

PELHAM SCHOOL

HANDBOOK

2011-2012



45 Amherst Road
Pelham, MA 01002
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Section I- Welcome to Pelham School:



Dear Parents/Guardians.

Welcome back for an exciting new school year!

This handbook is intended to provide some basic information about Pelham School and the Amherst, Pelham, and Amherst-Pelham Regional School districts. This handbook serves as a tool to support and clarify expectations about our learning community, and any changes or updates will be shared with you. Please take the time to read through this manual and discuss some of the information with your child that may be especially relevant and important for them to understand. The first section is specifically about Pelham School, with information that is pertinent to knowing all about our school. The second section contains the goals, policies, and guidelines for the Amherst-Pelham Public Schools.

Your commitment and involvement in your child's education is valuable and essential to a positive and successful learning school experience. Above all, we welcome your support and collaboration in this shared mission in the education of your child. We look forward to working with you and your child in the upcoming school year.

Please feel free to contact the school or email me at desjarlaisl@arps.org if you have any questions about our policies or procedures. Additional information about Pelham School can be found on our school website: <http://pe.arps.org/>

Sincerely,

Lisa Desjarlais

Principal

We need to ensure that every student participates in a rigorous and engaging learning experience.

**My Commitment to Our Students and Our Community:
A vision for the Amherst, Pelham and Regional Schools**

Superintendent Maria Geryk

We must recognize our students for who they are and must challenge them to excel while balancing their academic progress with expressive, personal, physical, civic, and social development. We must provide our students with the highest quality education possible in order to prepare them for success in a global, interconnected future. The 21st century education at ARPS will enable our students to address challenges we cannot predict, to use adaptive and creative thinking and problem-solving, to understand technology and languages, and to respect and understand diverse beliefs, cultures and backgrounds.

To achieve excellence for our students, we are committed to being the highest quality educational system possible. This includes a commitment to continual improvement, informed reflection, and the collection and analysis of data. As an educational system, we must attract and retain excellent educators who can provide a challenging, relevant and cohesive curriculum that serves the needs of our diverse students. We reaffirm our commitment to a vital and focused program of professional development for our staff and a safe environment for learning and constructive communication for our students. And we commit to the wise allocation of the resources our communities provide.

Pelham School Belief Statement on Diversity

Appreciating diversity is respecting differences and similarities among groups and individuals and is a way of perceiving our world in new ways. It stretches our minds to go beyond our usual thinking. This appreciation will lead to a vital community with shared strengths and goals. To foster appreciation, we need to feel pride in our own uniqueness. We also need a strong sense of self. In addition, we need to explore expressions of human diversity in order to increase our knowledge of a changing world. We hope that we will all actively embrace diversity by interacting with a wide variety of people using conflict resolution skills, by continuing to learn about our world, and by actively responding to insensitivity. In this way we can celebrate the richness and fullness of human diversity.

A School Where Everyone Feels Safe

All of the Amherst-Pelham Elementary Schools are dedicated to creating communities in which every family feels welcomed and each child experiences a safe learning environment. We want all children to feel proud of their heritage, to be comfortable being ‘themselves’, and to feel free to express their own interests and talents.

Social Justice Commitment

The ability to take the perspective of others is an important developmental task for all children to learn. In our elementary school we attempt to infuse our students’ experiences with opportunities to understand and appreciate others. In creating these learning experiences we build upon children’s natural curiosity and their awareness of the similarities and differences of all human beings. We openly talk to our students about embracing differences and treating others with respect.

A school community is a perfect laboratory for children to learn concepts of justice and equity. Whether it is through daily interactions between peers, conflicts during a game at recess, or by participating in an all-class problem-solving meeting, children are constantly constructing their own ideas of how to be socially responsible human beings.

The Amherst –Pelham Public Schools have made a commitment to social justice. We have begun to create a framework for teachers to use to facilitate their students’ thinking about social justice issues at their developmental level in the classroom and in the world outside of our schools. In doing so, we hope to give our children the skills necessary to be active citizens in a pluralistic, democratic society.

The Right to be Safe, Included and Visible

It is important to address all types of biases in elementary schools so that we can prevent the development of prejudices and promote respect when children are young. Despite our efforts to create a respectful climate, parents and students have shared that anti-gay name-calling and exclusion can be a common occurrence in school and may worsen as children get older. Children at an early age may hear the words ‘gay’ or ‘lesbian’ being used as negative put-downs. They may be exposed to derogatory references to gay and lesbian people on T.V., in movies, or from others. In elementary schools children who do not fit into gender stereotypes are often teased. This harassment causes children to be afraid of being “different” or exploring the interests that they love. Sensing the prevalence of anti-gay sentiments, children from gay and lesbian families may try to hide their family composition at school.

There is much we can do to promote a supportive atmosphere for all children and their families. Prejudice persists when members of a particular group are invisible or are unknown. Mentioning gay and lesbian people in a respectful way or reading stories which include gay and lesbian families or characters will counter these biases. As a staff we will interrupt every incident of anti-gay insults (as we do with all types of name-calling and prejudicial slurs). We will openly discuss why these put-downs are hurtful. Introducing the concept that “love makes a family” showcases all of the different types of families, thus enabling every Amherst student to feel proud of his/her family. It is every family and child’s right to be visible, safe and included in our school.

Responsiveness Initiative

The Amherst-Pelham Public Schools has established a comprehensive Responsiveness Initiative to ensure that we have a safe learning environment in which all children know that it is “okay to tell” when they feel uncomfortable about a situation at school or in their lives. The message that we want to give to children is that talking to a trusted adult about a concern is the responsible thing to do. We are striving to create a school where our students know that they can speak up about teasing, bullying or anything that is giving them an uncomfortable feeling without fear of retribution, and that adults will listen and respond to remedy the situation. All adults working in the schools have been trained to be a “First Responder” who will listen to our children and then pass on the concerns to a “Second Responder” who is a member of each school’s Responsiveness Committee. At Pelham the “Second Responders” are Lisa Desjarlais/Principal, Deb King/guidance counselors/therapeutic teacher, and Paula Russell/Nurse. This group will make sure that each concern that is brought up is examined and addressed in a timely fashion. Of course, parents/guardians can also communicate issues that their children bring to their attention to the school. At the beginning of each year we will review the importance of ‘responsible telling’.

Section II- Family/School Partnership & Communication

Office Hours: The school office is open from 8:15 a.m. to 3:45 p.m. Staff may be reached during this time by calling 413-253-3595

Questions or Concerns

All questions or concerns may be initially directed to our secretarial staff. In most cases they will be able to help you immediately.

We suggest taking the following steps when you have other questions or concerns:

1. Make an appointment to see your child's teacher if your questions or concerns involve your child or your child's classroom. For example:

- If you perceive a problem or have a concern about your child's performance in school, or
- If you perceive a problem at home that may affect your child in school (e.g. death in the family or a separation)

2. Make an appointment to see an administrator if repeated efforts to resolve problems directly with a staff member have been unsatisfactory.

School Cancellation

Responsibility for closing schools because of snow or other severe weather rests with the Superintendent or, if the Superintendent is not in town, the designee. The decision to cancel or delay school due to snow will ordinarily be made before 6:00 a.m.

School cancellation for severe weather or other emergencies will be announced on the following radio stations:

WRNX/WTTT – Amherst 1430 AM

WHMP – Northampton 1400 AM or 99.3 FM

WHAI – Greenfield 1240 AM or 98.3 FM

WHYN – Springfield 93.1 FM

WMAS – Springfield 94.7 FM

WPVQ – Greenfield 93.9 FM

Channel 22 – Springfield Channel 40 – Springfield

Superintendent's Hotline 362-1898 (24 hours) and television stations Channel 22 and 40. There is also a "Hot-Line" number (362-1898) that parents may call for information as well as the Amherst-Pelham Regional School District website www.arps.org.

Should a weather-related or other type of emergency arise during the school day, it may be necessary to dismiss students after school has begun. Parents would be notified at their emergency contact numbers to ensure that all children can return home safely. The district may also notify parents via the School Messenger system of an emergency closing.

Notes

If children will be leaving school early or will be going home other than the usual way (e.g. being picked up instead of riding the bus, riding the bus home with a friend instead of being picked up, being picked up by a different adult, riding a bus to a friend's house.) A NOTE MUST BE SENT TO SCHOOL. PHONE CALLS MAY NOT BE SUBSTITUTED FOR WRITTEN NOTIFICATION. These notes will be destroyed at the end of the school year.

Pelham Press

Each Thursday, a newsletter containing classroom news, important dates and items of interest is sent home to each family. The following week's menu and other school related announcements are also sent home on Thursday.

Parent Survey

Every other year the Pelham School Council sends home a Parent Survey. Results are generally compiled over the summer and shared with the school community in the fall. These surveys help guide the School Improvement Plan.

Report Cards and Conferences

Progress is reported formally twice a year with the distribution of report cards to children in grades 1-6 at the beginning of February and at the close of school in June.

Individual conferences for all grades are offered in late autumn, primarily during the early release days on October 27 and November 1. Spring conferences are scheduled at the discretion of either the teacher or the parent. Parents are strongly urged to use these conference times to discuss their child's progress. While these are specific occasions to discuss concerns, please contact your child's teacher any time you have a question.

Curriculum Night/Open House

Two evenings are set aside each year for parents to come to school to learn about what their children are doing in the classrooms. Curriculum Night is held several weeks after school begins in the fall. This evening is especially designed for parents to learn from staff about the instructional program. Open House is held in the spring and provides time for students to share their work with parents.

Volunteer Program

There are many ways to volunteer your time at Pelham School. Every effort is made to match your schedule and skills to our wide variety of needs. Volunteers begin by attending a one-time orientation session. After that time, office staff matches volunteers with teacher and other staff needs. Future sessions will be scheduled at other times of the day, later in the year. Teachers welcome both occasional and regular help with such classroom activities as reading one-to-one with children, typing stories and sharing special skills or interests. Parents are helpful as additional chaperones on class field trips and as volunteers in the school library, and with special classroom projects. State and Federal law requires that school volunteers pass a **CORI** check.

Parent Council/PTO

The Pelham School PTO works to enhance the educational opportunities of our children through fundraising, parent/guardian education, and community-building events. This year there will once again be a PTO Classroom Liaison serving each class as a contact to keep all families notified of upcoming activities and events. All Pelham parents and guardians are automatically members of the PGO, and no sign-up is needed. We welcome all parents and guardians to participate in any way that is comfortable and convenient for their family. Events and ways to be involved will be included in our school's weekly publication, the Pelham Press, which is sent home with students. The Pelham PTO minutes are posted monthly to the school website at <http://pe.arps.org/>

The Parent Council/PTO welcomes all parents, staff and members of the Pelham community to its monthly meetings to discuss issues of interest to the school community. These meetings provide an opportunity to learn more about the family-school relationship and to share ideas well as a chance to socialize with friends and neighbors. Every year Pelham School families financially support the school's educational mission in numerous ways. The Council also sponsors several fund-raisers each year which provide scholarships for class trips, non- budgeted items for classrooms, and visiting performers:

School Pictures

One of our biggest fundraisers, this annual tradition is run by the PTO. Volunteers are needed to help assist the photographer and children during the photo shoot.

Scholastic Book Fair

The PTO works with Scholastic Books to bring popular paperbacks on-site for an annual school wide fundraising sale during the week of Curriculum Night in the fall. Prices are affordable, and individual parent (voluntary) donations allow children the opportunity to buy at least one book. Assistance is needed in managing the sale, as well as with setting up and breaking down book displays.

Box Tops for Education

General Mills has given over \$50 million to American schools through Box Tops for Education. To contribute on behalf of Wildwood, all you need to do is clip the coupons from your food boxes (cereal, taco shells, etc.) and deposit them in the BTE box in the Main Office. Wildwood will receive a check when we send them in. Each one is worth \$.10 so it really adds up!

Gift Wrap

The most lucrative of the annual PTO fundraisers, the Gift Paper Holiday Sale raises funds to support school programs. Catalogs are sent home so that family, friends and neighbors can shop from the comfort of their arm chairs. Assistance is needed with distributing items when they arrive.

People with a little extra time as well as those with busy families are invited to contribute in whatever way they can to the Council and the school. For more information please contact:

Kristin Mattocks- PTO President (413)230-3626

Diane Zahradnik- PTO Treasurer (413)253-5048

Elise Stromgren- PTO Secretary (413)256-3475

School Committee: Pelham has its own three-member elected School Committee which meets once a month to develop policies and decide on matters relating to the school's operating budget. Meetings are open to everyone and parent input is valued. Monthly minutes are posted to the school website. Current members of the committee are:

Officers:

Kathy Weilerstein (Chair) weilersteink@arps.org 253-3531

Debbie Gould gouldd@arps.org 253-9162

Annie Foley foleya@arps.org 230-3801

Pelham School Council: The Pelham School Council was established in response to the Education Reform Act of 1993. The school council is a representative, school building-based committee composed of the principal, parents, teachers, community members required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C. Meetings are open to the public and parents are encouraged to attend. The function of the Council is to assist the principal in:

- adopting educational goals for the school
- identifying the educational needs of students
- reviewing the school's annual budget
- formulating a school improvement plan.
- conducting the parent survey

Section III- Policies and Procedures:

Attendance

Daily attendance is fundamental to a child's success at school. This year all of the schools in Amherst will once again be making a concerted, coordinated effort to improve the attendance of our students and to make certain that they arrive to school on time. We will be using the **School is Where It's At** program which is coordinated by the District Attorney's office. By law students must attend school daily unless excused by parents for medical or religious reasons.

