

**Ayer Shirley Regional School District  
PreSchool - Grade 8  
Student/Parent Handbook  
2019-2020**



**Ensuring, Equity, Equality, and Access for All:  
Connecting to Every Learner**

**Ayer Shirley Regional Middle School (ASRMS) Grades 6-8**

“Our goal is to provide a challenging learning atmosphere in a school which fosters mutual respect and a safe environment for all.”

**Page Hilltop Elementary School (PH) PreSchool - Grade 5**

**Lura A. White Elementary School (LAW) K - Grade 5**

“Growing young minds...one child at a time.”

[www.asrsd.org](http://www.asrsd.org)

# Table of Contents

<b>A Message from Our Principals</b>	<b>5</b>
<b>Vision Statement</b>	<b>6</b>
<b>Mission Statement</b>	<b>6</b>
<b>We believe in...</b>	<b>6</b>
<b>Non-Discrimination Statement</b>	<b>7</b>
<b>Contact Information</b>	<b>8</b>
<b>Non-Academic Support Services</b>	<b>11</b>
School Counseling Services	11
William James College INTERFACE Referral Service	11
Child Abuse	11
Education of Homeless Children	11
<b>Support Organizations</b>	<b>12</b>
Ayer Shirley Education Foundation (ASEF)	12
PTO	12
SEPAC	12
School Council	12
Diversity	13
English Learner Education (ELE)	13
<b>Academics</b>	<b>14</b>
State and Local Assessment	14
District Curriculum Accommodation Plan	14
Student Records	14
Inspection of Records	14
Confidentiality of Records	15
<b>Books and Homework</b>	<b>15</b>
Homework/Make-up Work Due to Extended Absence	16
<b>School Cancellations, Delayed Openings, and Emergency Early Dismissals</b>	<b>16</b>
<b>Daily Schedules</b>	<b>17</b>
<b>Attendance, Tardiness and Truancy</b>	<b>17</b>
Attendance	17

Tardiness	18
Absences	18
Parent/Guardian or Physician’s Notes	18
Physical Education (PE) Health Concerns	19
Truancy	19
Consequences of Truancy through Excessive Absenteeism and Tardiness	19
Missing School for Family Trips	19
<b>Other Important Information</b>	<b>20</b>
Invitations	20
Valuable Possessions/Cell Phones	20
Field Trips	20
Volunteers	20
Visitor Procedure	20
<b>Food Services</b>	<b>21</b>
<b>2019 - 2020 School Meal Prices</b>	<b>21</b>
Free or Reduced Fee Meals	21
Food Services	21
Allergies	21
Breakfast	21
Lunch	21
Milk	22
<b>Students with Disabilities Services and Accommodations</b>	<b>22</b>
Rights of Parents/Guardians of Students with Disabilities	22
Students with Disabilities (Americans with Disabilities Act):	22
<b>Health and Wellness</b>	<b>22</b>
Health and Wellness Philosophy	22
First Aid	23
Emergency Information	23
Immunization Requirements	23
Physical Examinations	24
Medication Policies	24
Health Screening	25
School Attendance—Health Dismissal	26
Using Crutches in School	26
Blood-Borne Pathogens	26

Children with Acquired Immune Deficiency Syndrome	26
School Health Services	26
<b>Safety Procedures</b>	<b>27</b>
<b>Code of Behavior</b>	<b>27</b>
A Guide to Mutual Respect	27
Code of Discipline	28
Discipline	28
Chapter 222 of the Acts of 2012, An Act Relative to Student Access to Educational Services and Exclusion from School	30
Due Process Procedures in the Case of Suspension or Expulsion	30
Procedures When Suspension May Be a Consequence of Behavior	30
Procedures When Expulsion may be a Consequence of Behavior	31
Dress Code	31
School Bus Rules/Discipline	35
Loading and Unloading at Bus Stop	35
Physical Restraint	35
<b>Legal and Other Procedural Matters</b>	<b>36</b>
Updating Student Information	36
Custodial Orders	36
Distribution of Materials	36
Fundraising	36
Student Fundraising Activities	36
Volunteering/Chaperoning	36
Withdrawal Procedures	37
<b>Technology and Responsible Use Policy</b>	<b>37</b>
<b>Student and Parent Signature Page</b>	<b>49</b>



## A Message from Our Principals

*“Doing your best is more important than always being the best”*

Dear Student and Parents/Guardian:

On behalf of the faculty and staff we would like to welcome you to the 2019-2020 school year.

Our schools take pride in being inclusive schools, built upon a safe and caring learning environment. We will offer each and every student an opportunity to realize academic success as well as social-emotional growth. As we expect the best from all of our students, we must also expect the best from ourselves. As school communities, we will continually strive to improve in all aspects of the educational process. Our school goals are outlined in the School Strategy Plans which can be accessed from our District Website or in hard copy from our school offices.

The support of our parents and community is vital to the success of our schools. There will be many opportunities for parents to volunteer, visit, and share in the “highlights” of the school year. Let your child know how important his/her education is to you. They are our students and your children, which makes them special to all of us. Please feel free to stop by the main school offices, at any time, to share ideas or voice concerns. Please review this handbook with your child and return the signature page to your child’s homeroom teacher. Please keep this handbook in your home for quick and easy reference, or note its location on the District webpage.

We welcome you back and look forward to a wonderful school year with our ASRSD students and families.

Sincerely,

**Roberta A. Aikey**, Principal, Ayer Shirley Regional Middle School

**Frederick C. Deppe**, Principal, Page Hilltop Elementary School

**Elizabeth C. Lewis**, Principal, Lura A. White Elementary School



### **Vision Statement**

Our vision is to connect, engage, and inspire every student to reach academic excellence. The educators of the Ayer Shirley Regional School District will instill habits of reflection and inquiry that challenge our students to set ambitious academic and personal goals. Students will develop a strong voice to express thoughts and ideas in the community, the confidence to showcase their talents, and academic and personal successes in preparation for entry into college and the world of work.

### **Mission Statement**

Our mission is to provide a high-quality education in a safe, respectful, and inclusive environment where every student develops the skills, character, and core values needed to graduate and become a productive member of global society.

### **We believe in...**

- high expectations for every student.
- an inclusive, personalized learning environment.
- fostering critical thinking and problem solving.
- encouraging students to persevere in finding solutions to problems.
- collaboration among educators, students, families, and community.
- making connections and applications from the classroom to the real world.
- educating the whole child - academic, social, emotional, personal, and cultural domains.
- practicing reflection and goal setting.
- respect for self, property, and others.
- civic engagement, community connections, and service to others.

## **Non-Discrimination Statement**

The Ayer Shirley Regional School District does not discriminate in its programs and activities and follows Massachusetts General Law-Chapter 622 which states that no person shall be excluded from or discriminated against in admission to a public school, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, religion, sex, gender identity, sexual orientation, national origin, age, disability, housing status or limited English speaking ability.

Mr. William Plunkett, Title IX Coordinator for staff and students, is vested with the authority and responsibility of processing all complaints of discrimination brought under the provisions of the statutes listed below. Any student or staff member who feels that he/she has been harassed or discriminated against because of his/her race, color, national origin, age, gender, sexual orientation or disability should contact Mr. Plunkett whose office is located in the Page Hilltop School at 115 Washington Street, Ayer MA 01432, 978-772-8600 ext. 1510. If the student prefers, he/she may file a complaint with any teacher or counselor, who will then bring the complaint to the attention of the Title IX Coordinator. This filing must be within thirty (30) business days of the event or events giving rise to the grievance or within thirty (30) business days from the date the aggrieved party had knowledge or reasonably should have had knowledge of the event or events giving rise to the grievance.

It is the policy of the Ayer Shirley Regional School District to deal with discrimination complaints at the individual school level whenever possible. However, if a satisfactory resolution cannot be achieved, a student may file a written complaint with the Superintendent of Schools or his/her designee. The Superintendent or his/her designee shall respond in writing within thirty (30) days. If the individual is not satisfied with the response, he/she may take the complaint to Massachusetts Department of Education, Program Quality Assurance, 350 Main Street, Malden, MA 02148-5023 or other appropriate federal or state agency. The Section 504, Title VI and Title IX Coordinator for Ayer Shirley Regional School District is Mary Beth Hamel, Assistant Superintendent (978) 772-8600 x1509.

Please reference ASRSD School Committee Policies: Non-Discrimination File: AC and Sexual Harassment File: ACAB

### **Legal Refs:**

Rehabilitation Act of 1973, Section 504

Education for All Handicapped Children Act of 1975

M.G.L. 7B: et seq. Chapter 766 & Acts of 1972

Title II, Americans with Disabilities Act of 1964

Title VII of the Civil Rights Act of 1964

Title IX of the Education Amendments of 1972

Civil Rights Restoration Act 1988

Age Discrimination of Employment Act (ADEA)

Equal Pay Act

Individuals with Disabilities Education Act (IDEA 2004)

### **State and Federal Remedies**

In addition to the above, if you believe that you have been subject to sexual harassment, you may file a complaint with either of the government agencies set forth below. Using the complaint process of the ASRSD Public Schools does not prohibit the filing of a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC - 180 days and MCAD - 6 months).

U.S. Equal Employment Opportunity  
Commission  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
800-669-4000

Massachusetts Commission Against  
Discrimination - Boston Office  
The John McCormack Building  
One Ashburton Place - Room 601  
Boston, MA 02108  
617-994-6000

## Contact Information

**Ayer Shirley Regional School District Main Number - 978-772-8600**

**Dial 411 for the directory look up**

**Email any staff member: (first initial)(last name)@asrsd.org (i.e., Jane Doe, jdoe@asrsd.org)**

### **Ayer Shirley Regional Middle School (ASRMS)**

**1 Hospital Road**

**Shirley, MA 01464**

**978-772-8600**

**978-425-0474 (fax)**

Principal Roberta A. Aikey	<a href="mailto:raikey@asrsd.org">raikey@asrsd.org</a>	x1206
Assistant Principal Bryan E. Oelerich	<a href="mailto:boelerich@asrsd.org">boelerich@asrsd.org</a>	x1201
Administrative Assistant Bettina M. Libby	<a href="mailto:blibby@asrsd.org">blibby@asrsd.org</a>	x1200
Clerical Assistant Tracey Sargent	<a href="mailto:tsargent@asrsd.org">tsargent@asrsd.org</a>	x1279
School Counselor Jessa Brine	<a href="mailto:jbrine@asrsd.org">jbrine@asrsd.org</a>	x1209
School Counselor Cynthia Esielionis	<a href="mailto:cesielionis@asrsd.org">cesielionis@asrsd.org</a>	x1205
Nurse Cathy V. Mitchell, RN	<a href="mailto:cmitchell@asrsd.org">cmitchell@asrsd.org</a>	x1207
Attendance Line		x1297

