

**Amherst-Pelham Regional
Middle School**

2025-2026

ARMS Student and Family HANDBOOK



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ARMS School Climate

Foundation of ARMS Core Values

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This student handbook contains important information about the school's code of conduct, discipline policies and procedures, and students' rights. Translations of this handbook in your primary language are available upon request.

Section I - Foundations of an ARMS Education

ARMS VISION

The Amherst-Pelham Regional Middle School (ARMS) community of educators, students and parents/guardians developed this vision of active learning that prioritizes curiosity, collaboration, and diversity taking place within a caring environment. This vision articulates dispositions that we intend to foster through overall educational experiences in academics, the arts and athletics.

ARMS VISION

The ARMS community challenges and inspires students to:

*be engaged and curious learners,
be collaborative and creative problem solvers,
value diverse perspectives, and
care for themselves and each other*

ARMS GOALS

By the end of 8th grade, ARMS students will meet or exceed the standards from the Massachusetts curriculum frameworks or an Individual Education Plan.

Students will:

- use the content and skills they have learned to ask and answer meaningful questions.
- work collaboratively with peers and adults.
- use critical thinking skills to gather and analyze information, pose questions, synthesize data and ideas, and explore real world problems.
- communicate ideas in written, visual, and oral form.
- make healthy physical, academic, and interpersonal choices.
- reflect on their processes and learning styles in order to assess their academic progress.
- believe in their ability to learn.

ARMS Staff Commitments

To accomplish these student outcomes, we are committed to a school in which:

- Staff create a climate of high expectations for each student's success.
- Staff clearly communicate to students, parents/guardians, and each other the knowledge, skills, and understandings that students are expected to acquire.
- Staff monitor student learning on a timely basis. When students experience difficulty, there are structures in place to ensure they receive additional support for learning. There is a specific plan to enrich and extend the learning of students who have achieved the required standards.
- All programs and structures provide open and equal access to each student.
- Each student has frequent and meaningful opportunities to connect with an adult to support the student's academic, personal, and social development.
- The leadership system allows for substantive involvement in decision making by students, staff, family members, and the community.
- Student data is routinely analyzed and reported to the staff and parent/guardians to foster collective responsibility for continuous school improvement.
- All staff members continually grow in their professional expertise. There are structures to support their ongoing, job-embedded learning and continuous improvement, both individually and collaboratively.
- School-wide structures facilitate a safe, positive school climate.

ARMS PBIS and Core Values

To achieve our goals, ARMS educators and students work within a framework of support known as PBIS, which stands for Positive Behavioral Interventions and Supports. PBIS is not a step-by-step program. It is a framework for supporting students' behavioral, academic, social, emotional, and mental health. A PBIS approach strives to improve social emotional competence, academic success, and school climate. You can see more about PBIS at <https://www.pbis.org/>

ARMS' approach to PBIS works to create a positive, predictable, equitable, and safe learning environment where everyone thrives. It includes teaching middle school students about personal responsibility, classroom agreements for effective learning, and supporting an inclusive and harmonious all school culture.

Our "ARMS" core values help us take our school name to heart while reminding ourselves of key school-wide positive behavioral expectations. We strive to be...

Accountable: *I take responsibility for my actions*

Respectful: *I am considerate of others and their right to learn, to have their differences and cultures honored, and to feel safe and comfortable at school*

Motivated: *I work hard to succeed, and strive to be my best self*

Safe: *I act in a manner that considers consequences, and that will not harm others or myself*

Student Bill of Rights

Every student at ARMS has the right to:

I. Safety and Respect

- ***A Safe Environment:*** *Be free from physical, emotional, and verbal harm, including bullying and harassment.*
- ***Be Treated with Respect:*** *Be treated fairly and with dignity by all school staff and fellow students, regardless of background.*
- ***Be Proud of their Whole-self:*** *Be proud of their entire identity—their abilities, culture, gender, language, orientation, etc.*

II. Learning and Expression

- ***An Equal Opportunity to Learn:*** *Receive a quality education and have access to the resources needed to succeed.*
- ***Freedom of Expression:*** *Share opinions and ideas peacefully, provided they do not disrupt the learning environment or violate the rights of others.*
- ***Confidentiality:*** *Have personal information and private matters kept confidential by school staff, unless required by law or necessary to ensure safety.*

III. Participation and Fair Treatment

- ***Fair Discipline:*** *Be informed of the rules and the reasons for any disciplinary action, and have the opportunity to share their side of the story.*
- ***Participation:*** *Participate in school activities, clubs, and student government without discrimination.*

Policy ACAA: Commitment to Identity-Affirming School Culture and Staff Accountability

Definitions:

Gender identity: A person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity.