Absences

Parent/guardians are asked to call the special school number, 253-3595 **before 9:15 a.m. if their child will be absent.** This is a voice mail system to record reported absences. If you do not call this number you will receive a message from our School Messenger system, and your child will be marked for an 'unexcused absence'. Absences are tracked daily by office staff who will be monitoring our attendance records. ****A doctor's note is required when your child is absent three or more days from school or when concerns have arisen about a child's attendance**** When a child accumulates a number of absences it begins to seriously impact his/her learning. **Therefore, please plan family vacations to coincide with the regularly scheduled school vacation days. Teachers are not expected to provide lesson plans for students that travel during the school year. Missed work will be given to students upon their return.**

Tardiness

It is disruptive to the learning process for students to arrive late, therefore we encourage your child's consistent and prompt attendance. All students who arrive after 8:40 will be considered tardy, and must be escorted and signed in at the office by an adult. Arriving on time helps children settle into their day in school. The beginning of the day is also important since teachers give directions and set an agenda for the day during that time. Tardiness will not be excused. Please try to ensure that your child arrives at school on time each day.

Addressing Concerns about Absences and Late Arrivals

We will be monitoring all students' attendance and late arrivals closely this year. When we begin to be concerned about the number of student's absences or late arrivals we will send you a letter to alert you of the situation. The guidance counselor, assistant principal or principal will contact you if the problem continues and will set up a meeting to discuss the issue. The **"School is Where It's At"** program will be implemented to address ongoing attendance and tardiness issues. This plan will support our partnership in working together to ensure that all children have good attendance.

Early Dismissal/Change in Dismissal

If a student is to be dismissed before the end of the day or if there is a change in the way he/she will be going home, this information should be sent in a parent note to school ahead of time. Staff do not take phone calls for this purpose except on an emergency basis. It is the responsibility of the parent to send a note to the child's teacher. Written permission is required for another adult to pick up your child.

Visitor Parking:

Space in the school parking lot is limited. **Please be vigilant when parking** because children may be outside playing and in cross walks. Please do not park on the playground hardtops.

(There may not be children there when you arrive, but a class might be on its way out to that playground.) The area in front of the school must be kept clear for buses from 8:15 a.m. to 8:35 a.m. and from 2:45 to 3:10 p.m. Please note that the state law, which prohibits a vehicle passing a school bus that is loading or unloading children, also applies to buses parked in the bus loading area. Parents should follow the revised parking plan sent home at the start of the year to drop students off in front of the school in the morning, or park at the back of the library in the designated spaces there for drop off or parent pick up in the afternoon.

Visiting Days

An effective way to learn about your child's classroom and the school is to make a personal visit. We have specific days designated for that purpose. There are no visiting days scheduled for the months of September or June. Special visits or conferences may also be arranged by contacting your child's teacher. A visiting day guidelines' handout is available in the office. Please sign our visitor's log and review the guidelines prior to visiting the classroom. All visitors are required to clear their visits, whether formal or informal, through our main office and receive a visitor's name tag. All student information that is observed during a visit must remain confidential. Please note that the goal of visits is to learn about the teaching and learning in our classrooms. Resolving concerns is best handled in meetings with staff and/or administration.

Visitor Admission and Protocols:

To best maintain the safety of our students, we will be utilizing the follow protocol to monitor who comes into our building during the school day.

- a. All visitors will enter the school building through the front door.
- b. All school doors shall remain locked during the regular school day except at arrival and dismissal time.
- c. Access will be granted to the school via the front door after utilizing the door access bell.
- d. Access will be granted by school office personnel, the building principal or other authorized person after visual identification is made or the visitor's purpose for requesting access to the school is accepted.
- e. All visitors will be directed to the school main office where they will sign a visitor log and obtain a School Department Visitor Badge.
- f. Visitors who fail to report to the main office to sign-in or obtain a visitor badge will be reported to the building principal or other authorized person for investigation.

Space in the school parking lot is limited. Please take special care when parking because children may be out at recess. The area closest to the school must be kept clear for buses from 8:30 to 8:45 a.m. and from 3:00 to 3:30 p.m. Please note that the state law which prohibits a vehicle from passing a school bus that is loading or unloading children applies also to buses at school.

Homework

Some kind of homework is expected at every grade. Assignments are the responsibility of the student and parents are expected to support the child's learning by ensuring a regular, quiet place to work at home. The School Committees believe that homework is an important part of the educational process and that it is valid if it has the following objectives: to promote growth in self-responsibility and self-direction in learning; to direct students toward good work habits; to enrich and extend school research experience to bring pupils into contact with out-of-school learning resources; to help children learn to budget time; and to provide essential practice in developing skills.

Homework is a learning activity which should increase in complexity with the maturity of the pupil. With increased maturity, learning should become an independent activity. Parents/guardians, teachers, students and principals need to discuss homework practices in their schools. Clarification of homework at various levels is important. Ongoing assessment should take place concerning whether assignments are having the desired effect on student's learning, effort, and motivation, as well as on communication between home and school.

Building principals and or assistant principals are responsible for periodically reviewing homework practice with individual staff members and for providing inter- and cross-grade dialogue focusing on homework practices. Additionally, principals will periodically discuss homework at the Elementary Administrators Council to ensure a reasonable degree of consistency throughout the district,

The following guidelines are intended to describe sound homework practices as understood by teachers and administrators. It should be noted that when guidelines suggest a specific number of minutes to be spent on nightly assignments, this is meant to describe the average amount of time needed to complete assignments. Some students may require more or less work time. Average work times listed below do not preclude occasional longer assignments.

Grade Level Guidelines

Homework is not typically part of the kindergarten or first grade program. Occasionally, students in kindergarten and first grade will be asked to discuss a relevant topic or talk about some aspect of classroom learning with someone at home. First grade students and parents/guardians should spend daily time reading or exploring books.

In second grade students begin to have some regular homework. This generally includes daily reading and occasional assignments in other subject areas. Homework can average ten to fifteen minutes nightly

More formal homework assignments begin in third grade. Third graders are expected to read nightly and will have other work assigned. Assignments usually require fifteen to twenty minutes of work. Spelling and math practice are typical kinds of homework students at this grade receive.

In addition to nightly reading, fourth grade students can expect other homework three to four nights per week, requiring thirty to forty minutes of work. At this grade level, students are often asked to continue with a half hour of daily reading over the weekend.

In fifth and sixth grade, students apply essential time management and organization skills to homework assignments. Students plan for completing assignments over the course of several days. Fifth and sixth grade students can expect to have homework assigned Monday through Thursday, with assignments typically requiring an average of forty to sixty minutes per evening. Occasional weekend assignments are given, such as the completion of a project or other unfinished work.

Field Trips

Field trips are organized throughout the school year to enhance classroom curriculum. Permission from a parent or guardian is required for children to participate. Permission slips will be sent home before each class field trip. Students are expected to follow the same standards of behavior that are expected while on school grounds. Students choosing not to follow these standards of behavior while on it field trip may be returned to school and/or lose the privilege of going on subsequent trips. If there is a cost for field trips that is a financial burden upon parents,

please contact the school as scholarships are available. No student will be prevented from attending due to financial reasons.

Fragrance-Free School

Several of our staff members suffer from a multiple-chemical sensitivity disorder. Their reactions to a variety of fragrances can cause a multitude of symptoms including severe migraines respiratory difficulty, asthma episodes, vomiting, red itchy eye, etc. A reaction can be triggered from exposure to the softest scent or to a combination of multiple scents. Each individual responds differently. Potentially, a multitude of perfumes, colognes, lotions, hair products, and clothing cleaned in strongly scented detergents could come into our building on any given day. For this reason we ask children and adults to refrain from wearing fragrances in the school building whenever possible.

LIBRARY POLICIES AND PROCEDURES

The Town of Pelham has a combined school and town library, which serves the needs of both community and the Pelham Elementary School. Each class has a scheduled library time one or two days a week. Students may check out books for two weeks. Some materials (such as some of the school videos and professional materials) do not circulate. During library hours, students may check out books from the children's collection. Students may use the computers in the library to access the computerized library catalogue and the Internet, which is filtered according to the Amherst - Pelham District guidelines. Included are a few of the library policies. There is a booklet of all the library policies at the circulation desk.

*Students are not allowed to check out books from the Young Adult section, unless they are in sixth grade AND have a note from their parents.

Patron Policies

Patron privileges are offered to anyone in the Commonwealth over 18 years of age. Children in Pelham who have completed sixth grade will be issued a personal library card, with written permission of parent or guardian. Pelham children who have not yet finished sixth grade and anyone else under age of 18 will use their parents or guardians library card. Elementary school children enrolled in Pelham will check out materials during school library hours using the school patron privileges.

Adult patron registration will include all members of a family. Infants, toddlers, and preschoolers will be welcomed to the library with a gift of a board book and formal recognition with their names being added to family registration.

All children who have not yet entered seventh grade must be accompanied by an adult in the library. Those enrolled in the after-school program will be accompanied by a daycare staff person. School children will be accompanied by school staff.

Loan Periods - Adult, young adult and juvenile materials, except videos, will have a loan period of two weeks, with one two-week renewal period. Renewals are allowed only when there is no waiting list for that material.

Material Limits - In general, students may check out only three books at a time.

Video Loans - Town library videos are loaned for seven days. One seven day renewal period is allowed if there is no waiting list. Renewal maybe made by telephone by the due date. Fines will be charged for overdue videos.

Lost or Damaged Materials - Patrons will pay replacement costs plus a 10% processing fee for lost or damaged material. Material will be considered lost when it is six weeks overdue. Material will be considered damaged when its condition is worse than the usual wear and tear on the material, i.e. water and animal damage. Library privileges maybe suspended until the lost or damaged material is replaced.

Library Behavior

The Pelham Library encourages people of all ages to visit the library. Those using the library and its resources have the right to expect a safe, comfortable environment that supports appropriate library services.

People demonstrating disruptive behavior will be required to leave the library after one warning from the library staff. Disruptive behavior includes, but is not limited to, noisy, boisterous actions; inappropriate behavior including eating, smoking, running or loud talking; misuse of library property uncooperative attitude; or actions that deliberately annoy others or prevent the legitimate use of the library and its resources. Abusive language and behavior toward staff will not be tolerated.

Egregious behavior may result in the suspension or revocation of library privileges. Final decision will be made by the Board of Library Trustees at their next scheduled meeting. When privileges have been suspended or revoked, patron may appeal to the Board of Library Trustees; only the Board of Trustees may reinstate privileges.

Personal equipment, such as computers, cassette players and calculators may be used if the noise level is low and use does not interfere with others. Portable telephones and pagers should be turned off or switched to a non-audible signal and should be answered outside the library.

Unattended Children

The Pelham Library is a public facility that offers services to a wide range of citizens, and children are especially welcome. The library has the responsibility to provide an environment that is safe comfortable for every patron who is appropriately using its services and facilities. Children and young people are expected to adhere to the same standards of patron conduct expected of adults. Parent/guardians, or assigned chaperones are responsible for the behavior of their children while in the library.

Children who have not completed sixth grade should never be left unsupervised in any area of the library. If a parent cannot be located, staff will call the Pelham Police to report an abandoned child. Under unique circumstances, exceptions to this policy may be made at the discretion of the library director.

Older children who are disruptive will be asked to leave the library (see "Library Behavior"). If a child cannot safely leave the library to return home on his or her own, staff will permit the child to call a parent. If no parent can be contacted, library staff will either allow the child to remain at the library under close supervision until a parent can be contacted or contact Pelham Police, depending on the severity of situation.

Children who have not been picked up at closing time will be given the opportunity to call a parent. Children who have not been picked up within fifteen minutes after closing will be left in the care of Pelham Police. Under no circumstances will staff transport children in a vehicle or accompany them home.

Young children are not safe when left unattended in the library. Staff cannot know if children are leaving with a parent, a friend, or a stranger; thus, parents are responsible for supervising their child while in the library. If a parent or other responsible adult cannot be located, unattended children who are disruptive will be placed in the care of the Pelham Police Department. Library staff will not be expected take a child out of the building or transport children to another location.

Internet Safety and Social Networking Sites

The internet is a wonderful and wide reaching tool for adults and children alike. However, it also can pose dangers if precautions are not taken. Unsupervised access can put both your child and your own data at risk from predators. Some children also have access to the internet with cell phones which are even harder for parents to monitor.