### **Page Hilltop Elementary School (PH)**

**115 Washington Street**

**Ayer, MA 01432**

**978-772-8600**

**978-772-8631(fax)**

Principal Frederick C. Deppe	<a href="mailto:fdeppe@asrsd.org">fdeppe@asrsd.org</a>	x1400
Assistant Principal Denise Levesque	<a href="mailto:dlevesque@asrsd.org">dlevesque@asrsd.org</a>	x1426
Administrative Assistant Gail A. Januskiewicz	<a href="mailto:gjanuskiewicz@asrsd.org">gjanuskiewicz@asrsd.org</a>	x1401
Administrative Assistant Margaret J. Carlson	<a href="mailto:pcarlson@asrsd.org">pcarlson@asrsd.org</a>	x1402
School Counselor Rachael Fusco (Preschool - Gr 1)	<a href="mailto:rfusco@asrsd.org">rfusco@asrsd.org</a>	x1436
School Counselor Rachel Savoie (Grades 2 - 5)	<a href="mailto:rsavoie@asrsd.org">rsavoie@asrsd.org</a>	x1424
School Psychologist Rachael Fusco	<a href="mailto:rfusco@asrsd.org">rfusco@asrsd.org</a>	x1436
Nurses Rene Paine & Cassandra Caley	<a href="mailto:rpaine@asrsd.org">rpaine@asrsd.org</a>	x1406
	<a href="mailto:ccaley@asrsd.org">ccaley@asrsd.org</a>	x1406
Attendance Line	<a href="mailto:pcarlson@asrsd.org">pcarlson@asrsd.org</a>	x1497

### **Lura A. White Elementary School (LAW)**

**34 Lancaster Road**

**Shirley, MA 01464**

**978-772-8600**

**978-425-2639 (fax)**

Principal Elizabeth C. Lewis	<a href="mailto:elewis@asrsd.org">elewis@asrsd.org</a>	x1101
Assistant Principal Catherine A. Koch	<a href="mailto:ckoch@asrsd.org">ckoch@asrsd.org</a>	x1105

Administrative Assistant Sandra Ferguson	<a href="mailto:sferguson@asrsd.org">sferguson@asrsd.org</a>	x1100
Clerical Assistant, Tracey Sargent	<a href="mailto:tsargent@asrsd.org">tsargent@asrsd.org</a>	x1160
School Counselor Dr. Jayne L. Garrett	<a href="mailto:jgarrett@asrsd.org">jgarrett@asrsd.org</a>	x1104
School Psychologist Rachel Fusco	<a href="mailto:rfusco@asrsd.org">rfusco@asrsd.org</a>	x1436
Nurse Patricia A. Langston, RN	<a href="mailto:plangston@asrsd.org">plangston@asrsd.org</a>	x1103
Attendance Line	<a href="mailto:sferguson@asrsd.org">sferguson@asrsd.org</a>	x1100

**Ayer Shirley Regional School District Offices**  
**115 Washington Street (located at Page Hilltop Elementary School)**  
**Ayer, MA 01432**  
**978-772-8600**  
**978-772-1863 (fax)**

Superintendent Mary E. Malone, Ed. D.	<a href="mailto:mmalone@asrsd.org">mmalone@asrsd.org</a>	x1507
Assistant Superintendent Charlie Caliri	<a href="mailto:ccaliri@asrsd.org">ccaliri@asrsd.org</a>	x1447
Director of Student Services Mary Beth Hamel	<a href="mailto:mhamel@asrsd.org">mhamel@asrsd.org</a>	x1509
Administrative Assistant Michelle C. Towne	<a href="mailto:mtowne@asrsd.org">mtowne@asrsd.org</a>	x1508
Title IX Coordinator William J. Plunkett	<a href="mailto:wplunkett@asrsd.org">wplunkett@asrsd.org</a>	x1510
Food Service Coordinator Susan A. Parker	<a href="mailto:sparker@asrsd.org">sparker@asrsd.org</a>	x1512

**Special Education Office**  
**115 Washington Street (located at Page Hilltop Elementary School)**  
**Ayer, MA 01432**  
**978-772-8600**  
**978-772-8609 (fax)**

Special Education Director Tara A. Bozek	<a href="mailto:tbozek@asrsd.org">tbozek@asrsd.org</a>	x1407
Administrative Assistant Linda M. Harrington	<a href="mailto:lharrington@asrsd.org">lharrington@asrsd.org</a>	x1408
Administrative Assistant Doreen L. Mahoney	<a href="mailto:dmahoney@asrsd.org">dmahoney@asrsd.org</a>	x1480
Educational Team Leader K-5, Linda Brownell	<a href="mailto:lbrownell@asrsd.org">lbrownell@asrsd.org</a>	x1483
Educational Team Leader 6-12, Paula Gastonguay	<a href="mailto:pgastonguay@asrsd.org">pgastonguay@asrsd.org</a>	x1482

Ayer Child Care Program Director Patricia A. Russell	<a href="mailto:prussell@asrsd.org">prussell@asrsd.org</a>	x1467
Shirley Extended Day Program Director Susan E. Noll	<a href="mailto:snoll@asrsd.org">snoll@asrsd.org</a>	x1128
Family Partnership and Schools of the 21 <sup>st</sup> Century Director Deanna M. Christie	<a href="mailto:dchristie@asrsd.org">dchristie@asrsd.org</a>	x1428
Homeless Coordinator Frederick C. Deppe	<a href="mailto:fdeppe@asrsd.org">fdeppe@asrsd.org</a>	x1400
Title I Coordinator Mary Beth Hamel	<a href="mailto:mhamel@asrsd.org">mhamel@asrsd.org</a>	x1509
EL Co-Coordinator Emily Babineau	<a href="mailto:ebabineau@asrsd.org">ebabineau@asrsd.org</a>	x1216
EL Co-Coordinator Liz Hoeske	<a href="mailto:ehoeske@asrsd.org">ehoeske@asrsd.org</a>	x1409

<b>Dee Bus Company</b>	Sandra Martin - Manager	978-425-4706
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## **Home and School Communication**

The family and school partnership is an essential element of the successful educational experience. A strong partnership provides opportunities to organize and sustain excellent programs and strengthen the type of communication that will increase student success in school. In an effort to foster increased home/school communication, the ASRSD uses a variety of communicative approaches. It is important for all families to be certain that all contact information is accurate and up to date with the school.

**Phone:** Each of the schools is accessible via the district phone number, 978-772-8600.

**Academic Reports and Updates:** Please refer to the ASRSD calendar for important dates such as open house, parent conferences, progress reports, and report cards. Progress reports and report cards will be sent home with the students directly, and are also available via the Parent Portal. Parent conferences can be scheduled at any time. Please contact your child's teacher or counselor directly to schedule these meetings.

**Parent Portal:** This allows parents/guardians to view their child's performance through each teacher's Parent Portal. Instructions for creating an account for each child are distributed at the beginning of each school year. In order to receive instructions at any other time during the school year, parents/guardians can contact the school office.

**Blackboard Connect:** The district and each school in the district has the capability to call and email each household to communicate important information to the members of the school community. These messages are always pre-recorded. It is essential that we have a current phone number and email address for all households in order for this method of communication to be effective. Updates to student demographic information should be provided directly to the main office.

**Internet:** Each school's website is accessible from the district webpage - <https://www.asrsd.org/>. The link on the top of the page entitled "SCHOOLS" will allow you to select your child's school.

**Newsletter:** A weekly district update is distributed electronically, and a parent newsletter is sent by email monthly. These updates typically include a calendar of events and key information/announcements regarding current events in the schools and the district.

**School pictures:** Student photos will be taken twice a year. Notification will be provided prior to picture day.

## **Non-Academic Support Services**

### **School Counseling Services**

All of our schools have school counselors. They assist students in acquiring the knowledge, skills, and positive attitude necessary to enhance attendance, school behavior, and academic achievement. They use a developmental model, emphasizing prevention and early identification. Much of this work takes place during lessons in the classroom, during consultations with parents, teachers, and other professionals, or during collaborative meetings. The school counselors contribute to the safe school climate through school-wide programming addressing issues such as bullying prevention. Crisis intervention and related services are provided as needed. Parents and teachers are welcome to contact the counselors to discuss any school related concerns. The guidance counselors are also happy to share information about community resources such as support groups, therapists, and financial support for families experiencing difficulties.

### **William James College INTERFACE Referral Service**

INTERFACE is a mental health counseling resource and referral Helpline that our communities of Ayer and Shirley have contracted with to help children, adults and families when in need of a mental health counseling resource. This service is available at no cost to residents of Ayer and Shirley. If you need a mental health referral for your child or anyone in your family who resides in Ayer or Shirley, call the helpline at 617-332-3666 x 1411 or 888-244-6843 x 1411 between the hours of 9:00 am-5:00 pm, Monday through Friday. A case referral specialist will make every effort to find a mental health specialist who has an opening matched with your insurance carrier within 2 weeks. You can see a complete listing of towns with this referral service as well as read the latest articles and advice on childhood and teen mental health topics at [www.msppinterface.org](http://www.msppinterface.org). For more information, contact your child's ASRSD school counselor.

### **Child Abuse**

Under Massachusetts General Law, Chapter 51, Section A, all professional school employees, are required to report suspected instances of child abuse and neglect of any child under eighteen (18) years of age to the Department of Children and Families, Leominster, MA 01453, (978) 353-3600

### **Education of Homeless Children**

The Ayer Shirley Regional School District complies with all requirements of the McKinney-Vento Homeless Assistance Act (Subtitled B-Education for Homeless Children and Youth) reauthorized in January 2002. In keeping with these requirements:

- Children who become homeless have the right to continue attending their school of origin, or enroll in the school of the district in which they are residing.
- Transportation will be provided for students in order to maintain continuity of their attendance in a single school over the course of the year.
- When a student is residing outside of the town due to circumstances related to homelessness (in accordance with the statutory definition of “homeless”) transportation will be coordinated with the District where the student is temporarily residing to provide transportation to the school of origin if this is the preference of the parent and student.

- The parents of a homeless child have the right to decide which one of the two (2) schools their child will attend. The options are:
  - The school in which the child was last enrolled, or
  - The school in the District in which the child is temporarily living.
  
- Women living in a battered women’s shelter can give school officials the Post Office Box or mailing address of the shelter office, along with verification from the shelter director in which the children are residing in lieu of the street address. Transportation arrangements will be made in a manner that seeks not to disclose such shelter addresses.
  
- Questions or concerns regarding issues pertaining to homeless students should be referred to the District ASRSD Homeless Liaison, Fred Deppe, x1400.

## **Support Organizations**

### **Ayer Shirley Education Foundation (ASEF)**

The Ayer Shirley Education Foundation, Inc. is a 501(c) (3) charitable organization that is supported by donations from individuals, businesses and organizations committed to improving the quality of education in the Ayer Shirley Regional School District. Through a granting process, the Ayer Shirley Education Foundation disperses the tax-deductible donations to create specific new programs and professional training aimed at enriching the education of the students in the region. The Ayer Shirley Education Foundation may be contacted at [info@ayershirleyeducationfoundation.org](mailto:info@ayershirleyeducationfoundation.org) or [ayershirleyeducationfoundation.org](http://ayershirleyeducationfoundation.org)

### **PTO**

The Parent Teacher Organizations are vital and active in Page Hilltop, Lura A White and the Ayer Shirley Middle School. They provide benefits to the students of each school. It is the hope of each PTO to expose all children to as many enriching experiences throughout the school year as possible. Membership drives are held in the spring and fall. Please check the Ayer Shirley Regional School District Website for more information.

### **SEPAC**

The Ayer Shirley Regional School District supports a Parent Advisory Council for Special Education. This council is mandated by regulation and serves in an advisory capacity to the Director of Special Education and School Committee.

### **School Council**

A school council is a representative, school based committee that is composed of the principal, parents, teachers and community members. Each school is required to establish a school council pursuant to Section 59C of the Massachusetts Education Reform Act of 1993.