Transgender: Describes people whose gender identity is different from their sex assigned at birth.

Gender expression: Refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

Gender nonconforming: Denoting or relating to a person whose behavior or appearance does not conform to prevailing cultural and social expectations about what is appropriate to the female or male sex they were assigned at birth. This often includes students who use they/them as pronouns. Gender nonconforming includes students who identify themselves as nonbinary or gender expansive.

Deadnaming: Calling (a transgender person) by their birth name when they have changed their name as part of their gender transition.

Gender Pronouns: The set of pronouns that an individual expects others to use when referring to that individual. Common examples include, "she/her/hers," "he/him/his," "they/them/theirs," and "ze/zir/zirs." Transgender, non-binary and gender nonconforming students may use a different set of gender pronouns than the pronouns associated with their sex assigned at birth. These are sometimes called "affirmed gender pronouns" or "preferred gender pronouns."

Misgendering: Referring to someone (especially a transgender person) using a word, especially a pronoun or form of address, that does not reflect their gender identity.

LGBTQIA+: An acronym that represents a diverse group of people who experience various forms of sexual orientation and gender identity. It stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual, with the "+" symbolizing all other identities and orientations that are not explicitly included in the other letters.

Sexual orientation: A person's romantic and/or sexual attraction to other people, which includes being straight, gay, bisexual, queer, asexual, or many other terms. This is different and distinct from gender identity. Transgender and nonbinary people may be straight, gay, lesbian, asexual, or any other sexual orientation.

It is the right of every student in the Amherst, Pelham, and Amherst-Pelham Regional School Districts to learn in an environment where they are seen, respected, and protected—inclusive of any gender identity, gender expression, or sexual orientation. As such, the district maintains and enforces a clear standard of professional conduct related to gender identity and LGBTQIA+ inclusion.

Accordingly, it shall be the policy of the Amherst, Pelham and Amherst-Pelham Regional School Districts to strictly prohibit the misgendering of individuals; the use of dead names; the making of derogatory remarks concerning sexual orientation, gender identity, or gender expression—whether in counseling, academic, athletic, extracurricular or informal settings. Given the seriousness of the impact of these actions, staff must bring such incidents to the attention of their immediate supervisor, who must document the occurrences. Such prohibited actions shall be a violation of this Policy and Policy AC: Commitment to Nondiscrimination and Educational Equity and shall be considered conduct unbecoming.

When an alleged violation of this Policy ACAA is brought to the attention of administration, it shall be reviewed by the appropriate administrator and investigated. The form of investigation shall be determined based on the nature of the allegation and the judgment of the administration. In the event a violation of this Policy ACAA is found to have occurred, administration shall take appropriate corrective action, which may include, but is not limited to, removal from student-facing roles, reassignment, or termination. Corrective action should be taken in accordance with applicable laws and/or collective bargaining agreement.

In order to build a culture of safety and accountability, the Districts shall implement professional development at least annually for all staff focused on affirming LGBTQIA+ students, inclusive language, bias-based bullying prevention, and trauma-informed practices related to identity. This training shall be required for all staff. Participation will not be optional, and completion will be tracked and documented.

The Districts shall integrate these practices into the school culture through policy, training, and accountability systems. The superintendent shall report , on a periodic basis and no less than twice per year, data including metrics on training completion, student climate and any relevant conduct investigations or corrective actions. The superintendent will also provide regular updates to the School Committee regarding student and staff climate data and other metrics related to this policy.

If a staff member is found to have violated this Policy ACAA or engaged in other identity-harming behavior toward a student, caregivers and/or the student shall have the right to meet with the appropriate administrator to discuss protective measures for the child to ensure the student is not exposed to further harm or subjected to retaliation, which may include a no contact directive.

The superintendent shall create a procedure, plan, or guidance for implementing this policy that is reviewed and updated at least annually.