Social networking sites, like MySpace, Facebook, and even Club Penguin have become especially popular with children and teens and can have both benefits and hazards which should be addressed. Though many social networking sites do have age limits, children as young as 7 and 8 have been known to violate these rules by signing up with false birth dates and/or names. In addition, young people often post their full names, contact information and other revealing facts about themselves on their pages. While there are safety features on social networking sites that can prevent strangers from viewing some information, children and teens often do not use these privacy options, and even when they do, their information is never completely private.

Because the content of these networking sites is uncensored, your child can be exposed to all sorts of profanity, inflammatory, violent or sexually-charged language, whether it comes from a “friend,” ads targeting adults, or from other apps they may have purchased. This uncensored on-line environment is the perfect backdrop for ‘cyber-bullying,’ in which students are harassed online (or by cell phone) by other young people. This can take the form of e-mails, texts, chats, personal quizzes, or photos posted to make another person uncomfortable.

As there are many areas online where students are possible exposed to confusing and possibly inappropriate and hurtful material, it is important to be actively involved in your children’s internet life and be aware of what sites they are using and how they are presenting themselves. Please contact a school administrator immediately if your child has been a victim of any form of ‘cyber bullying’. Since children and teens are fully involved in experimenting and exploring the internet, their use should be supported in a supervised and productive way so that they will grow to be responsible digital citizens. For more information on keeping your child and yourself safe online, visit some of the following sites: www.wiredsafety.org/, www.staysafeonline.org, <http://webhost.bridgew.edu/marc/>

Acceptable Network Use Policy

The Internet is an electronic communications network which provides access to vast, diverse unique resources in a global community. Our goal in providing Internet access to teachers, staff students is to promote educational excellence in the schools by facilitating resource sharing communications. Staff and students are encouraged to use the Internet to pursue intellectual activities, seek resources, access libraries and engage in learning activities.

The intent of this policy is that students will use computer networks only for purposes consistent with our approved curriculum. All school computers are to be used in a responsible, efficient, ethical and

legal manner. The codes of conduct of the schools apply to Internet activities, and this acceptable use policy should therefore be considered an extension of the behavior codes.

Individuals who log on to the Internet at school are responsible for all activities while using their account. Therefore, users should not share passwords and should change their passwords frequently. Users should also exercise caution when revealing personal information. To insure personal safety and the safety of others, users should not publish their home address or phone number over the Internet. If students experience any concerns over communications they have received from others over the Internet, they should seek assistance from staff or parents immediately.

In accordance with the Children's Internet Protection Act (CIPA), passed by the US Legislature in January, 2001, Public Law 106-554), our schools shall employ filtering software to block access to inappropriate content on all computers with Internet access. Users will be restricted from accessing visual depictions subject matter that is obscene, pornographic, or harmful to minors. Users should furthermore be aware that filtering software will not block ALL inappropriate web sites (e.g. new sites that have not yet been added to the filter lists). Members of the school community shall report all inappropriate sites not blocked by filters to a technology administrator for appropriate action, Filtering software may be disabled for users 18 and over by a technology administrator for legitimate research purposes.

Unethical or illegal use of school computers will be cause for disciplinary action, including revocation of network access privileges and or legal action. Examples of such inappropriate uses include unauthorized access into school accounts or private files, destruction of others' files, harassment of students or staff, introduction of computer viruses, commercial use of the school networks, violation of copyright laws, use of inappropriate language, and transmission of or searches for obscene materials.

Admission to Kindergarten

All children who reach the age of five years on or before September 1st of the current school year are eligible for kindergarten in September. Children are registered for kindergarten in the school office. Proof of birth date (birth certificate, passport) is required, and Massachusetts law requires proof that each has been adequately immunized and screened for lead poisoning and received a physical examination.

Kindergarten screening

Each child who enters kindergarten will be given a "screening" in fulfillment of the requirements of Massachusetts Chapter 766 regulations and to help us know the child and plan appropriately for his or her needs.

The screening gives us information about a child's strengths and needs. For example, the gross motor items on the screening help us identify children who will profit by activities designed to develop their coordination in tasks using large muscles (such as running, throwing a ball, etc.).

The results of this screening and other observations will be shared with you during the Fall Parent-Teacher Conferences.

Telephone Policy: Pelham School has only two lines to serve both incoming and outgoing calls. In order to keep the lines as free as possible, we discourage children from calling home except in emergency situations. We ask parents' cooperation in helping children make their after-school plans in advance. To minimize distractions during the school day, we also ask that students not bring cell phones to school unless prior arrangements have been made with the teacher.

We ask parents to plan ahead so that phoning children at school is unnecessary except in emergencies. We will always deliver phone messages from parents to their children, but under

normal circumstances will not page children to come directly to the phone. We will not deliver messages to children from people unknown to us without parent permission.

Teachers are not generally available to speak with parents on the phone during the school day. Ordinarily, if a parent calls a teacher office staff will take the message, and the teacher will return the call at his or her earliest convenience. Teachers are usually available from 8:15 - 8:30 and/or 3:15 – 3:30. Some teachers may prefer to correspond through email. Teachers will let parents know the best ways to reach them in their weekly announcements or at the Fall Curriculum Night.

Cell Phones

In general, cell phones are not allowed in school. However, if you feel that your child needs a cell phone for use after school please write a note to the principal stating why and s/he will be able to keep the cell phone in a backpack during the school day. We also ask all adults to refrain from using cell phones in public areas in our school.

Standards of Dress and Appearance

The intent of these standards is to encourage all concerned to dress, groom, and conduct themselves in keeping with an atmosphere which reflects an awareness of the overall purposes and functions of the school.

- Students should wear shoes or sandals held securely on the feet for protection when on school grounds and aboard school buses.
- Students should not wear decorations, symbols, mottos, or designs on the body or clothing showing unacceptable products (such as tobacco, alcohol, or drugs) or inappropriate pictures or words. Students should not wear clothing that contains obscenities, fighting words, incitement or defamation on them.
- Students should arrive each day at school with clean clothes, bodies, and hair, in keeping with the practice of good hygiene.
- Students should not wear see-through clothing or halter or tank tops with thin straps, nor should they wear tops that leave the stomach showing, short shorts, or miniskirts. (You can use the tips of your fingers with your hands at your sides as a good estimate of an appropriate length for your shorts or skirts.)
- Students should wear clothing that lets them move and play safely when physical education is scheduled: for example, sneakers, shorts/pants, and t-shirts.
- Students' clothing should be worn appropriately. For example, pants are to be held securely at the waist.
- Jewelry should be worn in a way that does not present a safety or health hazard nor cause a major distraction to the educational process. Wallet chains are not permitted.
- Students should not wear hats inside the school building unless previously approved by either a teacher or principal.

The Pelham School Administration will determine if a student's dress/appearance meets school standards.

Winter Wear Guidelines:

It is important that children are dressed appropriately for the weather throughout the school year. In our elementary schools children go outside for recess on a daily basis so it is important for them to dress appropriately for the weather. When the temperature is colder outside that it is indoors, children should wear additional clothing (i.e. sweatshirts or jackets and long pants) when going outdoors. When the weather approaches freezing temperatures, the children should have hat, mittens or gloves and warmer clothing when going outdoors. To walk in snow, students

must wear waterproof boots, or have a second pair of shoes to be worn inside. To play in the snow, (go sledding, roll around, etc.) students must wear snow pants. Please send your child to school with clothing appropriate for varied weather conditions. In particular, please note that students should have shoes, sneakers or slippers for indoor wear, if they are planning to walk in the snow.

On very cold days our staff will look closely at the wind chill factor in order to ascertain if there is any danger of frostbite. If there is no threat of frostbite we will hold outdoor recess even on cold winter days. Proper clothing ensures that this winter play is comfortable, safe and fun.

School Bus

Pelham School is served by two school bus routes. Bus stop locations and pick-up times are published in the Daily Hampshire Gazette and the Amherst Bulletin shortly before school begins in the fall. A list of school bus rules is sent home with each child in September. Children should be reminded that respectful behavior is expected both at the bus stop and on the bus. Students engaged in inappropriate behavior on the bus may be suspended by the principal from riding the bus for a specific period of time. Suspension of riding privileges will be automatic with the third bus misconduct notice or at the discretion of the Principal for serious offenses.

State law requires that cars stop whenever a school bus indicates it is loading or unloading children by flashing red lights and showing a stop sign. This law also applies to the bus entrance in front of Pelham School.

BUS RULES (Parents, please review the following rules with your child.)

1.) WAITING FOR THE BUS

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

2.) LOADING ON THE BUS

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

3.) RIDING ON THE BUS

- A.** Do not eat food while you are on the bus.
- B.** Do not throw anything while you are on the bus.
- C.** Do not extend your arms or any other parts of your body out of the window.
- D.** **DO NOT CHANGE SEATS WHILE THE BUS IS MOVING.**
- E.** Avoid shouting and other excessive noise that may distract your driver and lead to a serious accident.
- F.** Help to keep your bus clean and sanitary.

- G. Be courteous to other pupils.
- H. Listen carefully and obey any directions issued by the driver.

4.) UNLOADING FROM THE BUS

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

5.) LOSS OF RIDING PRIVILEGES

- A. Students engaging in inappropriate and/or unsafe behaviors may be suspended from riding the school bus for a specific period of time.
- B. Any suspensions will be initiated by school principals with prior notification to parents.
- C. Suspension of riding privileges for a specific period of time is automatic with a third bus misconduct notice, but suspension for serious infractions may occur after any one infraction,

6.) KINDERGARTEN PARENTS

- A. For safety reasons kindergarten parents or guardians need to be physically present when their child gets on and off the bus. If no one is at the kindergartner's stop they will be brought back to school and held until the parent or guardian can pick them up.

CODE OF CONDUCT

The Statement of Belief in Diversity forms the cornerstone of the Pelham Code of Conduct. In order for our school to be a place where we can learn, make friends, and feel safe, we shall:

A. Treat each other with respect both physically and verbally.

We shall keep our hands and feet to ourselves, show respect with our words and tone of voice and not use put downs. We shall include others in our games and observe playground safety. If we have a problem with another student we shall follow these steps:

1. Stop, freeze
2. Cool off
3. Try to solve the problem with words
4. Separate or leave the area
5. Work with an adult to use Peer Mediation or Conflict Resolution Skills to work out a win-win solution.

B. Listen to the adult in charge, pay attention to class discussion and wait our turn patiently.

We shall do this by taking charge of our own work and behavior and letting others take charge of theirs. We shall walk in the classrooms, hallway, on the sidewalk and around outdoor corners of the building. We shall eat food only during specified lunch, snack or party time and follow all handbook and bus regulations.

C. Treat the building and materials with care.

D. Bullying

The Pelham Elementary School has made a commitment to the prevention of bullying behaviors. Students are being bullied or victimized when they are exposed repeatedly to negative actions by other children. Please refer to the District Pages for information regarding our Anti-Bullying policy.

Pelham School Rules

1. Treat everyone equally and include everyone.
2. Remember: There is no bullying or teasing in our school.
3. Be aware of people's feelings and help students when you see bullying occur.
4. Keep hands and feet to oneself and respect other people's bodies.
5. Be honest.
6. Tell an adult if you are being bullied or you know someone else is being bullied.

Consequences

Whenever a student does not follow the Pelham School Code of Conduct certain consequences follow. Generally, teachers make the determination that a student is not following the Code and determine the appropriate consequence.

The principal is typically involved in major disciplinary actions and often will confer with the adult in charge in the case of lesser incidents. Parents will also have a role to play in carrying out some consequences. Some examples of consequences are:

Regular Consequences

- Time out in the classroom or in the office.
- Loss of recess time,
- Community service such as helping clean the school.
- Staying after school.
- Peer mediation or conflict resolution.

Severe Consequences

If all regular consequences have failed to bring about improvement, or if a student endangers him/herself or others, or if a student repeatedly disrupts the learning situation, or if a student destroys property, the parent will be called. The parent may be asked to take the student home immediately and/or help develop a contract with the teacher/principal as to the consequences and an agreed upon time frame. This contract will be signed by all parties including the parent. A serious infraction could lead to suspension.

Rewards

Good behavior is expected of all students in the Pelham School. The rewards for this are inherent in the climate of the school and in school celebrations.

Monitoring

- A. A copy of all of the above will be sent home each fall to be signed by the parent.

B. A central record is kept in the office of all offenses which will provide an overview of the types of misbehavior and the situations in which they occur. This will provide an overall perspective in order to make changes that will improve the school climate and help school staff plan and provide interventions that will support positive behaviors.