The purpose of a school council is to provide a broad base of educational shareholders the opportunity to combine resources for the purpose of improving the mission and achievements of each school. The school council works collectively with the school principal for the purpose to:

- a) Assist and advise the principal in adopting educational goals for the school;
- b) Assist and advise the principal in the identification of students' educational needs;
- c) Assist and advise the principal in the formulation of a School Improvement Plan.

It is important to emphasize school councils serve in an advisory capacity. Parents/Guardians interested in serving on school council should contact the building principal early in the fall.

### **Diversity**

“Schools reflect the diversity of their communities and the increasing diversity of our society. School communities should respect and celebrate these differences. Schools should both honor the individual differences among their members and respect the diverse cultures and backgrounds, which they represent. In dealing with prejudice and stereotypes all types of diversity must be considered, including: age, appearance, culture, ethnicity, gender, gender identity, language, physical ability, race, religion, sexual orientation and socioeconomic status.

Ayer Shirley Regional District Schools acknowledge the responsibility to provide a safe, respectful and conducive learning environment for all of our students. Parents are encouraged to work with us to promote equality and understanding.

Anyone who exhibits prejudice and stereotyping in any form will face disciplinary action. This is considered a serious offense and will not be tolerated.

### **English Learner Education (ELE)**

In accordance with state laws and regulations, Ayer Shirley Regional provides instruction in the language of English for students whose English language proficiency level is limited. English Learners (ELs) are identified through screening tools administered to those whose home language is not English and who demonstrate a language need. This program provides instruction for students according to the intensity of their need as learners of English.

Students who speak no English or limited English receive specialized instruction from licensed English as a Second Language (ESL) educators for part of the day with the remainder of their day in classes taught by Sheltered English Instruction (SEI) endorsed teachers. Sheltered English Instruction means that instruction is "sheltered" (or adjusted) in order to help students learn skills and knowledge in the core content areas—English language arts, math, science, social studies. English learners study the same subjects as their peers, but with simplified language and visual material presented in a comprehensible manner, to make information clearer and more understandable. The material used includes, but is not limited to pictures, graphs, videos, computer programs, and manipulatives. Lessons and activities are designed so that the English language development of the student is addressed.

Information about services or eligibility can be obtained by contacting the building principal or either EL Co-Coordinator, Emily Babineau, [ebabineau@asrsd.org](mailto:ebabineau@asrsd.org), x 1216, or Liz Hoeske, [ehoeske@asrsd.org](mailto:ehoeske@asrsd.org), 978-772-8600 x1409

## **Academics**

### **State and Local Assessment**

The Massachusetts Department of Elementary and Secondary Education (DESE) and the federal government require assessments be administered to students on a yearly basis to measure their continued progress (i.e., “Massachusetts Comprehensive Assessment System (MCAS)” for students in grades 3 - 10, and the “Assessing Comprehension and Communication in English State-to-State (ACCESS)” for English Learners). In addition, the Ayer Shirley Regional School District may administer nationally normed standardized tests. These scores are used to determine individual, school, and district progress. Some assessments are administered to all students, while others are administered only to English language learners.

Academic life is at the heart of Ayer Shirley Regional Schools. Our goal is to support our students’ academic development and foster learning across a spectrum of disciplines.

### **District Curriculum Accommodation Plan**

Massachusetts General Laws require the adoption and implementation of a [District Curriculum Accommodation Plan \(DCAP\)](#). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. By describing in a document the accommodations, instructional supports and strategies that are available in general education, and the process for determining effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our schools.

*Massachusetts General Laws, Chapter 71, Section 38Q1/2 “A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”*

### **Student Records**

The following is a summary of the major parent and student rights regarding their student records, as provided by the Regulations pertaining to student records.

#### **Inspection of Records**

A parent/guardian has the right to inspect all portions of the student record upon request. The record must be available to the parent/guardian no later than two (2) days after the request, unless the parent or student consents to a delay. The parent/guardian has the right to receive copies of any part of the record

interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

### **Confidentiality of Records**

With a few exceptions, no individuals or organizations but the parent and school personnel working directly with the student are allowed to have access to information in the student record without specific, informed, written consent of the parent/guardian. In addition, any person inspecting or releasing information in the temporary record must note which portion was inspected or released and for what purpose, in a log that is kept as a part of the temporary record.

Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's records without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

As of 1998 Massachusetts General Laws, Chapter 71, Section 34H specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the school principal.

## **Books and Homework**

**Books** Students are responsible for the care and return of all books, materials, and/or equipment issued by the school. Charges will be assessed for the replacement cost of lost, damaged, or destroyed materials. All textbooks should be covered to avoid damage to them.

**Homework** At all levels, homework is an integral part of a student's education. To be truly effective, homework must include active participation and cooperation on the part of the students, teachers, and parents. Homework provides the student an opportunity to work independently, to develop study skills, to enrich the total learning process, and to expand experiences that enhance class instruction.

Teachers will assign homework on a regular basis. Homework assignments may include writing, reading, or studying assignments. Teachers will collect and review, check, or grade assignments and return them to students as soon as possible to preserve effectiveness. Homework assignments may be part of the student's grade.

The student's responsibility is to complete all homework assignments promptly and thoroughly. Students must understand the assignment, its purpose, how it should be completed, and when it is due. A guideline for teachers is to assign approximately ten (10) minutes of homework per grade. For example, a student in grade three might expect to have 30 minutes of homework in a given evening. In addition, students are asked to read nightly.

Parents should provide an environment conducive to effective home study, encourage their children to complete all homework assignments, encourage them to properly prepare for tests and quizzes, and assist when necessary.

**Homework/Make-up Work Due to Extended Absence**

If necessary because of an extended excused absence, parents may request homework by adding this to the attendance line message. Students have the commensurate amount of days to make up work missed. For example, if a student is absent for three days, the student has three days to make-up missed work.

When the student returns to school, it is the student’s responsibility to contact the teacher(s) to discuss missed assignments and make-up procedures. It is neither beneficial nor realistic to recreate the entire missed learning experience for every missed assignment. The teacher will determine what studies missed during an absence need to be completed. The determination of make-up assignments will be made upon the student’s return to school.

**School Cancellations, Delayed Openings, and Emergency Early Dismissals**

The following procedures will be followed for a school closing/school delay/early dismissal:

1. A decision on no school or school delay will be made as early as possible, preferably between 5:00-5:30 am.
2. Please note that a delay may be for 1 hour or 2 hours.
3. Families will receive a telephone call and email through Blackboard Connect.
4. School closing/delay will be announced on Channels 4, 5, 7, & Fox 25.
5. The no school/delay announcement will be posted on Facebook, the District Website [www.asrsd.org](http://www.asrsd.org), and tweeted via Mary Malone @marymalone7.

**Other Important Reminders:**

- The Ayer Childcare Program & Shirley extended day will both be closed when the schools are closed.
- AM pre-school sessions are cancelled in the event of a delayed opening.
- School start times for a delayed opening:

	<b><u>1 hour delay</u></b>	<b><u>2 hour delay</u></b>
Middle School	8:50	9:50
Page Hilltop	9:45	10:45
Lura A. White	9:45	10:45

**Early Dismissal:**

It may become necessary to close schools early due to an emergency. In the event of an early or emergency dismissal, all afterschool and evening activities will be cancelled. In the event of an early or emergency dismissal, it is the responsibility of the parent to have a plan for parent pickup and/or childcare for their child.

## Daily Schedules

	<b>Drop Off</b>	<b>Breakfast</b>	<b>Class Start</b>	<b>Regular Dismissal</b>	<b>Half Day Dismissal (no lunch)</b>	<b>90 Min Early Release (lunch served)</b>
<b>ASRMS</b>	7:25	7:25	7:50 (Homeroom Start)	2:20	11:20	12:50
<b>Page Hilltop</b>	8:25	8:25	8:45	3:15	12:15	1:45
<b>Lura A. White</b>	8:25	8:25	8:45	3:15	12:15	1:45

## Attendance, Tardiness and Truancy

### Attendance

The Ayer Shirley Regional School District has adopted an Attendance Policy. A student shall not be repeatedly absent from school without legitimate cause. A student enrolled is expected to be present and punctual each day that school is in session.

We believe that consistent attendance and punctuality by ASRSD students are a necessary practices that empower their success and pursuit of the core value of academic excellence as stated in our mission statement. Regular attendance not only improves a student's opportunity to be successful, but also allows for a richer experience with the subject matter and teacher. Disruptions to this practice compromise a student's success and quality of engagement with the class content and activities.

Family vacations taken during school time are absences. Families should plan their vacations during the regularly scheduled school vacations and make appointments after school hours.

Regular attendance and on-time arrival are essential to sequential learning and necessary for satisfactory student progress. It is important that students are punctual and attend school each day. When an absence is unavoidable due to illness, bereavement, or other family emergency, the parent is expected to inform the school by phone, the morning of the absence. If parents are unable to make phone contact, a written note or email from a parent or guardian must be brought to school on the first day of the student's return to school. It is the student's responsibility to make up all assignments, projects, and tests missed during the absence. We do not assign homework to be completed while a student is absent from school due to a family vacation since we believe homework supports daily classroom instruction. We do suggest that you ask your child to read daily or write in a journal about their vacation. Teachers may assign appropriate make up work when students return to school.

Students cannot participate in school-sponsored afternoon or evening activities on the day of an absence unless approved beforehand by the principal.

### **Tardiness**

If a student is tardy (late for school), he/she must report to the office (preferably accompanied by their parent/guardian) before going to class. Students who are habitually tardy or absent without an adequate excuse are considered truant.

### **Absences**

All student absences are to be reported to the school's main office by the start of the school day. If the school does not receive a call, the parent/guardian will receive an automated call from the school to notify you that your child is not in school.

Regular and punctual school attendance is essential for success in school. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his or her character. Parents can help their children by refusing to allow them to miss school needlessly. The Ayer Shirley Regional School Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

A student's absence will be excused, with proper documentation within 72 hours, for the following reasons:

- Bereavement or serious illness in family
- Illness (with medical documentation if 3 or more consecutive days)
- Professional health appointment
- School related field trips
- Observance of major religious holidays
- Legal/court appointments
- Registry of Motor Vehicles appointments; with prior approval from the administration

A child may also be excused for other exceptional reasons with approval of the school principal. Absences not outlined above are considered unexcused.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

### **Parent/Guardian or Physician's Notes**

A parent/guardian call, email, or note (or a physician's note) is required whenever a student has been absent, tardy, or dismissed early. Each note should be provided the day immediately following an absence, or the day of tardiness or an early dismissal, and should include

- The student's name
- The homeroom/classroom teacher's name

- The date(s) the student was absent or tardy, or is to be dismissed early
- Whether he/she was absent or tardy or is to be dismissed, and the reason
- If your student is to be dismissed, please also state the time he/she will leave school, and whether he/she will return that day.
- If your student is to be dismissed, the parent/guardian must sign the student out in the main office when they leave, and sign back in at the main office if they return that same day.

### **Physical Education (PE) Health Concerns**

Students expecting exclusion from PE class for a medical reason must provide the teacher and the nurse with a note from the physician. Parent notes are not adequate unless the requested time of exemption is for one lesson. If a child has specific physical limitation, the parent/guardian should contact the school nurse and the PE teacher.

### **Truancy**

The Massachusetts Department of Elementary and Secondary Education (DESE) defines truancy as: “an absence that is not excused by school district policy.” Numerous unexplained absences and excessive tardiness will be referred to the principal for investigation and may result in truancy action outlined below.