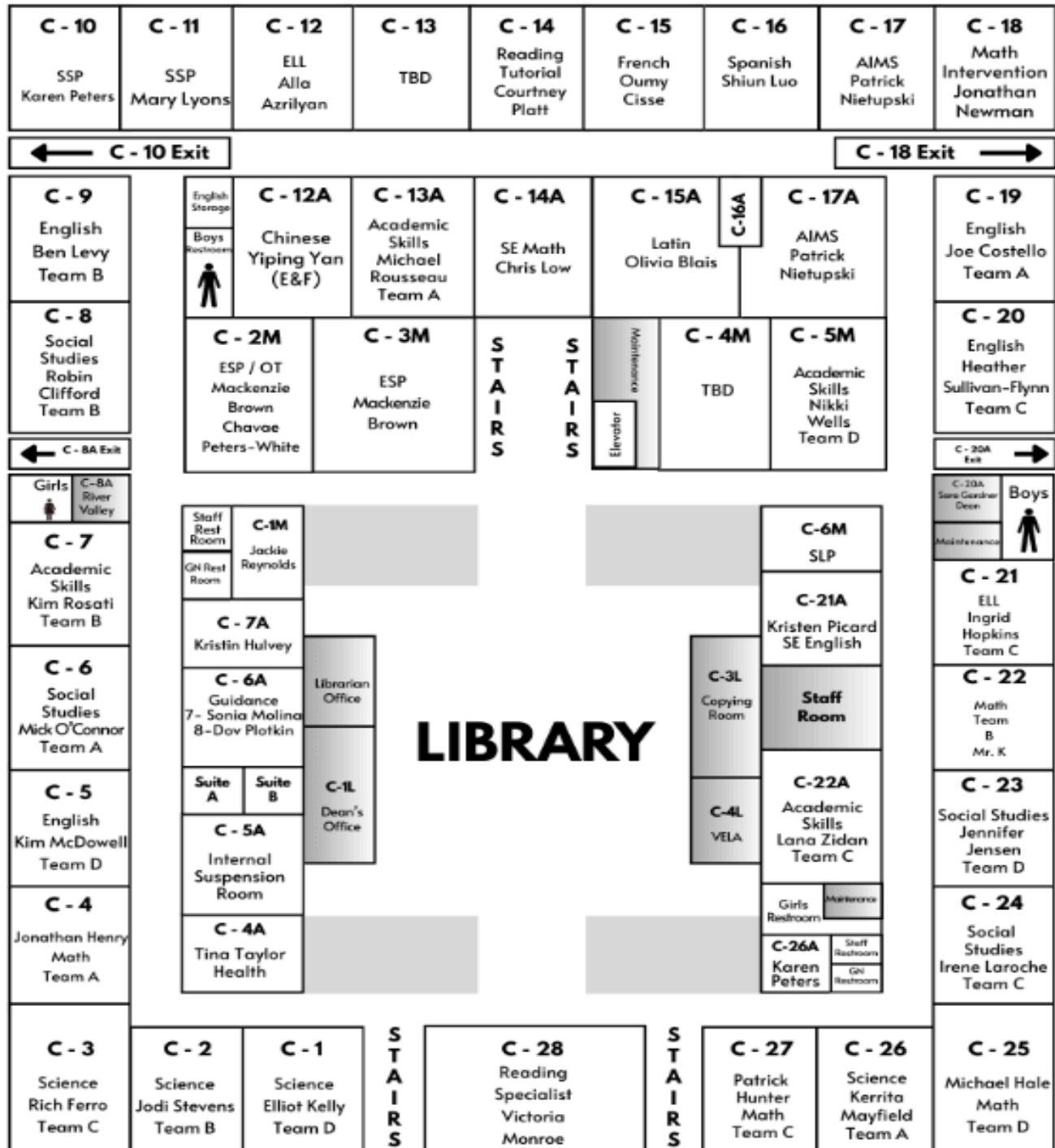
Through these measures, we commit not only to words of support but to policies that enforce them—ensuring that all students, especially LGBTQIA+ youth, are protected, affirmed, and empowered in our schools.