Lunch Room Rules

- Stay seated and talk only to those at your table.
- Raise your hand for help if you need to leave your seat.
- Talk quietly.
- Eat your own lunch. Do not trade food.
- Keep the lunch room clean.
- Treat adults, other students, and yourself with respect.
- Keep hands to yourself

Section IV- The School Day/ Academics

School Hours: The school day begins at 8:40 am, and ends at 3:05 pm each day except Wednesday when children are dismissed at 1:20 pm. Any child arriving after 8:40 is considered tardy and should first report to the office. Playground supervision begins at 8:30 am. ***IN ORDER TO ENSURE THE SAFETY OF EACH CHILD, IT IS VERY IMPORTANT THAT CHILDREN NOT ARRIVE BEFORE THIS TIME UNLESS THEY ARE ENROLLED IN THE BEFORE SCHOOL PROGRAM.*** (There is a \$3.00/day charge for this program.) If this should ever present a problem, kindly contact the principal. It is expected that if parents are picking up a child, they will do so promptly at dismissal. Children waiting for their parents will be met in the cafeteria. Parents must sign out their children with teacher on duty in the cafeteria.

Lunch: Children may either bring lunch or buy a hot lunch (including milk) at school. Each month's menu is sent home so that parents may plan ahead accordingly, and the monthly menu is posted on the school's web site. Hot lunch costs \$2.50 per day, and breakfast is \$.50. Please make checks payable to Pelham School. Parents may also pre- pay for their child's lunch online. The Food Service Department of the Amherst-Pelham Schools provides parents a convenient, easy and secure online pre-payment service to deposit money into your child's school meal account at any time. This service also provides parents the ability to view your child's account balance through a web site called MyNutriKids.com

By having money in each child's account prior to entering the cafeteria, we find the lunch lines move along much faster so your child has more time to eat and be with friends. Also, parents will have the ability to print out a copy of their child's eating history report. This history report will show you all dates and times that your child has purchased a breakfast and or lunch within the past thirty days.

To access these services:

1. Simply go to the district web site at www.ARPS.org.
2. Click on the Food Services link.
3. Click on the MyNutrikids.com link. From this site you will create your account and add money to your child's school meal account. All you need is your child's name, student ID

number and school ZIP code (01002). The instructions listed on the back of this page will guide you through the easy online account set up process. Please contact the school office for more information.

If your child would like breakfast, Mrs. Scott needs to know the school day before. For example, if your child would like breakfast on Tuesday, he would have to let Mrs. Scott know on Monday. However, if your child would like breakfast on Monday, she will need to let Mrs. Scott know on Friday. We will always have cereal, milk, and juice, but other items will change.

Children who bring lunch or who wish to have milk for snack may purchase whole or skim milk. This milk may be ordered one week in advance or on a daily basis and costs \$.35 per half pint. Children are allowed to use the microwave at school with adult supervision in the cafeteria for lunch time only.

Children paying for lunch or milk should inform their teacher at the start of the school day so the school can phone in its lunch order by 9:00 a.m. Only breakfasts and lunches which have been paid for can be ordered. **IT IS VERY IMPORTANT FOR CHILDREN TO HAND THEIR MONEY IN ON TIME AND TELL THE TEACHER THEY NEED A HOT LUNCH.**

Snacks: Each class has a scheduled time each morning for snack. Please help your child choose nutritious snacks to bring to school.

After School Care: An independent program of after school child care is available at the school Monday through Friday from the time school is dismissed until 5:30 p.m. Information about fees, activities and space availability may be obtained by calling Lennie Ware (253-5944 or 265-3766).

Items brought from home: Unless you have made a special prior arrangement with your child's teacher, only books and music should be brought to school for general sharing. Please refrain from allowing your child to bring electronic equipment, or other items that can be broken or misplaced, particularly iPods, Game Boys, and other small electronic devices. Knives, guns, bullets, and laser pointers are not allowed in school or on the bus. The school cannot be responsible for items that are lost.

Before School Care: An independent program of before school child care is available at the school Monday through Friday from 7:30 to 8:30 am. There is a \$3.00 charge per day for this program. More information may be obtained by calling the school office.

On very cold days our staff will look closely at the wind chill factor in order to ascertain if there is any danger of frostbite. If there is no threat of frostbite we will hold outdoor recess even on cold winter days. Proper clothing ensures that this winter play is comfortable, safe and fun.

Lost and found

Any unclaimed, unlabeled items found at school are placed on a rack near the gymnasium. Children or parents who are looking for missing items may check here at any time. Several times during the year, the items will be spread out on tables near the cafeteria in the hope that children may recognize and claim them. Families will be notified when this will take place. Unclaimed items are donated to local charities after the close of the school year.

Insurance: Optional student accident insurance is available from a private agency to students in all grades. Information about this program is sent home with each child in September.

HEALTH

Staff: Pelham School has a full-time nurse, and other school staff are qualified to give first aid, and tend to illnesses occurring at school. The school nurse for the Amherst-Pelham Regional School District is also available when necessary.

Emergency Information: At the beginning of each school year, parents are asked to fill out emergency information cards for each child who is attending school. It is vital that the information on these cards be as accurate as possible and that the names of at least two alternate people who can be reached in an emergency be included. It is imperative for the school office to know if information should change in the course of the school year.

Sickness or Accidents at School: For the child's sake as well as for the sake of others, children should be kept home from school if they are ill with something other than a simple cold. Children with fever, headaches, stomach aches or persistent coughs will be much more comfortable at home. Should a child become sick or sustain an injury of sufficient seriousness at school, the parents will be notified and requested to take the child home or arrange for the appropriate medical attention.

Medication Policy: The administration of medication to students by the school health staff should take place only if the student's health would be jeopardized without it. No initial dose will be given in school. A signed and dated consent form by the parent guardian and prescribing health care provider authorizing the administration of the medicine during school hours must be presented to the Health Room staff. Prescription medication must be in the original pharmacy container, labeled with the student's name, the health care provider's name, the name of the medicine, the dose, the time of day and the dates to be administered. Non-prescription medication must be presented in the original container. All medicines must be kept in the Health Room, except for inhalers, EPI Pens, and diabetic supplies which may be carried by the student. These particular medications also require written permission from the parent/guardian, health care provider and nurse at the school which will be kept on file in the Health Room. It is the student's responsibility to come to the Health Room at the prescribed time. Medication must be hand delivered by an adult to the nurse in order for that medicine to be dispensed to a student. The Districts do not keep stock supplies of medication, except for emergency situations, so please see the nurse at the school for consent and order forms along with getting clarification of these policies.

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

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

Hygiene: Hygiene is of basic importance; therefore, students are expected to maintain cleanliness. Furthermore, all dress and grooming should be such that it will not distract others from the educational process in class or in any other phase of school activity. If dress or grooming is offensive or serves as a distraction to others, parents will be called to bring appropriate clothing.

Physical Examination Requirements: A complete physical examination report, including an up-to-date record of required immunizations, is required of every child prior to the entrance of school. Physical examinations performed within six months of the opening of school will meet this requirement. In Pelham, examinations are required before beginning kindergarten, and fourth grade. A student transferring from another school system should be examined as an entering student. Kindergarten children must have had a medical examination, an eye examination and a screening for lead poisoning before admission to school.

Immunizations: As required by law, immunizations must be up to date prior to a student's entry into school. Specific information about Massachusetts immunizations and health screening requirements are available at school or from your health care provider. Evidence of the required immunizations must be presented before entering the Pelham School System. Medical and religious exemptions must be presented in writing. State health regulations require that all students entering kindergarten present evidence of having been screened for lead poisoning.

Alcohol, Drugs and Tobacco Free School: Alcohol, drug, and tobacco use is prohibited in any school building or on school grounds at any time. Use of tobacco, alcohol, and drugs is not permitted in vehicles that are parked on school grounds.

Head Lice Policy: If head lice or nits are found, the student will be excluded from school until the infestation is treated. **General Information:** Head lice are very contagious and are quickly spread unless treated. Student's heads should be checked regularly, especially if an itchy scalp is noted. Eggs are commonly found in the hair around the ears, the back of the neck and at the crown of the head. All family members and close contacts should be examined and treated as needed. The nurse will provide necessary information needed to deal successfully with this problem. The student may return to school after the lice have been treated and must report to the health room before returning to class.

Dental Health: A fluoride mouth-rinsing program is available to all children in grades 2-6. Information about the program and permission forms on which to enroll is sent home in the fall.

Backpacks: The American Academy of Pediatrics recommends that children not carry backpacks that weigh more than 20 percent of their body weight. Other experts recommend that backpacks not exceed 10 percent of body weight. Here's what 15 percent, a mid-range figure, translates to:

If Your Child Weighs	Backpack Should Weigh No More Than
90 lbs	13.5 lbs
80 lbs	12.0 lbs
70 lbs	10.5 lbs
50 lbs	7.5 lbs

HOW TO KNOW WHEN TO KEEP YOUR CHILD AT HOME

In general, these symptoms warrant keeping a child home for the day:

1.) **Fever of 100 or more**

Stay home for 24 hours after the fever is gone and encourage fluids.

2.) **Vomiting or diarrhea**

Stay home for 24 hours after the last episode and encourage fluids.

3.) Sore throat

Note that Strep throat may be present without fever, and may have symptoms of headache and stomach ache.

4.) Runny nose, cough

Often a day or two of rest, and a light diet with extra fluids will help resolve a cold and will help in minimizing the spread of cold virus at school. A child who is feeling run down, losing sleep due to their cold or actively sneezing and coughing is not going to be able to attend to learning.

5.) Earaches

If an earache lasts more than a day or if pain is severe, please see your health provider.

6.) Impetigo or other skin rash

Please have these identified and treated 24 hours before returning to school. Consult with the school nurse with any questions.

7.) Pinkeye or conjunctivitis

A draining, itchy eye that is red must be treated with antibiotic eye medication before the child returns to school.

Please refer to district health policies concerning physical examinations, immunization requirements, accidents, medication policies, vision and hearing tests, head lice, and scoliosis screening in the back of this book.

ADDITIONAL OFFERINGS/ STUDENT SUPPORT SERVICES

In addition to the regular curriculum, the following services are available to children who require or choose them:

Special Education: Teachers in this program offer academic and/or speech and language support for children of all grades who have Individualized Educational Plans (I.E.P.'s). These services are provided after the completion of a Team Evaluation which determines the child's needs. Parents are an integral part of the process. They may request an evaluation, and their approval is necessary before an I.E.P is implemented.

504: Some students who do not qualify for Special Education services may qualify for a 504 plan. See page 46 for more information.

Music Lessons: Lessons in string instruments are offered once a week for interested children in grades 3-6. Lessons in wind instruments are also available once a week for interested children in grades 4-6.

Literary Magazine: Once a year, a piece of writing by each child in the school is published in the school literary magazine. This is made available to every family.

CURRICULUM

The Amherst and Pelham Elementary Schools follow the Philosophy, K-12 Broad Educational Goals and the specific content objectives developed by the Amherst and Pelham School Committees.

K-12 BROAD EDUCATIONAL GOALS

1. Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.
2. Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, visual and computational skills.
3. Education should contribute to the learner's physical and emotional well being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.
4. Education should provide the learner with the skill and attitudes, and the guidance for initial job placement.
5. Education should provide for each learner access to humanity's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.
6. Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others,
7. Education should provide each learner with knowledge and experience which can contribute an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.
8. Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between humans and their environment and should develop attitudes and behavior leading to intelligent use of the environment.
9. Education should expand and advance the human dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral and ethical values, and attitudes.
10. Education should provide each learner with varied opportunities to nurture interests, to discover and develop natural talents, and to express values and feelings through various media.

A description of each curriculum area is available for review in each school during the Fall Curriculum Night.

Second Step and Steps to Respect

The Second Step Program teaches social and emotional skills to reduce impulsive and aggressive behavior in children and increase their level of social competence. The lessons, which are taught by our school guidance counselor and classroom teachers, teach, model, practice and reinforce skills in empathy, impulse control, problem-solving, recognition of emotions and anger management. The Steps to Respect program teaches upper grade students to recognize, refuse, and report bullying, be assertive, and build friendships

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

School Handbook District Pages

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

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

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

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

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

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

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

THE AMHERST, PELHAM & AMHERST-PELHAM REGIONAL PUBLIC SCHOOLS

Serving Amherst, Pelham and the Amherst-Pelham Region

Office of the Superintendent
170 Chestnut Street
Amherst, MA 01002

(413) 362-1823
(413) 549-9811 fax

August 19, 2011

Dear Parents and Guardians:

On behalf of the Amherst, Pelham and Amherst-Pelham Regional School Committees and the administrators, faculty and staff of the Amherst, Pelham and Amherst-Pelham Regional School Districts, I welcome you to a new school year. I am pleased to have the opportunity to work with your children and am confident they will have an exciting, challenging and rewarding educational experience in the coming months.

The “District Section” you are now about to read presents information regarding legally mandated regulations. To ensure safe and positive school learning environments, these guidelines, rules and regulations are established for all campus, bus and other settings where students are present. These are the expectations that are pertinent to everyday activities during a school year.

Some of the information in these district pages refers to situations that are rare in schools. Although we prefer to set expectations in a positive tone, more often than not, the information that follows is technical in nature and language. It is your right to be informed and our responsibility to make you aware of these policies and procedures. Please note that while some are more applicable to situations that might arise with older students, we feel obligated to inform all families of all children regardless of age.

If you have any questions about this information or any questions that cannot be best answered at your child’s school, please call 362-1810 where your call can be directed to the person who can respond to your need. You can also find general information on our district website at www.arps.org.