Missing school without a legitimate reason is considered truancy and is a violation of state law. (MGL 76:20) When a student is truant, the principal and/or his/her designee will assume responsibility for contacting parents at once. The state law defines truancy as unexcused absences totaling more than seven full days or fourteen half days in a six month period (MGL 76:1-2). However, it can also be interpreted as a loss of more than forty-two (42) hours of school.

### **Consequences of Truancy through Excessive Absenteeism and Tardiness**

Many steps will be taken by the teachers and administration to reduce a student’s truancy. Student conferences, warning letters, and parent conferences will occur as first intervention steps. There is a direct impact on student achievement when students repeatedly miss school or are tardy. Thus, students who have excessive absences and/or late arrivals to school most likely have significant gaps in their skills and content knowledge. Since these gaps will increasingly impair a student as he/she progresses through the grades, retention may be considered for students who are truant due to absences.

Additionally, the school may choose to file a CRA petition (Child Requiring Assistance) with the Middlesex Juvenile Court and/or the filing of a 51A with the Department of Children and Families (DCF).

### **Missing School for Family Trips**

The School administration and staff remind parents and students that students who take vacations while school is in session disrupt not only their education but the education of their classmates because the class is altered for that period of time. We ask that parents make every effort to avoid taking students out of school while school is in session. If students do miss school, you must notify the school via the attendance line. The school cannot provide advance homework when students and their families vacation during times when school is in session. While the school does advocate quality family time

together, the school cannot assume the responsibility of attempting to compensate a student's lost time in classes by advance homework assignments or duplicate instructional information because of a trip.

## **Other Important Information**

### **Invitations**

Birthday or any other invitation may not be distributed in school or on the school bus. Confidential information regarding students may not be distributed to the public.

### **Valuable Possessions/Cell Phones**

Students are not allowed to bring toys to school unless requested by the teacher. Students should not bring electronic devices or valuable items to school. We are not responsible for lost or stolen possessions.

### **Field Trips**

Field trips are planned educational experiences correlating closely with grade level curricula. Since these lessons occur away from the school grounds, permission slips signed by a parent/guardian must be returned prior to the student's participation. Some field trips may require families to make a financial contribution to support the student's attendance on the trip. It is also important to note that students may be excluded from participating in a field trip due to safety concerns.

### **Volunteers**

Some volunteer opportunities include: assisting in the cafeteria and /or recess, shelving books in the library, helping in the classroom, reading with students, and after school activities. To avoid unnecessary distractions in the classroom, volunteers are not allowed to bring siblings during volunteer duty.

### **Visitor Procedure**

Parents and other persons with valid reason to visit the Ayer Shirley Regional School District will be welcome according to the following procedures.

- Visitors must sign in upon entering at the main office and sign out when leaving. Visitors must wear a Visitor's badge at all times.
- Before and after school hours, parents and/or students may not enter a classroom unless accompanied by school personnel. Visitors require authorization to move beyond designated areas of the building.
- It is critical to maintain momentum of instruction in the classroom. Visitors disrupting any aspect of the educational process will be asked to leave the building.
- Parents do not need a visitor's badge to pick up a child. However, they will need to check in at the office, be prepared to provide identification and will be asked to remain in the office area.

Teachers must be notified ahead of time if a parent wishes to speak to them or visit during the school day. For the safety and supervision of all students, cafeteria and playground visits are discouraged. A strict adherence to these requirements is in the best interest of the safety and well-being of all our students.

## **Food Services**

The cost for student lunch will be determined prior to the start of the school year.

### **2019 - 2020 School Meal Prices**

#### **Middle & Elementary School**

Breakfast \$1.50

Lunch \$2.75

We encourage families to use the on-line pre-payment system at [myschoolbucks.com](http://myschoolbucks.com). Students can also pre-pay their lunches by bringing a check (preferred) or cash to the cafeteria manager preferably on Monday morning. Checks should be made payable to “Ayer Shirley Regional School District” or “ASRSD” with the student’s name written on the memo line.

#### **Free or Reduced Fee Meals**

Applications for the Free or Reduced Fee Meals Program are available online and are sent home with students at the beginning of the academic year. Applications are also available throughout the year in the front office, or by contacting the Coordinator of Food Services, Susan Parker, at 978-772-8600 x1167

#### **Food Services**

- Offers breakfast and lunch to all of its students on a daily basis.
- All meals meet or exceed the USDA, National School Standards.
- Menus are posted monthly on the school website and sent home either by e-copy or hard copy
- Menus are subject to change without notice
- Middle School Only-A la carte snacks are offered daily. Water may be purchased at all schools.

The Food Service Department applies a **No Charge Policy**. All meals, food, and drinks must be paid for at the time of purchase by cash or check or through MySchoolBucks.

#### **Allergies**

The Ayer Shirley Regional School Food Service makes every effort to provide reasonable accommodations to those with related food allergies. Our cafeteria staff works closely with the school’s nurse to ensure the safety of all students. Specific circumstances may be referred to the school nurse.

#### **Breakfast**

All students may participate in the morning breakfast program. Breakfast consists of minimally 3 basic components: Milk, Fruit or Vegetable and Grain or Cereal.

#### **Lunch**

All students may participate in the school lunch program. Lunch consists of the five (5) basic components: Milk, Meat/Alternate, Fruits, Vegetables and Grain/Alternate.

## **Milk**

½ pints of milk are available with every meal or may be purchased separately.

## **Students with Disabilities Services and Accommodations**

### **Rights of Parents/Guardians of Students with Disabilities**

Section 504 of the Rehabilitation Act of 1973 is a federal law designed to protect the rights of individuals with disabilities. Section 504 states in part: "No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..."

The Section 504 regulations require a school district to provide a "free and appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability.

Some students with disabilities require specialized instruction to aid in effective progress in school. These services can include, but are not limited to, occupational therapy, physical therapy, speech and language therapy, or specialized instruction. Parents or teachers may refer students they are concerned about to the Special Education Department. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent/guardian. Upon receipt of the parent/guardian's consent an evaluation will be conducted and a Team meeting will be held to determine if the student is eligible for special education services. If a student is found eligible for special education services the Team will develop an Individualized Education Program (IEP) identifying the necessary services and supports.

### **Students with Disabilities (Americans with Disabilities Act):**

The Ayer Shirley Regional School District complies with ADA policy concerning participation of students with disabilities. All reasonable accommodations will be made to allow students with disabilities to participate. Our Special Education Director Tara Bozek, is the School District's ADA Coordinator and can be contacted at 978-772-8600 extension ext. 1407.

## **Health and Wellness**

### **Health and Wellness Philosophy**

Effective management of health care needs requires a partnership among the student, the parent(s) or guardian(s), the primary care provider, and the adults who work with the student at school. The school nurse works closely with all disciplines to coordinate the resources of school, home, and community as they pertain to the total health of individual students.

### **First Aid**

Treatment will be administered for minor injuries during the school day. When a student becomes seriously injured, the parent is notified immediately. If the parent cannot be reached in an emergency, a person designated on the child's emergency card will be notified. If needed, the child will be transported to the nearest hospital. The school assumes no financial responsibility for ambulance transport or emergency room care. **It is essential that changes in emergency numbers be provided to the school promptly.**

### **Emergency Information**

In the event of a student's illness, injury or school emergency we make every effort to contact parents quickly. However it is important to have current emergency numbers and clear instructions about the people to whom your child may be released in case a parent cannot be reached.

Emergency information forms were mailed home prior to the start of school. The front side contains information regarding release of children; the back of the form requests medical information. Please fill out both sides. Emergency release information and medical information with parental permission will be shared with the main office or necessary personnel.

### **Immunization Requirements**

The Massachusetts Department of Public Health requires that all school children be properly immunized. All students must comply with this requirement. The only exceptions are for religious or medical reasons, and a signed statement by the parent/guardian or health care provider must be on file in the school health record.

Because additional immunizations are required for seventh grade, the school nurse will notify parents/guardians of students with incomplete immunization records. Immunizations must be completed prior to entry into 7th grade, or students will be subject to exclusion. The following immunizations are required for school entry and according to Massachusetts Department of Public Health:

- Measles Vaccine (MMR) - All students are required to have two (2) doses of Measles vaccine;
- Tetanus, diphtheria, & acellular pertussis (DTaP)- four (4) to five (5) doses, depending upon the age the last dose was given. All students entering 7<sup>th</sup> grade are required to have one booster dose of Tdap.(if this vaccine is incomplete a child may be excluded from school for a period of time).
- Hepatitis B Vaccine - All students are required to have three (3) doses of Hepatitis B vaccine.
- Varicella (Chickenpox) – All students are required to have one (1) dose. Students entering Grade 7 must have two (2) doses or a physician certified reliable history of having had the disease. (If this vaccine is incomplete a child may be excluded from school for a period of time).
- Polio – three (3) to four (4) doses, depending upon the age the last dose was given.

## Massachusetts School Immunization Requirements

	Child Care/Preschool	Kindergarten	Grades 1-6	Grades 7-12
<b>Hepatitis B</b>	3 Doses	3 Doses	3 Doses	3 Doses
<b>DTaP/DP T/TD/Td</b>	≥ 4 doses DTaP /DTP	5 doses DTaP/ DTP	≥ 4 doses DTaP/DTP or ≥ 3 doses Td	≥ 4 doses DTaP/DTP or ≥ 3 doses Td; 1dose Tdap
<b>Polio</b>	≥ 3 doses	4 doses	≥ 3 doses	≥ 3 doses
<b>Hib</b>	1 to 4 doses <sup>6</sup>	N/A	N/A	N/A
<b>MMR</b>	1 dose	2 doses	2 doses	2 doses
<b>Varicella</b>	1 dose	2 doses	2 doses	2 doses

Students entering Pre-K and Kindergarten are required to provide proof of a lead screening test.

### Physical Examinations

The Massachusetts Department of Public Health requires physical examinations of students within one year prior to entrance to school or within 30 days after school entry and at intervals of four years thereafter. All students that have been transferred from another school should have health records transferred. Exemptions are allowed for religious reasons and a signed statement by the parent/guardian must be on file in the health record.

Preferred students must have a current yearly physical examinations on file in the Health Office or an updated physical must be on file **at least** every four (4) years:

- Physical exams for interscholastic sports are valid for thirteen (13) months after the date of the examination. There will be no doctor extension letters allowed per M.I.A.A. (Massachusetts Interscholastic Athletic Association) regulations. A physical that is valid on the first day of the sport's season is now valid for the remainder of that sport's season. For example: Fall sports begin on September 10. If a student's physical is dated August 15 of the previous year, it will expire on September 15. The student will now be eligible to try out and participate in the complete fall sport season. He/she will need to get a new physical to participate in a winter sport. Students must have a physical on file with the school nurse that meets the above requirements prior to tryouts. The nurse must sign the student's Scholastic Permission Slip.

Mass General Law c71, s57 also requires physical examinations for:

1. Children referred because of frequent absences due to unexplained illness or physical defects that require repeated appraisal.
2. Children referred for a teacher-nurse conference because the child is not making expected progress in school or because of signs of illness noted by the teacher or nurse.
3. Children under 16 and over 14 requesting employment certificates.