References:

MGL Ch 76 Section 5
DESE 603 CMR 26.00
Policy AC
Policy ACAB
Policy JICFC
Policy JICFB

Section II – School Organization

ARMS Classroom Map



7th Grade (Exploratories: B and F) updated 8/15/2025

Period Times	Day 1	Day 2
9:05am - 9:55am	A	A
9:58am -10:48am	B1	B2
10:51am -11:41am	C	C
11:44am -12:14pm	Lunch	Lunch
12:17pm -12:56pm	Advisory	Advisory
12:59pm - 1:49pm	D	D
1:52pm - 2:42pm	E	E
2:45pm - 3:35pm	F1	F2

8th Grade (Exploratories: A and E) updated 8/15/2025

Period Times	Day 1	Day 2
9:05am - 9:55am	A1	A2
9:58am -10:48am	B	B
10:51am -11:41am	C	C
11:44am -12:23pm	Advisory	Advisory
12:26pm -12:56pm	Lunch	Lunch
12:59pm - 1:49pm	D	D
1:52pm - 2:42pm	E1	E2
2:45pm - 3:35pm	F	F

Early Release Schedule

7th Grade			8th Grade	
Times	Periods		Times	Periods
9:05-9:41	Period A		9:05-9:41	Period A
9:44-10:20	Period B		9:44-10:20	Period B
10:23-10:59	Period C		10:23-10:59	Period C
11:02-11:38	Period D		11:02-11:38	Period D
11:41-12:11	Gr.7 - Lunch		11:41-12:17	Period E
12:14-12:50	Period E		12:20-12:50	Gr.8 - Lunch
12:53-1:29	Period F		12:53-1:29	Period F

2-hour Delay Schedule

7th Grade			8th Grade	
Times	Periods		Times	Periods
11:05-11:42	Period A		11:05-11:42	Period A
11:45-12:22	Period B		11:45-12:22	Period B
12:25-12:55	Gr.7 - Lunch		12:25-1:02	Period C
12:58-1:35	Period C		1:05-1:35	Gr.8 - Lunch
1:38-2:15	Period D		1:38-2:15	Period D
2:18-2:55	Period E		2:18-2:55	Period E
2:58-3:35	Period F		2:58-3:35	Period F

1-hour Delay Schedule

7th Grade			8th Grade	
Times	Periods		Times	Periods
10:05-10:52	Period A	47	10:05-10:52	Period A
10:55-11:42	Period B		10:55-11:42	Period B
11:45-12:15	Gr.7 - Lunch		11:45-12:32	Period C
12:18-1:05	Period C		12:35-1:05	Gr.8 - Lunch
1:08-1:55	Period D		1:08-1:55	Period D
1:58-2:45	Period E		1:58-2:45	Period E
2:48-3:35	Period F		2:48-3:35	Period F

ARMS STAFF DIRECTORY 2025-2026

NAME	POSITION	EMAIL
Main Office		
Rodriguez, Juan	Principal	rodriguezja@arps.org
Nardizzi, Jess	Assistant Principal	nardizzij@arps.org
Algarin, Luis	Principal's Administrative Assistant	algarinl@arps.org
Torres, Neida	Main Office Administrative Assistant	manzanon@arps.org
Gayle-Brissett, Letha	Dean of Students	gayle-brissettl@arps.org
Sara Gardner	Dean of Students	gardners@arps.org
Mayseles, Celia	School Nurse	mayslesc@arps.org
Molina, Sonia	7th Grade Guidance Counselor	molinas@arps.org
Dykes, Delinda	8th Grade Guidance Counselor	dykesd@arps.org
Plotkin, Dovrah	Interim 8th Grade Guidance Counselor	plotkind@arps.org
Katz, Avi	Special Educational Team Leader	katza@arps.org
Team A - Grade 8		
Mayfield, Kerrita	Science Teacher	mayfieldk@arps.org
Henry, Jonathan	Math Teacher	henryjo@arps.org
Costello, Joseph	English Teacher	costelloj1@arps.org
O'Connor, Michael (Mick)	Social Studies Teacher	oconnorm@arps.org
Rousseau, Michael	SE Resource Teacher	rousseau@arps.org
Team B - Grade 8		
Clifford, Robin	Social Studies Teacher	cliffordr@arps.org
Kiriakopoulos, Alexander	Math Teacher	kiriakopoulosa@arps.org
Levy, Benjamin	English Teacher	levyb@arps.org
Stevens, Jodi	Science Teacher	stevensj@arps.org
Rosati, Kimberly	SE Resource Teacher	rosatik@arps.org
Team C - Grade 7		
Ferro, Rich	Science Teacher	ferror@arps.org
Hunter, Patrick	Math Teacher	hunterp@arps.org
LaRoche, Irene	Social Studies Teacher *CL	larochei@arps.org
Fraser, Douglas	SE Resource Teacher	lyonsm@arps.org
Sullivan-Flynn, Heather	English Teacher *CL	sullivan-flynnh@arps.org
Team D - Grade 7		
McDowell, Kimberly	English Teacher	mcdowellk@arps.org
Jensen, Jennifer	Social Studies Teacher	jensenj@arps.org
Hale, Michael	Math Teacher	stavelyhalem@arps.org