Sincerely,

Maria Geryk
Superintendent

**Amherst, Amherst-Pelham Regional and Pelham Public Schools
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Admission

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

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

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

Residency for School Attendance in Amherst, Pelham, and Amherst Regional Public Schools

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

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

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

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

Kindergarten Screening

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

Attendance Expectations

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

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

Breakfast and Lunch

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

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

Children who received free or reduced price meals last year will continue to receive them through September of the next school year, but new applications must be filed by the end of that month. New applicants must pay full price until their applications are approved, usually within one or two days.

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

Meal Prices for 2011/2012 School Year

Breakfast (*per day*)

Middle School & High School	\$1.00
Elementary Schools	\$.50
Reduced Price (All schools)	\$.30

Lunch (*per day*)—All Schools

Full Price	\$2.50
Reduced Price	\$.40
Adult Price	\$3.25

Milk – All Schools \$.40

Bus Service and Rules

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

Loss of Riding Privileges

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

Bus Rules:

Waiting for the bus

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

Loading on the Bus

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

Riding on the Bus

1. Do not eat food while you are on the bus.

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

Unloading from the Bus

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

Kindergarten Student Transportation

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

Changes in Going Home Routine—Bus Passes

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

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

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

Crossing Guards

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

PVTA Buses

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

Bicycle Safety Rules:

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

Rules of the Road

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

Walking & Crossing Streets Safely:

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

Communication

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

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

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

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

Computer Use Guidelines/Acceptable Network Use Policy

I. Introduction

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

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

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

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

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

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

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

II. General Provisions

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

Network and Internet monitoring

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

Filtering

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

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

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

III. User-specific Provisions

A. All Users

Students, administrators, staff and faculty shall not:

1. Use the network to access and/or transmit material in violation of any U.S. or Commonwealth law, including copyrighted material.
2. Access, download, display, transmit, produce, generate, copy or propagate any material that is obscene or pornographic; advocates illegal acts; contains ethnic slurs or racial epithets; or discriminates on the basis of gender, national origin, sexual orientation, race, color, ancestry, religion, handicap or age.
3. Degrade, damage or disrupt equipment or system/network performance (for example excessive bandwidth use that disrupts the network for other users).
4. Gain unauthorized access to network resources.
5. Permit or authorize any other person to use their name or login password.
6. Use an account of any other person or vandalize another user's data.
7. Waste electronic storage space by saving unnecessary files or programs.
8. Download, install, load or use programs without written permission of the technology coordinator/administrator.
9. Use school resources for personal commercial purposes or for political lobbying.
10. Use inappropriate, offensive, foul or abusive language.
11. Harass or annoy any other party with obscene, libelous, threatening or anonymous messages, objectionable information, images or language.

12. Forward chain letters.
13. Forward e-mail messages of broad interest—including virus alerts and jokes—to the entire school community (see number 5 below in the section "Students, staff and faculty must").
14. Knowingly make use of pirated software or violate software licensing agreements.
15. Engage in the practice of "hacking" or knowingly engage in any other illegal activity using the network.
16. Engage in any conduct which constitutes cyber-bullying as defined by the Districts' Anti-Bullying Policy.
17. Engage in any other inappropriate use of the system.

Students, staff and faculty must:

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

B. Students

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

IV. Electronic Communication

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

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

V. Software

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

A. Supported Software

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

B. Other Software

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

C. Unsupported Data, Media and Software

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

VI. Data Storage and Backup:

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

VII. Hardware:

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

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

B. Wiring of network devices:

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

VIII. Web Pages:

A. General guidelines for student, teacher & classroom sites

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

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

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

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

Controversial Issues in School

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

An important goal of public education is to help students develop the capacity to participate respectfully, critically and positively in the discussion and analysis of controversial issues. Studying controversial issues provides opportunities to develop a student’s ability to think clearly and critically, to reason logically, to

differentiate between opinion and intelligent analysis, and to respectfully examine different points of view with an open mind. All staff and students have a right to express their opinions and a right to a respectful hearing. While teachers and other staff may have personal views on controversial issues, they do not have a right to use the school setting as a forum to promote their personal views. Educators need to be constantly mindful that their views may influence students and that they have an obligation to model objectivity and to encourage their students to think for themselves.

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

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

Discipline, Conduct, and Suspension Policies

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

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

Conduct of Students

Corporal Punishment

In accordance with State law:

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

Nothing in this policy shall be interpreted as preventing a teacher or other employee or agent of the school committees from using reasonable force as is necessary in the following situations: to protect himself or herself from assault by a student, to protect other students and staff members from violent aggressive acts of students, or to prevent a student from harming himself or herself.

The Superintendent will issue regulations regarding staff training in the proper uses and limitations on the use of physical restraint.

Suspension Policy

Breaches of standards of behavior may result in suspension from school in accordance with applicable State and Federal laws/regulations and court decisions. The principal of each school will implement specific

procedures for imposing suspensions, conferring with parents, and readmitting and counseling suspended students.

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

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

Prior to a suspension being imposed, the student facing a possible suspension will be provided due process which includes a notice and explanation of the suspension the right to representation, an opportunity to present facts and arguments to support his/her side of the story. Whenever possible, parents or guardians will be notified by telephone prior to the suspension. Suspended students will not be in school, on the school grounds, or at school-sponsored activities or athletic events unless expressly permitted by the principal.

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

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

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

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

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

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

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

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon¹, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, paraprofessional, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion, in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.

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

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

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

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

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

The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

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

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

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

Students identified as having special needs

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

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

- a. Students with Special Needs may be suspended for up to ten (10) consecutive days, and may also be suspended in excess of ten (10) cumulative days, as fully outlined under M.G.L.c. 71B, and the Individuals with Disabilities Education Act. Such suspensions may be carried out without any further or additional process.
- b. Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that the conduct for which the student is being disciplined is not a

manifestation of his/her disability, and the District provides educational services which will allow the student to access the general curriculum and to make progress toward his/her goals.

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

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

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

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

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

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

Students are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

- Is the misconduct the result of failure to implement the student's 504 Plan?

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

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

Interrogations and Searches

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

Physical Restraint Policy

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

The two goals of the physical restraint policy are:

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

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

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

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

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

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

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

Search and Seizure

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

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

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

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

Interrogations by Police

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

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

Police Relations

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

This document states the intent of the Amherst-Pelham Regional Schools and the Amherst Police Department to engage in cooperative efforts aimed at the elimination of drugs and alcohol from the schools. Such cooperation will ensure a more comprehensive community response to the social and physical hazards of drug use and drug trafficking by students while under the authority of school personnel.

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

- 1.0 All school staff members are under obligation to report any and all incidents of the use or possession of any drugs by students.
- 1.1 School personnel are not protected under the confidentiality statutes of the Commonwealth, and if called on to testify in court, they would be obligated to reveal any information relating to drugs even if voluntarily confided to them by the students.
- 1.2 Each and every such incident, suspected incident, or suspected pattern of use, possession or trafficking in drugs is to be reported immediately to the appropriate building principal, other administrator or designee.
- 1.3 Any student who is suspect of, observed as, or has admitted to being under the influence of a drug must be immediately escorted to the office of the building principal or the office must be notified immediately of the incident.
- 1.4 Incidents, as described, in items 1.0 – 1.3 are considered violations of school rules and possibly of the law if they occur in the school building, on school grounds, at school sponsored events, at activities or

events which may be conducted off school grounds, on school buses, and at or around school bus stops, during loading and unloading procedures.

- 2.0 The principal of each school building shall be the party to whom all such incidents are reported and who will coordinate all procedures in these matters. In the absence of the principal, another administrator or designee shall perform this function.
- 2.1 Upon a report to the principal of an incident, an investigation will be conducted. Parents will be informed expeditiously. Disciplinary hearings will take place when appropriate, and will be conducted by the principal, another administrator or designee.
- 3.0 To be under the influence of drugs, but not in possession of drugs is a violation of school rules, but it is not a violation of law. Students in violation of school rules regarding drugs will be appropriately disciplined and parents notified, but police will not be ordinarily summoned. Police may be summoned in cases of disorderly or dangerous conduct.
- 3.1 Students found to be in possession of drugs, on their person, or in locations specifically associated with students (school corridor lockers, gymnasium lockers, personal clothing or other locations or items) will be considered to be in violation of the law. In such cases, parents will be notified immediately and the police will be summoned. The case will be turned over to the Amherst Police Department. Contraband (illicit drugs and paraphernalia usually associated with drug use) will be turned over to the police department as well.
- 3.2 Where appropriate, the Police Department will pursue criminal action against any student found to be in possession of drugs.
- 4.0 The Amherst Police Department's Officer in Charge of Operations will coordinate the department's actions in cases of a student found to be in possession of drugs or drug paraphernalia. The Officer in Charge of Operations will coordinate record-keeping functions and police department/school system educational efforts with the principals of the schools.
- 4.1 The school system will report to the police department all incidents of students found to be under the influence of drugs. The names of such students may be, at the discretion of the principal, submitted to the police department after notification of parents. Such incident reports will be maintained by the Amherst Police Department as well as by the school system. A standard form for the purpose of reporting will be developed jointly by the police department and the school system.
- 4.2 The police department's Officer in Charge of Operation and the school principals will form a liaison/coordinating committee. This committee will meet regularly during the school year for the purpose of reviewing procedures contained herein and for the purpose of monitoring local conditions regarding drug use and trafficking.
- 4.3 The liaison/coordination committee shall meet with and report to the Chief of the Amherst Police Department and the Superintendent of Schools annually (in March) for the purpose of reviewing the goals and effectiveness of the procedures contained herein.
- 4.4 The procedures contained in this memorandum should be consistent with the codes for student conduct established in each school building.

Chapter 76: Section 16 Children excluded from school; remedies

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

Chapter 76: Section 17 Hearing prerequisite to exclusion

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

English Language Learners

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

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

Health

A. Alcohol, Drugs, and Tobacco Free School

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

B. Appropriate Clothing

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

C. Dental Health

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

D. Emergency Information

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

E. Head Lice

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

F. Height and Weight

Massachusetts General Law, Chapter 71, Section 57 and CMR 200.500 mandates that students in grades 1, 4, 7 and 10 be measured for height and weight annually in our Body Mass Index (BMI) Screening

Program. We will be sending an informational packet including BMI status to families with students in those grades.

G. Immunization Requirements

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

H. Medication Policy

The administration of medication to students by the school health staff should take place only if the student's health would be jeopardized without it. No initial dose will be given in school. A signed and dated consent form by the parent/guardian and prescribing health care provider authorizing the administration of the medicine during school hours must be presented to the Health Room staff. Prescription medication must be in the original pharmacy container, labeled with the student's name, the health care provider's name, the name of the medicine, the dose, the time of day and the dates to be administered. Non-prescription medication must be presented in the original container. All medicines must be kept in the Health Room, except for inhalers, EPI Pens, and diabetic supplies which may be carried by the student. These particular medications also require written permission from the parent/guardian, health care provider and nurse at the school which will be kept on file in the Health Room. It is the student's responsibility to come to the Health Room at the prescribed time. Medication must be hand delivered by an adult to the nurse in order for that medicine to be dispensed to a student. **The District does not keep stock supplies of medication, except for emergency situations. Please see the nurse at school for consent and order forms along with clarification of these policies.**

I. Physical Examination Requirements

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

J. Sickness and Accidents

If a student is sick or has a serious accident in school, the school will contact the parent(s)/guardian(s). It is the responsibility of the parent/guardian to take the student home and arrange for needed medical attention. The school will administer first aid only. Parents/guardians are asked to pick up their children

in the Health Room. It is sometimes difficult to assess how a child looks or feels in the morning, and many children will go to school well but develop an illness during the day. For the child's sake, as well as for the sake of others, please keep a student home if he/she is not well. Examples of illnesses which should keep the child at home include:

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

K. Postural Screening

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

L. Pregnant Students

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

M. Staff

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

N. Vision and Hearing Tests

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

Homelessness

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

1. Homeless students must be provided with access to the same free, appropriate public education that is provided to other children and youth.
2. Homeless students have the right to either remain in their school of origin or to attend school where they are temporarily residing;

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

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

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

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

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

1. To expedite delivery of meal benefits, the District will accept documentation that students are homeless from the Liaison or homeless shelter director.
2. In lieu of normal documentation substantiating free meal eligibility, schools may simply have the child's name, effective date, and signature of the Liaison or homeless shelter liaison. (If, at some point, the child is no longer homeless, the household must be provided with an application for free/reduced price meals.)
3. A child or family may temporarily reside with another household and still be considered homeless under the definitions of homeless. In this case, the household size and income of the host family are not taken into consideration in determining the free meal eligibility for the children.

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

Homework

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

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

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

Home Education of Students

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

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

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

Parents/guardians have the right to a hearing before the Superintendent in the event that the home education proposal is disapproved, so as to allow them an opportunity to explain their plan and answer questions about it. They may be represented by counsel and shall be provided reasonable notice of the time and place of such a hearing.