### Medication Policies

In compliance with the Massachusetts Department of Public Health, all medications to be taken during the school day should be brought to the school nurse by a parent or designated adult. Nurses will only accept up to a thirty (30) day supply of medication. Parent/guardian permission must be given in writing. In addition, the following requirements must be met:

- Over the Counter Medications  
Physician authorization must be in writing for all over the counter medication, including: cough/cold remedies or pain relievers. **All medication must be in manufacturer labeled bottles.**
- Prescription Medications  
**All medications must be in a pharmacy labeled bottle** (ask the pharmacist to dispense a duplicate bottle for use at school). For short- term antibiotics or medications to be given for less than ten (10) days, the parent signature and properly labeled bottle is sufficient authorization. **If the medication is to be administered for a longer time, or is an “as-needed” medication such as Albuterol, physician authorization must be in writing.**
- Standing Orders  
Diphenhydramine (Benadryl) and EpiPen (Epinephrine) are available in the Nurse’s Office in case of severe allergic reaction. Nurses can administer Acetaminophen (Tylenol) based on her professional assessment and with written parental permission.
- Self-Administration of Inhaler Medication  
A protocol has been developed to allow the responsible use of inhalers at school. After consultation with the school nurse and the self-administration form has been signed and understood by both parent and student, an inhaler will be allowed to be carried and self-administered.
- EpiPen for Diagnosed Anaphylaxis - With signed physician’s orders and a completed Allergy Emergency Health Care Plan, a student will be allowed to carry an EpiPen to have available in case of Anaphylaxis. Members of the educational team will be notified of the student’s diagnosis and EpiPen administration training will be provided. An EpiPen for that student will be available in the Nurse’s Office.

Just a reminder the all children receiving medication during the school day need to have on file in the nurse’s office written permission from a parent along with a written doctor's order for Ibuprofen, Acetaminophen or ten (10) days of antibiotics. **Medication in baggies cannot be accepted.**

### **Health Screening**

In compliance with the Massachusetts Department of Public Health, height, weight, vision and hearing screening is done annually on all 7th graders. Postural screening is done annually for all students in Grades 5-9. Parents will be notified of any significant findings with a recommendation for medical follow-up if appropriate.

Massachusetts law requires that all 7th grade students are weighed and measured by the school nurse and BMI’s (Body Mass Index) be sent to the parents. Heights and weights are measured once for each student during the 7th grade. In addition BMI’s will be sent home at the end of the school year. If you do not wish to have your child weighed and measured, that request must be received **IN WRITING** no later than October 1 of the current school year.

**School Attendance—Health Dismissal**

The following guidelines are used to determine dismissals and may be helpful for parents to determine appropriate attendance. Keep your child home from school if he/she:

- has been vomiting or has had diarrhea
- has an oral temperature of 100 degrees or higher, flu or severe cold symptoms
- has a severe sore throat; If diagnosed with strep throat, students may not return to school until treated with antibiotics for a full twenty four (24) hours
- has pink bloodshot eyes with yellow or green drainage
- has a head or eye injury – **please notify the nurse upon student’s return**

These are guideline and are not all-inclusive. The nurse reserves the right to dismiss a student who, in her opinion, is contagious or too ill to remain in school. Please report all illnesses to the school office before the start of the school day. Parents will be called if students are absent on the daily attendance without notification. Please notify the nurse via phone call, email, or note of any illness or condition that will require care during the school day or throughout the year.

Any student who becomes ill or is injured during the school day **must** report to the Nurse’s Office.

**Using Crutches in School**

A child who needs to use crutches at any time during the school year **must** notify the nurse. The nurse will show him/her how to use the elevator and how to follow evacuation procedures, should they be needed.

**Blood-Borne Pathogens**

As part of the Ayer Shirley Regional School District’s Exposure Control Plan, administration and staff, with the advice of the school nurse, Centers for Disease Control Guidelines, and Massachusetts State Department of Health adhere to OSHA’s guidelines in handling blood-borne pathogens.

**Children with Acquired Immune Deficiency Syndrome**

Students with HIV or AIDS are entitled to full protection and rights under IDEA. The Ayer Shirley Regional School District complies with those protections.

**School Health Services**

The nurse is available to provide first aid to the sick and injured and promote an optimum level of wellness for students and staff. Please inform the nurse when there is a change in your child’s health status or if your child has a chronic illness and requires specific medical consideration. If your child has a confirmed diagnosis of a contagious illness (strep throat, conjunctivitis, etc.) please notify the school. If emergency contact numbers or work numbers change, the office should be made aware of these changes. Injured students wearing a hard cast that can do inadvertent harm to classmates or themselves will not be allowed to participate in physical education (PE) until the hard cast is removed and the student is cleared to participate in PE by his/her medical doctor.

In accordance with General Laws of the Commonwealth of Massachusetts the nurse conducts yearly health screenings. Following is a list of mandated screening services:

Vision .....K through 5

Hearing Screening.....	K through 3
Postural Screening.....	Grades 5-8
Height and Weight Assessment with Body Mass Index (BMI).....	Grades 1, 4, and 7

A dental program is provided by the Nashoba Associated Boards of Health & the Smiles Dental Program. With parental permission a Registered Dental Hygienist screens children in Kindergarten and provides cleaning and fluoride treatments for children in Grades 2 and 4.

## **Safety Procedures**

The safety and well-being of students and staff are our first priority. The school district has a multi-hazard crisis plan that is updated annually with the Police and Fire Chiefs. School administrators, in conjunction with their school safety teams, ensure that students and staff practice safety drills regularly to best be prepared in the event of a real school emergency. An overview of the district’s safety plan can be found at [www.asrsd.org](http://www.asrsd.org) under Parent Information.

## **Code of Behavior**

### **A Guide to Mutual Respect**

We believe that all students and staff should have a safe, comfortable school environment founded upon mutual respect and consideration for one another. The following code of behavior has been established to assist students, parents, teachers, and administrators in promoting patterns of behavior which enhance our learning community. ASRSD School Committee policies are in place to address inappropriate behavior such as harassment, sexual harassment and hazing.

Children need to feel safe and supported in a caring, learning environment. School procedures help give structure to the responsibilities of: Respect yourself; Respect others; Respect the environment. Adults also have responsibilities. They serve as positive role models by showing respect towards children and each other. Adults give positive feedback regarding appropriate and cooperative behavior. They work together with students to establish age-appropriate rules in each classroom. Adults also suggest alternative choices for unacceptable behavior and encourage the use of conflict resolution and mediation.

To preserve the safe environment in our school district, any ASRSD employee has jurisdiction and responsibility that extends throughout the entire building and over the school grounds at all times. Students are expected to comply with reasonable requests (e.g. providing their name to a staff member, following reasonable instructions, etc.), and conform to school rules, and to those provisions of the law that apply. Failure to do so may result in disciplinary action as articulated in the student code of conduct.

In cases where suspension or expulsion from school is determined to be the response to the misbehavior, all rights to due process hearings will be offered. A detailed description of due process rights is found at the end of this section. Additional copies can be obtained from the principal. Administrators will work to preserve the safety and wellbeing of all students and staff.

## **Code of Discipline**

Good citizenship in schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a way that ensures the rights and privileges of others are not violated. Students are responsible to faculty, staff, and other students for their behavior to and from school, on school grounds, on buses, and during any school-sponsored activity or field trip.

## **Discipline**

- We believe in the support of discipline standards for our students. Therefore, there exists a set of reasonable school and classroom regulations by which all students are expected to abide. Consistency is provided throughout the school system using common language and common expectations.
- Our teachers are knowledgeable with regard to behavior that reasonably can be expected from children, considering age, basic personalities and individual needs.
- Most discipline problems are handled by the classroom teacher in concert with the parents and the principal or assistant principal. Whenever necessary, positive alternatives are employed to promote improvement in student behavior.
- The principal and assistant principal are responsible for establishing or approving general school and classroom rules and regulations. They serve as a resource to both teachers and parents in improving student behavior. In instances where the teacher and/or parent have been unable to affect a positive change, the principal and/or assistant principal will become more directly involved in the disciplinary process.

Students are expected to...

1. Report to each class on time and prepared to learn with their necessary materials for class.
2. Treat faculty, staff, and classmates with respect and allow others to participate equally in the lesson.
3. Use moderate voices at all times.
4. Keep to the right in hallways and stairwells to avoid blocking other students' movements
5. Follow instructions in emergency situations.
6. Be Kind, Be Curious, and always Try Their Best.

## **Infractions**

Participation in any of the following will result in student discipline. This list is not an exhaustive list, but merely illustrative of unexpected behaviors. We recognize the differences between the different ages and grade levels of students, and disciplinary consequences will be administered accordingly.

1. Throwing objects in classrooms not authorized by the faculty or staff
2. Stealing
3. Cheating or using or copying the academic work of another and presenting it as his/her own without proper attribution.
4. Threatening, intimidating, or demonstrating aggressive behavior (e.g., pushing and shoving)
5. Using inappropriate language (e.g., swearing, profanity, etc.)
6. Intentionally causing or attempting to cause physical injury to another person except in self-defense.

7. Damaging, Defacing, or Tampering school property or the property of others
8. Leaving school grounds without permission
9. Possessing or using illegal or controlled substances, or paraphernalia, on school grounds, in school buildings, or on school transportation; including but not limited to tobacco, alcohol, drugs, e-cigarettes, vaping devices, or counterfeit drugs
10. Possessing or using incendiary devices (e.g. lighters, matches, etc.)
11. Possessing or using a weapon
12. Harassing, hazing, or bullying
13. Possessing or distributing sexual paraphernalia
14. Using technology or social media inappropriately

### **Potential Consequences**

1. Verbal Warning from staff member
2. Parent Contact
3. Withholding Privileges - for example a student may not be able to attend a special program within the school
4. Detention - a student may be required to serve a detention during lunch, after class, or before or after school
5. Exclusion - a student may be suspended (either in-school or out-of-school) or excluded from school

Any of the following actions will result in suspension and may subject a student to expulsion by the principal under the terms of M.G.L. c.71:37 H and/or c.71:37 H ½

1. Found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Any student who assaults a principal, assistant principal, teacher, teacher's assistant or other educational staff member on school premises or at school-sponsored or school-related events including athletic games.
3. Any student who is charged with violation of either of the above two paragraphs shall be notified in writing of an opportunity of a hearing. The student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, the principal may, at his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. If a student who has been charged with a felony, the principal may suspend said student if the principal determines that the child's continued presence will have a substantial detrimental effect on the general welfare of the school. If a student is convicted of a felony, the principal may expel said student if the principal determines that the child's continued presence will have a substantial detrimental effect on the general welfare of the school.
5. Repeatedly and intentionally defying the valid authority of supervisors, teachers or administrators.
6. Life Threatening Statements, verbal harassment, or bullying. Please read the [ASRSD Bullying Prevention & Intervention Plan](#), located on the district website.

- A student is being bullied when he/she is exposed, repeatedly and over time, to negative actions on the part of one or more students.
- A negative action is when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another.
- These actions can be achieved by physical actions, threatening drawings, words and/or gestures.

Acts of bullying, which include cyber bullying, are prohibited: [M.G.L 71:370](#)

(i) on school grounds and property immediately adjacent to school grounds, at a school- sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

**Chapter 222 of the Acts of 2012, An Act Relative to Student Access to Educational Services and Exclusion from School**

A principal shall provide every student an opportunity to make *academic progress* during the period of suspension (whether in-school or out-of-school) or expulsion, to make up assignments, and earn credits missed. A district that suspends or expels a student for *more than 10 consecutive days* must provide the student and the parent with *a list* of alternative educational services.

