络 lhuber@mail.ab.mec.edu

Hindi: आपको स्टूडेंट हैंडबुक की हिन्दी में अनुवादित प्रति भेजने में हमें प्रसन्नता होगी। यदि आपको इस पुस्तिका की या अन्य किसी संबंधित घोषणा या सूचना की अनुवादित प्रति चाहिए तो कृपया प्यूपिल सर्विसेस ऑफिस से 978-264-4700, एक्सटेंशन 3265 पर संपर्क करें। आप प्यूपिल सर्विसेस ऑफिस को lhuber@mail.ab.mec.edu पते पर ई-मेल भी भेज सकते हैं।

Khmer: យើងនឹងរីករាយច្បាប់ជូនអ្នក ខ្លាំងណាស់ស្រាប់តែប្រាប់អំពីសៀវភៅដែលបានបកប្រែ ។ បើសិនជាអ្នកចង់ទទួលបានសំណៅដែលបានបកប្រែ ឬ ការប្រកាសអ្វីមួយ ឬព័ត៌មានផ្សេងៗទៀតដែលជាប់ទាក់ទង សូមទាក់ទងទៅការិយាល័យបំរើសិស្ស តាមលេខទូរស័ព្ទ 978-264-4700 លេខបន្ត 3265 ។ អ្នកក៏អាចផ្ញើអ៊ីម៉ែលទៅការិយាល័យបំរើសិស្ស តាមអាសយដ្ឋាន lhuber@mail.ab.mec.edu បានដែរ ។