Kelly, Elliot	Science Teacher *CL	kellye@arps.org
Jonathan Newman	Math Intervention Teacher	newmanj@arps.org
Wells, Nicole	SE Teacher / Case Manager	wellsn@arps.org
Exploratory Arts		
Coblyn, Benjamin	Physical Education Teacher	coblynb@arps.org
Munroe, Victoria	ELA Interventionist	munroev@arps.org
Graham, Paige	Music/Chorus Teacher	grahamp@arps.org
Nye, Kara	Band Teacher	beark@arps.org
Spinozzi, Christopher	Art Teacher	spinozzic@arps.org
Taylor, Christina (Tina)	Health Teacher *CL	taylorc@arps.org
Dunn, Ashley	Drama Teacher	dunna@arps.org
Suzuki, Yasu	Orchestra Director/Music Teacher	suzukiy@arps.org
World Languages		
Blais, Olivia	Latin Teacher *CL	blaiso@arps.org
Luo, Shiun	Spanish Teacher	luos@arps.org
Oumy, Cisse	French Teacher	vaissief@arps.org
Yan, Yiping	Chinese Teacher	yany@arps.org
General Ed. School-Wide		
Alexander, Eric	Head Custodian	alexandere@arps.org
Ramos, Kenny	Librarian	ramosk@arps.org
Alejandro, Nancita (Vela)	VELA Afterschool Enrichment Program	alejandron@arps.org
Mortimer, Karey	School Nutrition Bookkeeper	mortimerk@arps.org
Corey Nicholas	School Nutrition Director	nicholasc@arps.org
Tower, Diane	Cafeteria Manager	towerd@arps.org
Cullen, Mary	Cafeteria	cullenm@arps.org
ETL Conference Room	ETL Conference Room	ETL Conference Room
Staff Lounge	Staff Lounge	Staff Lounge
Special Education		
Brown, Mackenzie	ESP Teacher	brownmf@arps.org
Nietupski, Patrick	AIMS Dept. Resource Teacher	nietupskip@arps.org
Peters-White, Chavae	OT	peters-whitec@arps.org
TBD	BRYT	TBD
Peters, Karen	SSP / Student Adjustment Counselor	petersk@arps.org
Fuerst, Yael	SLP	fuersty@arps.org
Fabozzi, Maria	Teacher of the Deaf	fabozzim@arps.org
Hulvey, Kristin	School Psychologist	hulveyk@arps.org

Low, Christopher	SE Math Teacher	lowc@arps.org
Picard, Kristen	SE ELA Teacher	picardk@arps.org
Kalman, Amy	SLP	kalmana@arps.org
Platt, Courtney	Reading Tutorial Teacher	plattc@arps.org
Reynolds, Jackie	AIMS / ESP Student Adjustment Counselor	reynoldsj@arps.org
Lyons, Mary	SSP Coordinator	lyonsm@arps.org
Azrilyan, Alla	ELL Teacher	azrilyana@arps.org
Hopkins, Ingrid	ELL Teacher/Curriculum Leader	hopkinsi@arps.org
TBD	TBD	TBD
Paraprofessional Educators		
Gonzalez, Ahmed	SSP Paraprofessional	berriosa@arps.org
Ramirez, Ayura	SSP Paraprofessional	ramirezl@arps.org
White, Essie	AIMS Paraprofessional	ewhite@arps.org
Bowyer, Holly	AIMS Paraprofessional	bowyerdh@arps.org
Carey, Karen	AIMS Paraprofessional	careykm@arps.org
Johnson, Sibyl	AIMS Paraprofessional	johnsons@arps.org
Skelton, Benjamin (Drew)	AIMS Paraprofessional	skeltonb@arps.org
Hands Schuh, Kristen	ESP Paraprofessional	handschuhk@arps.org
Harmon, Sophie	ESP Paraprofessional	harmons@arps.org
Martineau, Aurianna	ESP Paraprofessional	martineaua@arps.org
Evwynne, Jordan	ESP Paraprofessional / 1:1 Backup	evwynnej@arps.org
Fox, Lisa	1:1 Paraprofessional	foxl@arps.org
Rodriguez, Obdulio (Mr. Breeze)	QLC/ISS Paraprofessional	rodriguezob@arps.org
Woynar, Julie	Hall Monitor/QLC/ISS Back Up Paraprofessional	woynarj@arps.org
Vimal, Umesh	Team A Paraprofessional	umeshv@arps.org
Moon, Seungiae	Team B Paraprofessional	moons1@arps.org
Zidan, Lana	Team C Paraprofessional	zidanl@arps.org
Chloe Grubbs-Saleem	Team D Paraprofessional / 1:1 Backup	grubbs-saleemc@arps.org
Interpreters		
Dulac, Amy	Interpreter	dulaca@arps.org
Rivera, Isael	Interpreter	riverai2@arps.org