**Due Process Procedures in the Case of Suspension or Expulsion**

Prior to suspension from school, every student is entitled to the due process described below except in the event of an emergency in which the child’s continued presence at school would be harmful to him or the school environment. Because a suspension reflects a short separation from school, not from learning, the student is expected to complete work assigned during the suspension. The student’s teacher will determine the assignments to be completed and their due dates.

**Procedures When Suspension May Be a Consequence of Behavior**

In any situation in which a student’s misbehavior may result in the consequence of suspension, the following procedures will occur:

- The principal or his/her designee will investigate and verify the reported behavior before any action is taken.
- The student and parent/guardian shall receive written notification of the charges and reason for suspension prior to such suspension taking effect.

- The student shall receive written notification of the process for appeal.
- A meeting (in person or by telephone) may take place between the parent, the child and the school administrator before the suspension. At this meeting, the following activities take place:
  - The principal or his/her designee explains the behavior that led to the suspension.
  - The student may explain the behavior or discuss anything about the behavior the principal or his/her designee should know.
  - The parents may speak on the child's behalf.
  - The principal or his/her designee will notify the parent and child of his/her decision about the suspension.
- The parents may appeal the decision to the Superintendent, in writing no later than five (5) calendar days following the effective date of suspension.
- The Superintendent shall hold a hearing with the student and student's parent/guardian within three (3) calendar days of the student's request to appeal.
- The Superintendent shall render a decision within five (5) calendar days of the hearing. Such decision will be the final decision of the city, town, or regional school district with regard to the suspension.

#### **Procedures When Expulsion may be a Consequence of Behavior**

- The Principal may expel a student, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.
- The student will receive written notification of the charges and reasons for such expulsion prior to such exclusion taking effect.
- The student shall receive written notification of the right to appeal and the process for appealing such expulsion.
- 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 the request for appeal, no longer than five (5) calendar days following the effective date of the expulsion.
- The Superintendent shall hold a hearing with the student and student's parent/guardian within three (3) calendar days of the expulsion.
- The student shall have the right to present written or oral testimony, and shall have the right to counsel.
- The Superintendent shall have the right to alter the decision of the Principal, including recommending an alternate educational setting.
- The Superintendent shall render a decision within five (5) calendar days of the hearing. Such decision will be the final decision of the city, town, or regional school district with regard to the expulsion.

#### **Dress Code**

The intent of the school dress code is to create a positive environment that is conducive to the learning and safety of students as well as providing a positive working environment for our staff. It is commonly accepted that student behavior and the school environment are strongly influenced by the dress and

appearance of students. Dress codes inherently teach students the importance of respectable appearance which can positively impact self respect and self esteem.

Since school is primarily a place of learning and work, students are expected to dress appropriately for those tasks. Diversity within our school population is appreciated and the need for individual expression is respected. We strongly believe that those values can be celebrated and maintained while at the same time meeting the following expectations. Students shall not wear clothing items that contain messages that are vulgar, obscene or libelous; that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability; that promote alcohol or drug use or violence; or that are otherwise disruptive to the educational process. The Principal and Assistant Principal have the final decision in making the determination that there has been a violation of dress code policy. Students who are dressed inappropriately will be asked to change or call home for a change of clothes. Consequences for non-compliance or repeated infractions may include: verbal warnings, detention, parent meeting or other appropriate actions.

### **Dress Code for Elementary Schools**

#### General Guidelines

- Students should come dressed appropriately for seasonal weather.
- Outerwear, including coats, jackets, parkas, etc. will not be allowed to be worn inside school (Sweatshirts, vests or other layering pieces of clothing are allowed)
- Students shall not wear hats, hoods, bandanas in school, except for religious or medical reasons OR on special designated spirit days.

### **Dress Code for Middle School**

#### General Guidelines:

- Hats, hoods or other head coverings are not allowed unless for religious or medical reasons.
- Foot apparel must be worn at all times; slippers are not an acceptable form of footwear.
- Outerwear such as jackets and coats cannot be worn inside the school.
- Undergarments must not be visible at any time.
- Garments that are see-through, low cut, or expose any part of a student's midriff are not acceptable.
- All tops must have at least a 2" shoulder strap, therefore, halter tops, strapless tops and off the shoulder tops are not acceptable.
- Shorts, t-shirts and or skirts should fit well and be an appropriate length. Shorts must have at least a 2" inseam. Skirts/dresses must be fingertip length when arms are held naturally at the side.

- Any pant made of lycra, spandex or fabric that clings tightly to the body must be covered by a loose fitting top that covers both front and back.

**Physical education dress code** All students will be expected to participate with their class in appropriate clothing that includes gym shorts and/or sweatpants, sneakers (hiking boots and fashion sneakers are not acceptable), athletic socks, T-shirt and/or sweatshirt. Students should dress for the weather. Classes will be outside until late fall and in the early spring.

**Electronic devices** Cell phones, iPods, iPads etc. are to be turned off before students enter the building. Before homeroom, all electronic devices are to be placed in student's locker and/or backpack (for elem. schools) and remain there throughout the school day. The staff will confiscate any electronics which are found to be in violation. Staff will turn confiscated devices into the Assistant Principal.

- First Offense: Item will be returned to the student at the end of the school day.
- Second/Third Offense: Item will only be returned to a parent/guardian and student may serve a detention (lunch, after school, etc.).
- Four or More Offenses: Electronic device will not be allowed in school and serious disciplinary consequences will follow.

### **Discipline of Students with Disabilities**

*Includes students currently on 504 accommodation plans and Individual Educational Programs or students who the school district knows or has reason to know might be eligible for such services.*

All students are expected to meet the requirements for behavior as set forth in this handbook. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the Americans with Disabilities Act and Massachusetts General Law Chapter 76, section 16-18 and Chapter 71 section 37H provide eligible students with certain procedural rights and protections in the context of student discipline.

### **Procedures for Suspension of Students with Disabilities**

All students, including eligible students with disabilities, receive prior written notice regarding the school's Code of Conduct.

1. Any eligible student may be suspended up to ten days in any school year.
2. After a student with a disability has been suspended for ten days in any school year, during any subsequent removal, the public school provides sufficient services for the student to continue to receive a free and appropriate public education and to access the general curriculum.
3. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond ten consecutive days or more than ten cumulative days in any school year such as;
  - A. Suspension of longer than ten consecutive days or a series of suspensions that accumulate to more than ten days and constitute a pattern are considered to represent a change in placement.

- B. Prior to a suspension that constitutes a change in placement of a student with disabilities, the Team convenes;
    - 1.to determine the relationship between the disability and the behavior “a manifestation determination”. If there was a behavior plan, was it implemented?
    - 2.to determine that the student understands the impact of consequences of his/her behavior and whether or not the student control behavior
    - 3.to develop or review a functional behavioral assessment of student’s behavior and to modify or develop a behavior intervention plan.
    - 4.to identify an alternative education setting.
  - C. If the team determines that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with the policies applied to any student without disabilities, except that the district must still offer all Individualized Educational Programs and educationally related services to the student with disabilities which may be in some other setting.
4. Regardless of the manifestation determination, the district may place the student in an interim alternative education setting for up to 45 days;
- A. If the behavior involves weapons or illegal drugs or another controlled substance while at school or school function,
  - B. If the district provides evidence that the student is “subsequently likely” to injure him/herself or others and a hearing officer orders the alternative placement; and
  - C. The interim alternative education setting enables the student to continue in the general curriculum, to continue receiving services identified on the I.E.P., and provides services to address the problem behavior.
  - D. If the team determines that the behavior is a manifestation of the disability, then the district takes steps with the consent of the parent/guardian to correct the I.E.P., the placement, or the behavior intervention plan.
  - E. The school district provides written notice to a parent/guardian of all rights to appeal and to an expedited hearing. If the parent/guardian chooses to appeal, during the appeal the student stays put in the placement, unless the parent/guardian and the school district agree otherwise.
5. Procedural requirements applied to students not yet determined to be eligible for special education.
- A. If prior to the disciplinary action, a district had knowledge that the student may be a student with disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if prior to the incident:
    - 1.The parent/guardian had expressed concern in writing: or
    - 2.The parent/guardian had requested an evaluation: or
    - 3.School district staff had expressed concern that the student had a disability.

- B. If the district had no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, the district must have procedures to conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.
- C. The school district has developed procedures consistent with the federal requirements to expedite evaluations.

### **School Bus Rules/Discipline**

It is considered a privilege to ride the school bus. If the student is not well behaved or endangers the health and safety of other pupils, this privilege may be withdrawn. The bus driver will be considered as having the same authority as a teacher in the classroom while students are on the bus, boarding the bus, or disembarking from the bus.

### **Loading and Unloading at Bus Stop**

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.
5. Proper conduct is required aboard the bus at all times.
6. Parents will be held responsible for any defacing or damaging of the bus.
7. Parents and students will be informed of these regulations at the beginning of each school year.

The ASRSD utilizes a progressive disciplinary approach to ensure the safe travel of all students. Consequences for unsafe and unacceptable bus behaviors may range from a verbal / written warning up to a loss of bus riding privileges. The determination of an appropriate consequence for improper bus behavior will rest with the building principal or designee. In all instances, parents / guardians will be informed.

### **Physical Restraint**

The Board of Education adopted new regulations on the use of physical restraint in public education programs. The regulations (603 CMR 46.00) are meant to promote safety for all students and staff in schools. Physical restraint shall be used only in emergency situations, after less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. The Ayer Shirley Regional School District's policy reflects the content of Chapter 69, Section 1B, and Chapter 71, Section 37G of the Massachusetts General Laws. The purpose of the Law is to ensure that every student participating in the Massachusetts public education program is free from the unreasonable use of physical restraint.

School personnel shall use physical restraint only if formally trained in physical restraint and only when restraint is needed to protect the student and/or member of the school community from imminent, serious, physical harm; and to prevent or minimize any harm to the student as a result of the physical restraint.

## **Legal and Other Procedural Matters**

### **Updating Student Information**

Parents should notify the front office in writing when there is a change of address or phone number (home, work or cell).

### **Custodial Orders**

If a student is the subject of any temporary/permanent custody order, decree or agreement, a copy of the custody order, decree or agreement, either signed by the judge of the probate court, in the case of an order or decree, or signed by both parents, in the case of an agreement, should be on file in the principal's office. These orders are important for determining access to the student's records, the right to have the student dismissed in to the care of an individual, the right of access to a student's teacher or similar issues. Parents are obligated to notify the school of any changes in the custody orders as they become final.

### **Distribution of Materials**

All aspects of school-sponsored newspapers and/or yearbooks are completely under the supervision of the teacher sponsor and principal. Written materials, handbills, photographs, pictures, petitions, films, tapes, other visual or auditory materials may not be sold, circulated, or distributed on campus by a student or a non-student without the approval of the principal. Requests for approval of materials must be made at least twenty four (24) hours in advance; if permission is denied, an appeal can be made to the Superintendent. Distribution of material consisting primarily of commercial advertising is prohibited.

### **Fundraising**

All fundraising projects need to be approved by the principal and appropriate ASRSD paperwork must be completed.

### **Student Fundraising Activities**

Students are not permitted to go door to door for the purpose of fundraising for the Ayer Shirley Regional School District. All fundraising activities will be approved by the principal, with notification to the Superintendent.