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

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

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

Specifically, to participate in extracurricular activities and/or athletics, a home-educated student:

- must have a home education plan that has been approved by the Superintendent prior to the beginning of the school year.
- must reside in the Region and must be living with his/her parent(s) or legal guardian(s) in the family residence.
- must meet all eligibility requirements of MIAA including, but not limited to, rules governing transfers and academic eligibility beyond grade eight to participate in interscholastic athletics.
- must meet all eligibility requirements of the school, including attendance and academic requirements for participation in extracurricular activities and athletics
- must pay required fees for participation in athletics and, if applicable, for extracurricular activities.
- must pass the District's physical examination annually, or have a family doctor perform such an examination, and must secure and present evidence of their own insurance coverage for participation in athletics.

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

Attendance

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

Academic Performance

On a trimester basis, no later than three (3) school days following the close of grades at the high school and middle school, the parent or guardian responsible for the home education program must submit to the Superintendent a progress report on work completed that quarter, including representative work samples and/or any other methods used for evaluating academic performance in English, mathematics, science and social studies. The Superintendent or Curriculum Director, with consultation from department heads, will determine whether or not the work completed that quarter satisfies the school's grade level standards.

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

Inclement Weather

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

Safety and Well-Being

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

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

Mechanisms and procedures must be in place in every school and in every classroom not only to ensure the physical, social, and emotional safety of students, but also to provide the supports and advocacy necessary for students. The need for safety, well-being, support, and advocacy applies to the general student body, to

victims, and to alleged offenders. All members of the school community need clear expectations, reasonable limits, and established structures and procedures to ensure safety and to protect the rights of all.

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

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

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

School Visitation and Classroom Observation

Visitor Admission and Protocols

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

- a. All visitors will enter the school building through the front door.
- b. Access will be granted to the school via the front door after utilizing the door access bell.
- c. Access will be granted by school office personnel, the building principal or other authorized persons after visual identification is made and the visitor's purpose for requesting access to the school is accepted.
- d. All school doors shall remain locked during the regular school day except at arrival and dismissal time when certain designated doors will be open.
- e. All visitors will be directed to the school main office where they will sign a visitor log and obtain a School Department Visitor Badge.
- f. Visitors who fail to report to the main office to sign-in or obtain a visitor badge will be reported to the building principal or other authorized person for investigation.

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

Observation Guidelines and Procedures

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

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

2. The building principal (or designee) will contact the parent/guardian and/or visitor for an initial scheduling conversation within five (5) days of receipt of the written request to avoid undue delay.
3. If the parent/guardian of the student is requesting that a third party (e.g. independent evaluator or educational consultant) conduct the observation, the parent/guardian must provide the School District with written permission for the third party to conduct the observation and, if requested, to review school records.
4. The building principal (or designee) will work with staff and the observer to set up the details of the observation including, but not limited to, scheduling and placement of the observer in the classroom. The School District will permit access to programs that is sufficient in duration to accomplish the purpose of the visit. The duration and extent of the observation will be determined on an individual basis but typically occur within one (1) and two (2) hour blocks. The start and end time of the observation will be agreed upon in advance.
5. The number of observers at any one time may be limited.
6. The observer will be informed that he/she is not to interfere with the educational environment of the classroom including interacting with students and teaching staff during instruction. If his/her presence becomes disruptive or distracting, the observer will be informed that the observation may be terminated earlier than anticipated. This notice is particularly important since the presence of parents/guardians or others may influence the performance of the specified student and those of others.
7. The parent/guardian will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. Observers are not there to evaluate a teacher's ability to perform his/her contractual job duties.
8. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff will be mindful of removing materials which may be part of a student's record from plain view.
9. A school administrator (or designee) will escort the parent /guardian or the third party during the entire observation.
10. The School District may designate certain periods of the year, such as during MCAS testing, field trips, the first or last few of days of the school year, as times when observations may not be scheduled.
11. The School District may condition observation of any of its programs when necessary to protect: a.) the safety of the children in the program; b.) the integrity of the program; and c.) the disclosure of any confidential or personally identifiable information about the children in the program while the program is being observed.
12. The building principal (or designee) may exercise discretion at any time to reschedule or terminate an observation in the event of an emergency or a disruption that impacts on the physical or emotional well-being of the students in the school or the program being observed.
13. Observers will be asked to sign a confidentiality statement providing that, in the event that they obtain personally identifiable or confidential information during the course of an observation, the observer will not disclose it except when the information is relative to the specific student being observed, in which case it will be used consistently with the parent's authority and direction.

Social Skills

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

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

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

Students with Disabilities

Special Education

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

Section 504

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

Process for Filing a Section 504 Complaint

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

- Parent/guardian completes and submits a **Section 504 Complaint Form** to principal or school designee. The form can be obtained in the Main Office of your child's school.
- Principal or designee reviews complaint and attempts to facilitate resolution of the concern. If the concern is not resolved at the school level the parent can forward a copy of the complaint to the administrator in charge of Section 504 for the district.
- The administrator in charge of Section 504 for the district will review the concern and decide whether to reopen mediation or issue a written decision.

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

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

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

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

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

Special Education Observation Guidelines and Procedures

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

14. A parent's/guardian's request to observe a student's special education program or a proposed placement must be made in writing at least one (1) week in advance with a copy provided to the Director of Special Education and the building principal. The written request should identify the particular student, the observer, and the nature of the observation to be conducted.
15. The building principal (or designee) will contact the parent/guardian for an initial scheduling conversation within five (5) days of receipt of the written request to avoid undue delay.
16. If the parent/guardian of the student is requesting that a third party (e.g. independent evaluator or educational consultant) conduct the observation, the parent/guardian must provide the School District with written permission for the third party to conduct the observation and, if requested, to review school records.
17. The building principal (or designee) will work with staff and the observer to set up the details of the observation including, but not limited to, scheduling and placement of the observer in the classroom. The School District will permit access to programs that is sufficient in duration to accomplish the purpose of the visit. The duration and extent of the observation will be determined on an individual basis but typically occur within one (1) and two (2) hour blocks. The start and end time of the observation will be agreed upon in advance.
18. The number of observers at any one time may be limited.
19. The observer will be informed that he/she is not to interfere with the educational environment of the classroom including interacting with students and teaching staff during instruction. If his/her presence becomes disruptive or distracting, the observer will be informed that the observation may be terminated

- earlier than anticipated. This notice is particularly important since the presence of parents or others may influence the performance of the specified student and those of others.
20. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his/her contractual job duties.
 21. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff will be mindful of removing materials which may be part of a student's record from plain view.
 22. A school administrator (or designee) will escort the parent or the third party during the entire observation.
 23. The School District may designate certain periods of the year, such as during MCAS testing, field trips, the first or last few of days of the school year, as times when observations may not be scheduled.
 24. The School District may condition observation of any of its programs when necessary to protect: a.) the safety of the children in the program; b.) the integrity of the program; and c.) the disclosure of any confidential or personally identifiable information about the children in the program while the program is being observed.
 25. The building principal (or designee) may exercise discretion at any time to reschedule or terminate an observation in the event of an emergency or a disruption that impacts on the physical or emotional well-being of the students in the school or the program being observed.
 26. Observers will be asked to sign a confidentiality statement providing that, in the event that they obtain personally identifiable or confidential information during the course of an observation, the observer will not disclose it except when the information is relative to the specific student being observed, in which case it will be used consistently with the parent's authority and direction.

Please refer to the Observation Law and DESE Special Education Advisory for technical reference at the following links: http://www.doe.mass.edu/sped/advisories/09_2.html
<http://www.mass.gov/legis/laws/seslaw08/sl080363.htm>

Video/Audio Taping of TEAM and Meetings

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

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

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

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

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

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

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

Student Records

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

General Provisions

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

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

The review of student records should be in the presence of a counselor or his designee for interpretive information and to advise. This will apply to all materials inserted in the record. Besides specific court requests from a probation officer, court orders, a subpoena where health or safety requires the disclosure or upon transfer to another school district, and other exceptions provided under the Student Record Regulations (603CMR 23.07 (4)), only academic and attendance information should be released to requesting parents/guardians.

Most important, the school/district will make a reasonable effort to notify the parent or eligible student of a court order to comply before the records are released.

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

A log of access shall be kept as part of each student record. If parts of the student record are separately located, a separate log shall be kept with each part. The log of access shall indicate all persons who have obtained access to the student record stating: the name, position and signature of the person releasing the

information: the name, position, and if a third party, the affiliation if any, of the person who is to receive the information, the date of access, the parts of the record to which access was obtained, the purpose of such access. Unless the student record information is to be deleted or released, this log requirement shall not apply to: authorized school personnel under 603 CMR 23.02 (9) (a), who inspect the record, administrative office staff and clerical personnel under 603 CMR 23.02 (9) (b), who add information to or obtain access to the student record, or school nurses who inspect the student health record.

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

Access to Student Records by Parents without Physical Custody

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

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

The school/district shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07 (5) (a). In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of such request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).

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

Amending the Student Record

1. The eligible student or parent has the right to add information, comments, data, or any other relevant written material to student record.
2. The eligible student or parent has the right to request in writing deletion or amendment of any information contained in the student's record, except for information which was inserted into that record by an Evaluation TEAM. Such information inserted by an Evaluation TEAM shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Education Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - (a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify

or correct objectionable material in the student record, either the student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/ her designee to make the objections known.

- (b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

Appeals

1. In the event that any decision of a principal or his/her designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent, they shall have the right of appeal to the Superintendent of schools. Request for such appeal shall be in writing to the Superintendent of schools.
2. The Superintendent of schools or his/her designee shall within two (2) weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, Superintendent of schools or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
3. In the event that the decision of the Superintendent of schools or his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Requests for such appeal shall be in writing to the chairperson of the School Committee.
4. The School Committee shall within four (4) weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.

Destruction of Records

1. The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.
2. During the time a student is enrolled in a school, this principal or his/her designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided the eligible student and his/her parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.
3. The temporary record of any student on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after that student transfers, graduates or withdraws from the school system. Written notice to the eligible student and his/her parents of the approximate date of destruction of the record and their right to receive information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.
4. In accordance with M.G.L. c71, Section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such a test was so administered

Directory Information Notice

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

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

honors and awards received, and 10) post high school plans of the student.

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

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

Complaint Process

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

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

Notice of Transfer to Other Schools

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

Records of Transferring Students

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

Sharing Student Lists

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

Volunteering in the Amherst Public Schools

The Amherst-Pelham Regional Public Schools provide a rich array of volunteer opportunities which address the educational needs of all students and support educational programming and school community needs. Fortifying school success for all students fosters language, literacy, social and initiative skills.

Community members, college students and parents/guardians are encouraged to become volunteers to support learning and to facilitate positive community involvement, partnership and collaboration. There are many volunteer opportunities in our schools throughout the year. Examples include academic tutoring, classroom/office/clerical/library support, afterschool clubs and programs, computer lab, athletic coaching, field trip chaperones, graduation ceremonies, music and dramatic productions and Parent/Guardian Organizations. For more information, please contact Kimberly Stender, Volunteer Coordinator, at 413-362-1825 or stenderk@arps.org.

Letters of Assurance

Public Notice

Amherst, Amherst-Pelham, & Pelham Public Schools

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

Maria Geryk
Superintendent of Schools

Chapter 76: Section 5—General Laws of the Commonwealth

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

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

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

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

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

Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18—Failure to report hazing

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

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

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with

this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

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

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

Procedures

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

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

All recipients of this form will sign the form acknowledging receipt of Chapter 269 and these forms shall be forwarded to the building principal for use in preparing an annual report to the Massachusetts Department of Education.

It shall be the responsibility of the building principal to report any and all cases of Chapter 269 violations to an appropriate law enforcement official and notify the Superintendent of the same.

Violations of Chapter 269 shall be considered serious infractions punishable in accordance with the Student Handbook and will include notification to parent and may include suspension or other measures as deemed appropriate by the administration.

Anti-Bullying Policy for the Amherst-Pelham and Amherst-Pelham Regional Public Schools

Consistent with M.G.L. c. 71, sect. 37O and 603 CMR sect. 49.00, the Amherst, Pelham and Amherst-Pelham Regional school Districts have developed this anti-bullying policy. The districts submitted a plan which was approved by the Department of Elementary and Secondary Education. This plan was distributed to all staff and is available at www.arps.org. Any and all acts of bullying, cyber-bullying and retaliation based upon the reporting of bullying to the school administration are prohibited in the Districts.

Bullying is defined as the repeated use by one or more students of a written, oral, or electronic expression or a physical act or gesture or any combination thereof, directed at another individual(s) (hereinafter target) that

- causes physical or emotional harm to the target or damages the target's property,
- places the target in reasonable fear of harm or damage to his/her property,
- creates a hostile environment at school for the target,
- infringes on the rights of the target at school or
- substantially and materially disrupts the education process or orderly operation of a school.

Examples of bullying include but are not limited to:

1. Intimidation, either physical or psychological (in person or via an electronic device)
2. Threats of any kind, stated or implied (in person or via an electronic device)
3. Assaults, whether verbal, physical, psychological, or emotional
4. Attacks on student property
5. Demeaning names or phrases directed at an individual student
6. Touching another individual in a demeaning manner

Cyber-bullying, is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications.

Cyber-bullying also includes:

1. the creation of a web page or blog in which the creator assumes the identity of another person;
2. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed in (i) to (v), inclusive, of the definition of bullying; and
3. the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions listed in (i) to (v), inclusive, of the definition of bullying.

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

The Superintendent or his/her designee shall develop and/or implement a bullying prevention plan consistent with the requirements of the M.G.L. c. 71, sect. 37O, 603 CMR sect. 49.00 and the Department of Elementary and Secondary Education's guidelines. This comprehensive plan will be submitted to Department of Secondary education by December 31, 2010.

The principal, in consultation with the school council and school faculty, will develop a bullying prevention plan, once the Department of Elementary and Secondary Education finalizes its regulations under M.G.L. c. 71, sect. 37O and its model bullying prevention plan. The school-based bullying prevention plan shall be consistent with the District's district-wide plan.

The School District shall provide professional development to school staff addressing the prevention, identification and remedying of bullying.

The principal of each school (or his/her designee), supported by the central office administration, will make clear to students, families and staff that bullying in the school buildings, school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions held in any location is prohibited, and will not be tolerated.

The principal of each school (or his/her designee), supported by the central office administration, will train all staff in the prevention, identification, intervention and reporting process of bullying incidents, as stated in the District's guidelines.

The principal of each school (or his/her designee), supported by the central office administration, will inform students' parents/guardians of any allegations, reports and/or complaints of bullying incidents, as stated in the District's guidelines.

The principal of each school (or his/her designee), supported by the central office administration, will oversee the implementation of the school districts' empathy/social skills and anti-bullying developmental curriculum in their schools, as stated in the school districts' guidelines.

The Principal of each school (or his/her designee), supported by the central office administration, will inform the parent/guardian of all reported bullying incidents involving his/her child as the target of the bullying or as the perpetrator of the bullying, consistent with the requirements of 603 CMR sect. 23.00 and FERPA and the District's guidelines.

Upon receipt of a complaint, report and/or allegation of bullying, the Principal (or his/her designee) will conduct an initial investigation as soon as practicable, as stated in the districts' guidelines. The timeliness of an investigation will depend upon such factors as the number of individuals involved, the number of witnesses to be interviewed, the availability of witnesses, the school schedule and other factors.

When it is determined by the Principal that bullying has occurred, the principal will:

- act promptly to provide a remedy to the target(s) as well as to take appropriate disciplinary action against the aggressor(s).
- address the school climate, as necessary.
- impose the necessary corrective action.

The Superintendent (or his/her designee) will develop the administrative guidelines and procedures for the implementation of this policy in the School Districts. It is the responsibility of school principals (or designees) to implement the guidelines and procedures developed for the Districts.

Evidenced based Violence Prevention and Social Competency Curriculums

The principal (or designee) of each school is responsible for enforcing that classroom teachers and service providers follow the outlined curriculum to teach social competency to all students, focus on children's normative beliefs related to bullying and the social-emotional skills for responding to bullying and increasing peer acceptance.

The District has adopted the "Second Step" and "Steps to Respect" programs as the main K-8 curriculum, supported by the Wesleyan "Quit It Program and Non Violent Communication (NVC) frameworks. The high school addresses anti-bullying in the ninth grade summer orientation on the first day of school and in health class.

Second Step—Is a research-based social-skills program for children ages 4 to 14 that teaches socio-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. The program consists of in-school curricula, parent training, and skill development. "Second Step" teaches children to identify and understand their own and others' emotions, reduce impulsiveness and choose positive goals, and manage their own emotional reactions and decision-making process when emotionally aroused.

Steps to Respect—Is a research based bullying prevention program designed to decrease bullying at school and help students build more supportive relationships with each other. The program's dual focus on bullying and friendship is based on research showing that friendship protects children from harmful effects of bullying. Students are taught friendship skills, such as strategies for making and keeping friends, and steps for joining a group activity. "Steps to Respect" also teaches children skills for coping with bullying, including recognizing bullying, using assertive behaviors to refuse the bullying and reporting bullying to adults. Since many children become involved as bystanders to bullying in helpful or harmful ways, "Steps to Respect" emphasizes the responsibility that all members of a school community have to decrease bullying.

Sexual Harassment Policy

All persons have the right to be free from sexual harassment; therefore, sexual harassment in any form is strictly forbidden in school, on school grounds or at school-related activities.

DEFINITION: Sexual harassment is a form of employee/student misconduct which undermines the integrity of the educational mission of the Amherst, Amherst-Pelham, and Pelham Public Schools. All employees/students must be allowed to work/learn in an environment free from unsolicited and unwelcome sexual overtures or conduct, either verbal or physical. Sexual harassment refers to behavior which is not welcome, which is personally offensive, which debilitates morale and which therefore interferes with work effectiveness and individual learning.

Sexual harassment in the educational setting is also prohibited by law and is defined as follows with respect to students: "sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services, or as a basis for the evaluation of academic achievement; or (b) such advances, requests or conduct have the purpose or effect of unreasonably intervening with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment."

Quid pro quo sexual harassment occurs when a person in a supervisory position explicitly or implicitly conditions participation in a program or activity or bases a decision concerning another on the other person's

submission to unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature, whether or not the other person submits to the conduct. *Quid pro quo* sexual harassment, occurs, for example when a school employee causes a student to believe s(he) must submit to sexual advances to receive a better grade than deserved, or is threatened with a loss of a promised college application recommendation unless the student dates the employee.

Hostile environment sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature by a student, a school employee, or third party on school property or at school-related activities is sufficiently severe, pervasive or persistent so as to interfere with or limit a person's ability to participate in or benefit from the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment. A victim may also be someone affected by conduct directed toward another individual. Sexual harassment may occur adult to student, student to student, student to adult, adult to adult, male to female, female to male, female to female, and male to male.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- **Verbal forms of sexual harassment:** including repeated unwanted requests for dates, sexual rumors, sexually explicit jokes, howling, whistles, catcalls, soliciting conversation regarding sexual activity and experiences, making unwanted gender-based references to a person's physical characteristics;
- **Nonverbal forms of sexual harassment:** including offensive gestures, following or stalking another, cornering or blocking a person, leering, pressuring for sexual activities;
- **Visual forms of sexual harassment:** including displaying sexually suggestive or sexually provocative photographs, pictures, objects, cartoons, or posters;
- **Unwelcome physical touching:** including grabbing, groping, squeezing, sexual fondling, kissing, brushing against another's body, body hugs, and other unwelcome contact.

Reporting: Any student who believes he/she is a victim of sexual harassment should talk to his/her building principal or another adult in a position of authority in the school as soon as possible. Students should avoid trying to solve the problem of sexual harassment alone. All persons shall promptly report knowledge of actual or reasonably suspected sexual harassment to the building principal (or his/her designee.) The principal (or his/her designee) will investigate all complaints and follow through appropriately.

Consequences: Staff members found to have engaged in acts of sexual harassment will face one or more of the following consequences: (1) written reprimand and warning, (2) suspension without pay, (3) dismissal, and/or (4) referral to the police.

Students found to have engaged in acts of sexual harassment of another student will face one or more of the following consequences: (1) apology to the victim, (2) parent conference, (3) detention, (4) suspension, (5) expulsion, and/or (6) referral to the police.

Student consequences will be rendered in an age appropriate manner by the schools in Amherst, Amherst-Pelham and the Pelham Public Schools.

Reprisals, threats or intimidation of the victim will be treated as serious offenses, which could result in a permanent separation from the school through expulsion (for student offenders) or dismissal from employment (for adult offenders).

Title IX/CHAPTER 76: Section 5 Regulations

In accordance with Title IX regulations of the Education Amendments of 1972, and Chapter 76 Section 5 of the General Laws of Massachusetts, the Amherst-Pelham Regional School District re-states its adherence to the following policies:

Title IX states "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal funds." Chapter 76 Section 5 of the General Laws states: "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, sexual orientation, or national origin."

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

Procedures

Information on the Grievance Procedures for any of the above regulations is available as is any other information relative to the regulations. For information please contact:

Student Services Office

Title IX/Chapter 76 Section 5/Section 504 Compliance

Amherst Regional School District

170 Chestnut Street

Amherst, Massachusetts 01002

(413) 362-1871

Complaint Procedures for Allegations of Discrimination

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

Any member of the District community who believes that the District or a member of the District community has violated Titles VI and VII of the Civil Rights Act of 1964 (race, color, or national origin), Title IX of the Education Amendments of 1972 (sex), Massachusetts General Laws Chapter 76 Section 5 (sexual orientation), the Equal Educational Opportunities Act of 1974 (race, color, sex, national origin), Section 504 of the Rehabilitation Act of 1973 (disability), Title II of the Americans with Disabilities Act of 1990 (disability), the Individuals with Disabilities Education Improvement Act of 2004 (disability), the McKinney-Vento Federal Assistance Act of the No Child Left Behind Federal Law (homelessness), or the Age Discrimination Act of 1975 (age) may file a complaint in accordance with this complaint procedure.² A violation may consist of discrimination or harassment because of one's race, color, national origin, sex, sexual orientation, disability, and/or age. The school District Policy on "Sexual Harassment of Students" and "Sexual Harassment in the Workplace" provide more information about sexual harassment. If discrimination is determined to have occurred, the District will take prompt steps to correct any effects of the discrimination and to prevent further occurrence.

² For disability-related complaints, please file a grievance in compliance with the Section 504 grievance procedures. That procedure is fully outlined on the District's website.

This complaint procedure does not preclude informal resolution or restrict the complainant to file, at any time, a formal complaint with the State and Federal agencies or to seek private counsel for complaints alleging discrimination, including harassment. For more information about the District's efforts to comply with the above laws, or to file a complaint, please contact:

Student Services Office

Amherst Regional School District
170 Chestnut Street
Amherst, MA 01002
(413) 362-1871

District community includes, but is not limited to, all students, District employees, contractors, unpaid volunteers, and other visitors.

District employee includes, but is not limited to, all teachers, support staff, administrators, bus drivers, custodians, cafeteria workers, coaches, school board members, and agents of the District.

Harassment means verbal or physical conduct based on a student's actual or perceived race, color, religion, national origin, sex, age, sexual orientation or disability, and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile, or offensive environment.

The following is not intended as an inclusive list of conduct that may violate this policy.

Disability Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her disability or perceived disability, including damaging or interfering with use of necessary equipment, imitating manner of movement, using disability-related slurs, or invading personal space to intimidate.

National Origin Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her national origin, ancestry, or ethnic background such as negative comments about surnames, customs, language, accents, immigration status or manner of speaking.

Racial Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her race or color, including racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

Religious Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her religion, including derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.

Sexual Orientation Harassment:

- Unwelcome verbal, written or physical conduct, directed at a person based on his/her actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.

Hate Crime: A crime motivated by hatred or bias or where the victim is targeted or selected for the crime at least in part be because the person is a different race, color, national origin, ethnicity, religion, gender, or sexual orientation from the perpetrator or because the targeted person has a disability. A hate crime may involve a physical attack, threat or bodily harm, physical intimidation, or damage to another's property.

Indicators that a crime may constitute a hate crime include:

- Use of racial, ethnic, religious or anti-gay slurs;
- Use of symbols of hate, such as a swastika or burning cross;
- Similar behavior toward others who are members of the same protected class;
- The perpetrator's protected class is different from the victim's;
- The incident occurs while the victim was promoting a racial, religious, ethnic/national origin, disability, gender or sexual orientation group, such as attending an advocacy group meeting, or participating in a students' gay-straight alliance, or a disability rights demonstration.

Retaliation

No member of the District community may retaliate against any person who reports alleged discrimination or against any person who testifies, assists, or participates in an investigation, proceeding, or hearing related to such discrimination. It is possible to conclude that retaliation has occurred even if no violation is found in regard to the underlying complaint of discrimination.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Retaliation may be redressed through application of the same reporting, investigation, and enforcement procedures as for discrimination. In addition, a person who knowingly makes a false report may be subject to the same action that the District may take against any other individual who has been found to have discriminated. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of discrimination.

Informal Process

A complaint may be resolved through a voluntary conversation between the complainant and the party alleged to have discriminated. The conversation will be facilitated by the building administrator. If the building administrator is the party alleged to have discriminated, the Superintendent will appoint the facilitator.

If the complainant or the party alleged to have discriminated is a student under the age of 18, the facilitator will notify the student's parent/guardian if, after initial consultation with the student, it is determined to be in the best interest of the student.

Both the complainant and the party alleged to have discriminated may be accompanied by a person of their choice for support and guidance.

If the complainant and the party alleged to have discriminated feel that a resolution has been achieved, the conversation may remain confidential and no further action will need to be taken.