### **Volunteering/Chaperoning**

Parents who have an approved CORI form on file may volunteer in the school and on field trips, as opportunities arise. CORI forms can be obtained at the front office of the student's school. Fingerprinting may be required.

Volunteers are vital to our school programs and are greatly appreciated. Volunteers must complete a background security check (SAFIS-Statewide Applicant Fingerprint Identification Services and Criminal Offender Record Information CORI) and agree to the conditions of the volunteer handbook

### **Registration Procedures**

To register a student, please bring copies of your child's birth certificate, proof of residency, and immunization records. It will also be important to bring a copy of your child's most recent physical examination, the name and address of the most recent school attended (if applicable), and a copy of your

child's most recent individualized educational plan (IEP) if your child has a documented disability. More information and our registration packet can be found on our website at: <https://www.asrsd.org/district/online-registration/>

### **Withdrawal Procedures**

To withdraw a student, a parent will need to complete a Release of Information form. This allows our school to send student records to the receiving school.

### **Regulations Reference**

The policies of the PK-8 Student-Parent Handbook, and the 9-12 Student-Parent Handbook are in compliance with local, state, and federal regulations. For additional information regarding the regulations please see the following [link](#).

## **Technology and Responsible Use Policy**

The Ayer Shirley Regional School Committee understands that the Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. The Ayer Shirley Regional School Committee encourages the use of information technology to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. Information technology will be used to increase communication, enhance productivity and assist staff in upgrading existing skills and acquiring new skills. The system/network will also be utilized to provide relevant school information to the community.

The use of the Internet is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. Inappropriate use is subject to review and action.

Students are expected to abide by the generally accepted rules of network etiquette. Students should:

- Use the Internet and computer for school work only.
- Stay on the web pages that their teacher chooses.
- Ask for help when necessary.
- Tell their teacher right away if they read or see something on the Internet that is inappropriate.
- Never give their picture, name, address, home phone number or name of school on the Internet.
- Understand that network and cloud files are not private, teachers may view the contents at any time.
- Respect all school computers and use them correctly.

Students are:

Prohibited from downloading, uploading or distributing any files, software, or other material that is not related to an educational project.

- Not to use their personal computers on the school network unless they receive approval from the Technology Department.
- Not to reveal any personal contact information relating to him/herself or other students or staff members that consists of names, addresses, and/or telephone numbers.

- Not to post private information as it relates to fellow students, district staff, or academics. Nor shall defamatory material concerning a person or group be sent or retrieved.

Information technology is defined as Internet access, email, published and unpublished documents, and various forms of multimedia technology. The District employs the use of specialized filtering software that monitors Internet traffic and blocks inappropriate Websites.

All students and parents are required to accept the Ayer Shirley Regional School District Acceptable Use Policy.

The ASRSD reserves the right to make changes to this handbook at any time.

## Addendum: Ayer Shirley Regional Middle School

### 1. Daily Bell Schedule

7/15/2019

#### Ayer Shirley Regional Middle School 2019-2020 Daily Schedule

	Monday		Tuesday	Wednesday	Thursday	Friday
7:50 – 7:55	Homeroom	7:50 – 7:55	Homeroom	Homeroom	Homeroom	Homeroom
7:55-8:30	Advisory					
8:33-9:15	A	7:58-8:48	B	A	B	A
9:18-9:59	B	8:51-9:41	A	B	A	B
10:02-10:43	C	9:44-10:34	D	C	D	C
10:46-11:27	D	10:37-11:27	C	D	C	D
11:30-12:45	E	11:30-12:45	G	F	E	G
12:48-1:32	F	12:48-1:32	E	G	G	F
1:35-2:20	G	1:35-2:20	F	E	F	E

Lunch	
Grade	Time
6	11:30-11:55
7	11:55-12:20
8	12:20-12:45

Unified Arts (UA)	
Team	Block
Green (6)	A
Yellow (6/7)	B
Blue (7)	C
Maroon (8)	D

Enrichment Classes	
Grade	Block
6	E
7	F
8	G

## 2. Daily Life

- a. **Arrival and dismissal procedures** Buses drop off and pick up students at the front circular driveway. Walkers and students being dropped off/picked up by parents should use the driveway and entrance located on the Front Street side of the building near the parking lot. **Please do not park in the bus lane at any time.**
- b. **Pre-homeroom student locations:** Upon arriving, students are expected to report to the following locations before the first bell. Once there, all students will remain in the location until homeroom.
  - Cafeteria: Students getting breakfast. All grade levels will be present so only students eating breakfast should be in the cafeteria. Cafeteria guidelines will be in effect.
  - Gym: Students socializing with peers. All students will be seated by grade level.
  - Library: Students who need to print assignments or complete work. Only students requiring a quiet space to complete work should be present in the library.
- c. **Student athletes and band members** may drop off equipment upon arriving in school. All students are expected to report to the above locations immediately after storing items.
- d. **Backpacks:** Students are allowed to carry backpacks to and from school and store them in their lockers. They are not permitted to carry the packs from class to class during the school day.
- e. **Lockers:** Each student is assigned a locker during the first week of school. This provides a place for the student to store his/her backpack, books, coat, lunch, etc. Students are asked to please keep the lockers neat, orderly, and **LOCKED**. A combination lock is built into the lockers. The school will not assume responsibility for lost or stolen items under any circumstances. Students should lock their lockers at all times. Sharing of lockers among friends or others is not allowed, and lockers must be free of any inappropriate material or decoration. Students are reminded that the lockers belong to the school; therefore, school officials may search lockers when they believe it is in the interest of the health and safety of the student body.
- f. **Lost or stolen items:** Students should report information to a staff member as soon as possible. Items that are found in and around the school building should be taken to the main office. Students are advised to leave valuables at home. Lost and found boxes are located outside of the gym and cafeteria. Unclaimed items are donated to a local charity several times a year.
- g. **Telephone:** On a limited basis, students are allowed to use the phone in the front office or lobby to call home. Cell phone use, including text messaging, is **not permitted** during the school day.
- h. **Water bottles:** Students are allowed to have water in clear bottles during class time.
- i. **Hall passes:** Students who need to go anywhere in the building other than at regular passing times must have a signed hall pass.
- j. **Make-up Work:** When absent from a class for ANY reason, it is the STUDENT'S RESPONSIBILITY to arrange for make-up work. The time-frame for making up missed work is equal to the length of the absence. For example: if a student is absent for one day, the student has one day to make up the work. If the student is absent for two days, the student has two days to make up the work, etc. Please note that this may not apply to

projects/presentations for which students had an extended amount of time to complete. If a student is expected to be out for an extended period of time, a request for make-up work can be made through the middle school office Administrative Assistant, EXT 1200. Please allow a minimum timeframe of up to 48 hours to gather work for an extended period. The requested work must be completed and submitted to the appropriate classroom teacher upon the student's return to school.

- k. Tardy to School:** Students are considered tardy to school if they are not present in their homeroom at the time of the morning late bell, 7:50 AM. Teachers will not admit tardy students to homeroom without a tardy pass from the main office. It is absolutely essential that students check in at the main office when tardy to school; failure to do so may result in a student being marked absent unexcused and a notification sent home of such. Students with excessive unexcused tardies may face disciplinary consequences.
- l. Student-athletes** must be in class no later than 9:15 am to be eligible to participate during practice and/or meets, matches, and games that specific day.
- m. Class Changes:** As a general rule, students are not permitted to change classes without good cause. Class changes are disruptive to the student's academic progress as well as their peers. However, requests to change based on safety concerns or academic need will be considered if requested by a student, parent or teacher. If it is determined that the change will substantially benefit the student and would not impede the progress of others it will be made at an appropriate time. Changes may require consultation with administration, the student, the teacher(s), a school counselor, and parent/guardian.
- n. Grading System:** The following grading system is used at ASRMS:

A+	97-100	C+	77-79	E	Excellent
A	93-96	C	73-76	S	Satisfactory
A-	90-92	C-	70-72	U	Unsatisfactory
B+	87-89	D+	67-69	I	Incomplete
B	83-86	D	63-66		
B-	80-82	D-	60-62		
		F	0-59		

- o. Honor Roll:** The Principal's List comprises students who have all A+, A, and A- grades on their report cards. The Honor Roll comprises students earning all A's and B's on their report cards.
- p. Parent Conferences:** Conferences are routinely scheduled in November and February. They may also be requested at any time throughout the year by parents or teachers.
- q. Incomplete Grade Policy:** Extenuating circumstances may prevent a student from completing all work by the close of a quarter. In this situation, a grade of incomplete ("I") may be issued with pre-approval by a school counselor in consultation with an administrator. A grade of incomplete extends the quarter by TEN school days from the date of closure. In extreme cases, an incomplete may be extended with written documentation provided to a school counselor within the ten day extension period. Students with an incomplete are ineligible for Honor Roll status for that quarter.

### 3. Extracurricular Activities

**Eligibility:** In order to maintain eligibility for participation in any student activity governed or sponsored by ASRMS, students must have a passing grade in at least four core classes. Students will not be permitted to try out/join if they do not meet that requirement at the start of the season/club. If progress reports or report cards are issued while a student is participating in a student activity, eligibility will be immediately revoked if the student does not meet this requirement. However, the student may be reinstated if they meet this requirement while the season/activity is active. Incomplete grades may not be counted toward eligibility.

In addition, individual teams, clubs, and organizations may have additional requirements. ASRMS and ASRSD reserve the right to revise these standards and enforce academic eligibility regulations that exceed the MIAA standards. ASRHS adheres to Chapter 622 and Title IX regulations. ASRMS works within the guidelines as they pertain to extracurricular activities/athletics as established by the ASRSD, the Massachusetts' Interscholastic Athletic Association (MIAA) and the Midland Wachusett League.

**Daily Participation:** Students must be present for one-half of the school day in order to be eligible to participate in any athletic or extracurricular activities on that day, or over the weekend if he/she is absent on Friday, or the last day of the week.

Any student who has an excused absence may participate in extracurricular activities. Students dismissed by the nurse for medical reasons cannot participate in extracurricular activities. Those students dismissed for medical appointments must return to school with a note prior to participating in an extracurricular activity.

We believe that athletics and extracurricular activities truly are "the other half of education." Students and parents/guardians should review the [athletic policy handbook](#) if there are specific questions or concerns relating to athletics.

**Academic Probation:** Upon issue of a progress report or report card, a student who is failing one or more core classes will be placed on academic probation. Weekly progress reports will be required for continued participation. Students will maintain probationary status until approved by teacher/coach/administration. Students receiving services under Chapter 766 whose IEP is a 502.4 or more restrictive prototype may be removed from probation by an administrator provided that all other eligibility requirements are met.

**Appeals Process:** Students may appeal eligibility and probation status through administration. Administration will consider students on a case by case basis. Waivers will only be issued if in the long term best interest of the student.

**National Junior Honor Society:** The ASRMS chapter of the National Junior Honor Society (NJHS) recognizes members of the 7th and 8th grade classes who show exemplary attributes of the four pillars of NHS; Scholarship, Leadership, Character and Service.

The faculty committee has determined that all prospective NJHS members must meet the following qualifications for at least one semester in order to be considered for membership.