The facilitator will report the results of the informal resolution, in writing, to a Student Services administrator. If a Student Services administrator is the party alleged to have discriminated, the results will be reported to the Superintendent.

If the complainant, the party alleged to have discriminated, or the District elects not to utilize the informal process, or feels that the informal process is inadequate or has been unsuccessful, the complaint may proceed to the formal process. Any complaint against a District employee must be addressed through the formal process.

Formal Process

Step 1. A complainant or his/her designated representative (complainant) must file a written complaint with a Student Services administrator, or with the Superintendent if a Student Services administrator is the subject of the complaint, within 60 days of the occurrence of the alleged discriminatory incident. Upon request, a Student Services Administrator or a person designated by the

Superintendent will assist the complainant in writing the complaint.

The written complaint must detail the facts and circumstances of the incident. The written complaint will be kept in a centralized and secure location. If a student under the age of 18 is involved, the District will notify his/her parent/guardian immediately, unless, after consultation with the student, notification is determined not to be in the student's best interest.

Step 2. A Student Services administrator will investigate the written complaint. If a Student Services administrator is the subject of the complaint, the Superintendent will appoint an impartial investigator to conduct the investigation. All parties will be given full and fair opportunity to present evidence, including witnesses, relevant to the issues raised under the complaint.

The investigation may consist of personal interviews with the complainant, the person alleged to have discriminated, and any other individuals who may have knowledge of the alleged incident or circumstances giving rise to the complaint. In determining if alleged conduct constitutes discrimination, the investigator will consider the surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationship between the parties involved, and the context in which the alleged incident occurred. The determination will be based on all of the facts and surrounding circumstances. The District may take immediate steps, at its discretion, to protect the complainant, the person alleged to have discriminated, witnesses, and District employees pending completion of the investigation.

The investigation will be completed and a written report will be made to the Superintendent within fifteen (15) days of a Student Services administrator receipt of the written complaint. The report will indicate if the complaint has been substantiated as factual and if there are violations of District policies, and it will include recommendations for addressing the violations.

If the Superintendent is the subject of the written complaint, the written report will be made to the Superintendent's alternate, who is the Chair of the School Committee.

Step 3. Following the investigation, the District will take appropriate action in all cases in which a complaint has been substantiated as factual. Any person who is determined to have discriminated shall be subject to action including, but not limited to, warning, exclusion, suspension, expulsion, transfer, termination, discharge, training, education, or counseling. Action taken will be consistent with the requirements of any applicable collective bargaining agreement, District policy, State and Federal law, and due process protections for students with disabilities. As applicable, the District will provide a report of the investigation to the educator licensure unit of the Massachusetts Department of Education.

Step 4. The Superintendent (or a Student Services administrator) will maintain the complaint file in his/her office. He/she will provide a written report to the complainant and the party alleged to have discriminated within five (5) days of receipt of the investigator's recommendation. The report will indicate whether or not (a) the complaint has been substantiated as factual, (b) there was a violation of District policy, and (c) disciplinary action was or will be taken.

Appeal Process

If the complaint is not resolved satisfactorily following Step 3 of the formal procedure, either the complainant or the party alleged to have discriminated may request, in writing, a re-opening of the investigation. The written request shall state the reasons for requesting a reopening and shall be delivered to the Superintendent (or a Student Services administrator) within seven (7) business days of receiving the written decision. The Superintendent (or a Student Services administrator) shall decide

whether or not to re-open the investigation and, within ten (10) days of receiving the request to re-open the investigation, shall provide written notification of the determination to reopen or not to reopen to the complainant and to the party alleged to have discriminated.

If the investigation is re-opened, the Superintendent (or a Student Services administrator) shall require the repetition, as appropriate, of Steps 2, 3, and 4 of the formal procedure. The timeline prescribed by these steps will apply to any re-opening under the appeal process.

If the Superintendent investigated the initial complaint, or if the initial complaint was filed against the Superintendent, a person other than the Superintendent or a Student Services administrator will implement, as appropriate, steps 2, 3, and 4 of the formal procedure.

Confidentiality

The District recognizes that both the complainant and the person alleged to have discriminated have strong interests in maintaining the confidentiality of the complaint and related information. The privacy of all of the parties, including witnesses, will be respected as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

Alternate Complaint Procedure

In addition to filing a complaint through the District's complaint procedure, or in place of utilizing the District's complaint procedure, a person may elect to exercise other options, including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit.

Outside Agencies

A complaint by a student, employee or applicant for employment in which the complainant alleges discrimination on the basis of sex, race, ethnic origin or disability may be filed with the United States Department of Education, which may be contacted as follows. It may be filed in place of filing a complaint under the District's complaint procedure or in addition to filing a complaint under the District's complaint procedure.

Office for Civil Rights
United States Department of Education
5 Post Office Square
8th Floor - Suite 900
Boston, MA 02109-3921

Telephone: (617) 289-0059
Fax: (617) 289-0150
TDD: (617) 223-9695
Email: OCR.Boston@ed.gov

A complaint alleging disability discrimination against a student under Section 504 may be filed with:

Bureau of Special Education Appeals
75 Pleasant Street
Malden, MA 02148

Telephone: (781) 338-6400
Fax: (781) 338-3398
Email: sea@doe.mass.edu

An employee or applicant for employment, who is claiming discrimination on the basis of sex, religion, race, age or ethnic origin may file a complaint with the United States Equal Opportunity Commission, which may be contacted as follows.

U.S. Equal Employment Opportunity Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203

Telephone: (617) 565-3200
Fax: (617) 565-3196
TTY: (617) 565-3204

In addition, an employee or applicant for employment who is claiming discrimination on the basis of sex, religion, race, age, ethnic origin, disability or sexual orientation may file a complaint with the Massachusetts Commission Against Discrimination which may be contacted as follows.

MA Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108

Telephone: (617) 994-6000
TTY: (617) 994-6196

MA Commission Against Discrimination
Springfield Office
436 Dwight Street, Suite 220
Springfield, MA 01103

Telephone: (413) 739-2145

A complaint may be filed with the Massachusetts Department of Education Program Quality Assurance Services which may be contacted as follows.

MA Department of Education
Program Quality Assurance Services
75 Pleasant Street
Malden, MA 02148

Telephone: (781) 338-3000/3705

MA Department of Education
Program Quality Assurance Services
Western Massachusetts Office
Springfield State Office Building
436 Dwight Street Room B40
Springfield, MA 01103

Telephone: (413) 858-4591

Litigation

The complainant may file a lawsuit under a number of Federal or State statutes, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Equal Education Opportunities Act of 1974, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.. The complainant or his/her parent/ guardian should consult with a private attorney about this option.

References:

Titles VI,VII Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Equal Educational Opportunities Act of 1974
Age Discrimination Act of 1975
Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990
Individuals with Disabilities Education Improvement Act of 2004

Amherst, Pelham and Amherst-Pelham Regional School Districts

2011-2012 School Calendar

Aug 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Sep 2011						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Oct 2011						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Nov 2011						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Dec 2011						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jan 2012						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

- 29 -30 New Teachers' Orientation
- 31 Pre-K to Grade 6 Teachers' Curriculum/Professional Development Day

September

- 1 All Teachers' Curriculum/Professional Development Day
- 2 All Teachers' Orientation
- 5 Labor Day
- 6 First Day of School Grades 1-12 (Kindergarten Orientation September 6-7)
- 8 Kindergarten Students' First Day of School

October

- 10 Columbus Day (No School)
- 27 Elementary Early Dismissal for Parent Conferences

November

- 1 Elementary Early Dismissal for Parent Conferences
- 11 Veteran's Day (No School)
- 23 Early Dismissal (All Schools)
- 24 -25 Thanksgiving Recess

December

- 1 MS/HS Half-Day (HS Exams)
- 2 Regional Teachers' Curriculum/Work Day (No School at MS or HS)
- 26 -January 2 Holiday Recess (School reopens 1/3)

January

- 2 New Year's Day Legal Holiday (No School)
- 16 Martin Luther King, Jr. Day (No School)
- 27 Elementary Teachers' Workday (No School Grades Pre-K to 6)

February

- 20 -24 Winter Recess

March

- 15 HS/MS Half-Day (HS Exams)
- 16 Regional Teachers' Curriculum/Work Day (No School at MS/HS)

April

- 6 Good Friday (No School--due to budgetary constraints)
- 16 -20 Spring Recess

May

- 28 Memorial Day (No School)

June

- 15 Earliest Possible Last Day of School for Elementary Students
- 18 Earliest Possible Last Day of School for Regional Students
- 22 Last Day of School for Elementary Students (includes 5 make-up days)
- 25 Last Day of School for Regional Students (includes 5 make-up days) Note: The last three days of school are half-days at the HS/MS due to HS exams.

Feb 2012						
S	M	T	W	T	F	S
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25	26	27	28	29		

Mar 2012						
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30	31					

Apr 2012						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jun 2012						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jul 2012						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

The last day of Trimester 1 is 12/2/11. The last day of Trimester 2 is 3/16/12. This provides 59 days in the first trimester, 63 days in the second trimester and 58 days in the third trimester.

School Building Administrators

Crocker Farm School	Michael Morris	Principal	362-1657
	Derek Shea	Assistant Principal	362-1657
Fort River School	Monica Colley	Principal	362-1217
	Susan Kennedy-Marx	Assistant Principal	362-1217
Wildwood School	Nick Yaffe	Principal	362-1413
	Linda Gianesin	Assistant Principal	362-1413
Pelham School	Lisa Desjarlais	Principal	253-3595
Middle School	Michael Hayes	Principal	362-1850
	Betsy Dinger	Assistant Principal	362-1850
High School	Mark Jackson	Principal	362-1706
	Diane Chamberlain	Assistant Principal	362-1730
	Miki Gromacki	Assistant Principal	362-1714

Central Office Administration

Maria Geryk	Superintendent of Schools	362-1810
Ron Bohonowicz	Director of Facilities	362-1853
Jerry Champagne	Director of Information Systems	362-1810
Robert Detweiler	Director of Finance & Operations	362-1815
Beth Graham	Director of Curriculum, Instruction and Assessment	362-1828
Marta Guevara	Director of Academic Achievement	362-1871
Kathryn Mazur	Director of Human Resources	362-1808
David Slovin	Student Services Administrator	362-1833
JoAnn Smith	Director of Student Services	362-1834
Rebecca Treitley	Director of Food Services	362-1839
Jeanne White	Student Services Administrator	362-1833

SCHOOL COMMITTEE MEMBERS

2011-2012

REGION

		Term expires		E-Mail				
Fonsh	Kip		2011	45 Long Hill Road	Leverett	01054	fonshk@arps.org	548-9053
Gould	Debbie		2012	33 South Valley Road	Pelham	01002	gouldd@arps.org	253-9162
Hood	Rick	Chair	2013	28 Farmington Road	Amherst	01002	hoodr@arps.org	320-3611
Luschen	Kristen		2010	10 Sojourner Way	Shutesbury	01072	luschenk@arps.org	256-3303
Rhodes	Irv		2012	173 Pondview Drive	Amherst	01002	rhodesi@arps.org	253-7147
Rivkin	Steve		2012	95 Larkspur Drive	Amherst	01002	rivkins@arps.org	Unlisted
Appy	Katherine		2014	60 Red Gate Lane	Amherst	01002	appyk@arps.org	253-9431
Spence	Rob		2013	16 Bayberry Lane	Amherst	01002	spencer@arps.org	256-4781
Weilerstein	Kathy		2011	43 Boyden Road	Pelham	01002	weilersteink@arps.org	253-3531

AMHERST

Hood	Rick		2013	28 Farmington Road	Amherst	01002	hoodr@arps.org	320-3611
Rhodes	Irv	Chair	2012	173 Pondview Drive	Amherst	01002	rhodesi@arps.org	253-7147
Rivkin	Steve		2012	95 Larkspur Drive	Amherst	01002	rivkins@arps.org	Unlisted
Appy	Katherine		2014	60 Red Gate Lane	Amherst	01002	appyk@arps.org	253-9431
Spence	Rob	Vice-Chair	2013	16 Bayberry Lane	Amherst	01002	spencer@arps.org	256-4781

PELHAM

Gould	Debbie		2012	33 South Valley Road	Pelham	01002	gouldd@arps.org	253-9162
Foley	Annemarie	Vice-Chair	2011	5 Harkness Road	Pelham	01002	foleya@arps.org	230-3801
Weilerstein	Kathy	Chair	2011	43 Boyden Road	Pelham	01002	weilersteink@arps.org	253-3531

Acknowledgement of Receipt

Each parent, guardian or the student him/herself (if over 18 years old) must sign the acknowledgement form below, indicating that he/she has received and read a copy of the handbook. If the signed acknowledgement form is not received by September 15, then the school district will nonetheless presume that the parent, guardian or student him/herself (if over 18 years of age) has received and read the handbook.

Please detach, complete and return to the school office the following form:

I have received and read the 2011/2012 edition of the Amherst Public Schools Handbook.

Signature of parent/guardian

Student's name

Date