- 3.0 GPA (B average) for 6th and 7th grade
- No suspensions and no more than one after school detention
- Recommendation of two staff members and two community members

Students who meet these qualifications will receive an NJHS information packet that gives them the opportunity to submit information to the Faculty Council. The NHS advisor will convene the Faculty Council and the Council will vote to extend membership to qualifying students. Specific information regarding the four pillars of NJHS and the expectations for inductees can be obtained from the NJHS advisor. Students who have been inducted into a chapter of the NJHS in another school may transfer their membership to the ASRMS chapter by making the request to the NJHS advisor. All NJHS members are required to complete community service.

**Dances:** Dances are limited to registered students of ASRMS. Once admitted to a dance, students are not permitted to leave and then return. Please note that all policies outlined in the ASRMS Handbook apply to both on and off campus dances. All belongings are subject to search at dances.

#### 4. Student Expectations

**ASRMS uses a progressive discipline approach** which includes, but is not limited to the following:

- **Parent Contact:** Parent/guardian is notified via email or phone regarding student behavior, supports provided and potential disciplinary action.
- **Teacher Discussion/Warning:** A consequence given by any classroom teacher to a student for violation of classroom rules, or the ASRMS Student Code of Conduct. This is the first step in the discipline policy.
- **Lunch Detention:** A consequence given by a teacher.
- **After School Detention:** A consequence given by an administrator for violation of the ASRMS Student Code of Conduct or by staff referral. after school detention is held on Wednesday and Friday only, and is for one hour after school. During after school detention students are expected to be engaged in academic work. If a student reports for after school detention and is unprepared, administration reserves the right to dismiss the student and reassign the detention. After school detention cannot be rescheduled except in extenuating circumstances and with the prior approval of an administrator. If a student skips an after school detention, one additional day of after school detention will be assigned. If a student does not report for the reassigned after school detention, an in-school suspension may be issued.

- **Internal Suspension:** Students who are assigned to internal suspension should report to the main office at the beginning of the day. Students will be provided with academic work. In addition, students should come prepared with any academic material.
- **External Suspension:** Students who are externally suspended will have academic work provided and must submit the completed work on the day of their return from suspension. Failure to do this will result in a grade of zero for those missing assignments, regardless of whether or not the provided work was picked up.

Please note that students who are internally or externally suspended are not allowed to practice for, participate in, or attend ANY extracurricular activity, including athletics, during the day(s) of the suspension. Externally suspended students are not allowed to be on or about school property. If the suspension occurs on the last day of the week, the student may not practice for, participate in, or attend ANY extracurricular activity, including athletics, over the weekend.

**School rules include, but are not limited to the following:**

*Students are expected to:*

- Comply with all reasonable requests of staff members including electronic devices and dress code
- Remain in class for the full period
- Have a pass when in the hallway
- Use appropriate language toward adults and peers
- Remain in the building throughout the school day unless supervised by a staff member
- Submit their OWN academic work
- Display discretion in their relationships with others at school
- Follow the student acceptable computer policy (visit [www.asrsd.org](http://www.asrsd.org) > ASRSD Policies > ASRSD Policy Manual > IJNDB)
- Maintain appropriate physical boundaries with others by not initiating physical violence or retaliating using physical violence.

Matters pertaining to theft and vandalism will result in the offender being subject to appropriate legal action, as well as disciplinary action. ASRMS does not assume responsibility for lost or stolen items under any circumstances. Anything of value should be locked in a student's locker, kept on their person, or brought to the office for safekeeping until the end of the day.

**Cafeteria guidelines:**

- All students must go to the cafeteria during their assigned lunch periods and remain there until dismissed to their teachers.
- Entering and leaving the cafeteria will be done in an orderly fashion.
- Students are permitted to sit in the location of their choice unless the lunch supervisors, for whatever reason, determine that a particular location is inappropriate.

- Students are expected to clean up their table area, clearing it of all papers, containers, or other debris.
- No food or beverage may be taken from the cafeteria unless by teacher permission.
- No food or beverage is allowed into the gym or auditorium.
- Weather permitting, students will be allowed to socialize on the patio outside.

### **Guideline for Disciplinary Incidents and Consequences:**

#### **Assault**

- *Any willful and unlawful attempt or use of violence on another person* - One to three day internal suspension; possible police notification.
- *Assault and battery resulting in severe or serious bodily injury* - Two to ten day external suspension; parents notified; police notified; possible review by the Principal for further suspensions or expulsion.

#### **Cell Phone and Electronic Device Violations**

*Failure to adhere to ASRMS policy - device is turned off and stored in lockers during the school day.*

1. *First offense* - lunch detention, device confiscated for the remainder of the day to be picked up by student, parent contacted.
2. *Second offense* - after school detention, devices confiscated for the remainder of the day to be picked up by a parent/guardian.
3. *Third offense* - after school detention, devices confiscated for the remainder of the day to be picked up by a parent/guardian, device not permitted in school for two weeks.
4. *Fourth offense* - after school detention, devices confiscated for the remainder of the day to be picked up by a parent/guardian, device not permitted in school for remainder of year.

#### **Cheating**

*Any use or attempted use of information or materials obtained from another submitted or to be submitted as one's own work-to include any form of communication during testing situations including use of portable electronic devices.*

1. *First offense* - student will receive a grade of zero without the opportunity to resubmit the assignment or make up the material; parents notified.
2. *Second offense and beyond* - after school detention, student will receive a grade of zero without the opportunity to resubmit the assignment or make up the material; parents notified.

## **Controlled/Illegal Substances**

- *Possessing or using illegal or controlled substances, or paraphernalia, on school grounds, in school buildings, or on school transportation; including but not limited to tobacco, alcohol, drugs, e-cigarettes, vaping devices, or counterfeit drugs on school grounds, while representing the school, or attending any school function.*
  - *First offense* - one to two days internal suspension, police notified, parents notified, referred to school counselor.
  - *Second offense and beyond* - three day internal suspension, police notified, parent/guardian notified and school counselor notified, possible review by the Principal for further suspension or expulsion.
- *Selling or supplying illegal/controlled substances* - three to five days internal suspension; police notified, possible review by the Principal for further suspensions or expulsion; court action.

## **Discrimination, Violation of Civil Rights**

*Discrimination, violation of other student's civil rights, refers to the rights of all other members of the school community to be free from discrimination based on race, national origin, gender identity, religion, sex, disability, or sexual orientation. Such discrimination include verbal, electronic, or physical attacks on any or all protected groups as specified above.*

1. *Spontaneous verbal attack* -
  - a. 1st offense without intent to discriminate, after school detention.
  - b. 2nd offense, two after school detentions.
2. *Verbal attack with evidence of intent to discriminate* - one to two days internal suspension.
3. *Written discriminatory attacks or harassment* - one to two days internal suspension.
4. *Physical attack or harassment* - one to five days suspension, possible police involvement, possible review by Principal and/or school committee for possible further disciplinary action.

## **Disruption and/or Disturbance of School Assembly**

- *Disruption to a specific class* - lunch detention.
- *Continued disruption to a specific class* - after school detention up to one internal suspension.
- *Inciting other students to create a disturbance which interrupts the operation of the school* - after school detention to one day internal suspension, possible police involvement. Use of electronics to record school-related disturbances including fights, may be viewed as inciting a disturbance.
- *Disrupting school activities and/or the educational process, including school-sponsored activities off campus* - after school detention to one day suspension; possible police involvement.

## **Fighting on School Property**

*Mutual use of physical force as a means of addressing a conflict. Note: Self-defense is reserved for instances in which no alternatives are available to ensure physical safety.*

1. *Spontaneous incident* - one to two days internal suspension.
2. *Incident with evidence of prior motivation and/or ill feelings* - two to three days internal suspension.
3. *Prearranged fight incident* - three to five days internal suspension; police notified.
4. *Chronic fighting on school property* - one to three days external suspension; police notified.

### **Fire Safety Infractions**

*Possessing incendiary devices (lighter, matches, etc.) or any action intended to interfere with fire safety precautions and procedures.*

- *Reckless behavior: behaviors that unintentionally create unsafe conditions* - one day internal suspension; parents notified.
- *Malicious behavior: intentionally creating unsafe conditions* - five day internal suspension; mandatory review by the Principal for suspension or expulsion; police notified, school counselor notified. possible court action.

### **Harassment Policy**

- *Intimidation/Threatening* - one to three day internal suspension; possible police and parent notification.
- *Harassment (in any form that impacts school environment)-* after school detention to three days internal suspension; possible police and parent notification.

### **Internet Use Policy**

*Inappropriate use of computers and/or violation of ASRSD Acceptable Use Policy* - after school detention to two day internal suspension; possible police action; possible restitution; possible ban from technology.

### **Non-compliance with staff**

- *Failure to serve assigned after school detention* - additional after school detention and/or internal suspension.
- *Failure to report to the Principal or Assistant Principal's office* - after school detention.
- *Failure to successfully serve assigned after school detention* - additional after school detention and/or internal suspension.
- *Continued refusal to comply with staff* - after school detention to two days internal suspension; possible review by Principal or Superintendent for further disciplinary action.
- *Open defiance of the authority of a teacher, or gross insubordination or flagrant disregard of a verbal instruction or direction* - after school detention to internal suspension.
- *Giving false name to an administrator and/or teacher* - after school detention.
- *Student search* - failure to comply with an administrator's request to search person and/or personal belongings may result in an immediate two day internal suspension and police notification for further investigation.

### **Profanity, Vulgarity, Obscenity**

- *Profanity, vulgarity, or offensive language not specifically directed toward another person* - lunch to after school detention.
- *Use of vulgar acts, gestures, or words directed toward another person or disrupts school environment* - after school detention to internal suspension.
- *Possession, sale, and/or distribution of obscene books, magazines or other material* - two to three days internal suspension; possible police and court action.

### **School Bus Violations**

*Failure to adhere to bus driver instructions and expectations - one to two days after school detention; possible loss of bus privileges; parent notification.*

### **Truancy**

- *Truancy from class: failure to be in scheduled location without prior staff approval and communication with supervising staff member - after school detention; zero for any class work missed; no opportunity for makeup.*
- *Truancy from school grounds: leaving school property/supervised areas or entering restricted areas - after school detention to one day internal suspension.*

### **Theft**

- *Petty theft - one to two after school detentions.*
- *Grand theft/Possession of stolen property and/or any theft of money or personal or public property of significant value (+\$250) and/or any theft involving breaking in and/or entering unauthorized areas, including lockers - one after school detention to one day internal suspension; police notification; restitution.*

### **Unsafe Behavior**

*Physical behavior that places oneself or others in immediate danger is not permitted on school grounds. Regardless of student intention, a safe physical environment is crucial to student well being. Unsafe behaviors include but are not limited to: climbing, throwing objects, physical contact made with peers in jest (horseplay), running in the hall.*

1. *First offense - warning*
2. *Second offense - restriction/increased supervision*
3. *Third Offense - after school detention*
4. *Fourth and subsequent offenses - additional after school detention as well as a review by the principal for further possible action.*

### **Vandalism**

*Cutting, defacing, or otherwise damaging in any way property belonging to the school district or members of the school community - after school detention to two days internal suspension; restitution for repair or replacement of damaged property; possible court action.*

### **Weapon/Unsafe Object Possession**

*Possession or involvement in exchange of any weapon/unsafe object that could cause immediate physical harm or substantial property damage - one day internal suspension to expulsion; possible police notification; mandatory review by the principal for possible further suspensions or expulsion.*

### **Written or Verbal Threats to School Community**

*Any threat written or stated made regarding the school community or group within it. - Five days external suspension; police notified and school counselor notified; mandatory review by the principal for possible further suspensions or expulsion.*