SECTION III: Calendar

2025 - 2026



Amherst, Delham, Amherst-Delham Regional School Year Calendar



Approved by the Regional School Committee: March 11, 2025

AUGUST

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

FEBRUARY

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

OCTOBER

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MARCH

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APRIL

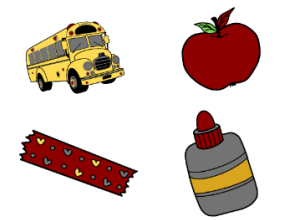
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



JUNE

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Be the best version of yourself every day.



- Aug 13: Unit B School Year Return **(No School)**
- Aug 21: New Educator Orientation Day **(No School)**
- Aug 22: New Educator Orientation Day **(No School)**
- Aug 25: All Teacher Planning and Preparation Day **(No School)**
- Aug 26: All Staff Workshop Day **(No School)**
- Aug 27: 1st Day of School - 1/2-Day **(Kindergarten Orientation 8/27-28)**
- Aug 29: PreK & K First Day of School
- Sep 01: Labor Day **(Holiday)**
- Sep 24: Early Dismissal - Educator Planning & Preparation Day
- *Oct 13: Indigenous Peoples Day **(Holiday)**
- Oct 29: Early Dismissal - Caregiver Conference Day **(K-12)**
- Oct 30: Early Dismissal - Caregiver Conference Day **(Elem. Only)**
- Oct 31: Early Dismissal - Caregiver Conference Day **(Elem. Only)**
- Nov 04: Educator Workshop Day **(No School K-12)**
- Nov 11: Veterans Day (Observed) **(Holiday)**
- Nov 26: Early Dismissal - Educator Workshop Day
- Nov 27-28: Thanksgiving Break
- Dec 17: Early Dismissal - Educator Planning & Preparation Day
- Dec 23: Early Dismissal
- Dec 24-Jan 02: Winter Break
- Jan 15: Early Dismissal - MS & HS Exams
- Jan 16: Early Dismissal - MS & HS Exams
- Jan 19: Martin Luther King Jr. Day **(Holiday)**
- Jan 20: Educator Planning & Preparation Day **(No School K-12)**
- Feb 16-20: February Break
- Feb 25: Early Dismissal - Educator Workshop Day
- Mar 25: Early Dismissal - Caregiver Conference Day **(Elementary Only)**
- Mar 26: Early Dismissal - Caregiver Conference Day **(Elementary Only)**
- Mar 27: Early Dismissal - Educator Planning & Preparation Workshop Day **(K-12)**
- Apr 20-24: Spring Break
- Apr 29: Early Dismissal - Educator Workshop Day
- May 25: Memorial Day **(Holiday)**
- May 27: Early Dismissal - Educator Planning & Preparation Day
- Jun 10: Early Dismissal - MS & HS Exams
- Jun 11: Early Dismissal All Schools - MS & HS Exams **(Earliest possible last day)**
- Jun 12: Educator Planning & Preparation/Workshop Day **(No School K-12)**
- June 18: Last day with 5 snow days. The Educator Prep Day will always follow the last day with Students. **(Last 2 days are 1/2 days at the MS/HS due to HS exams)**
- Jun 19: Juneteenth **(Holiday)**

School Year

The [2025-2026 School Calendar](#) starts Monday August 26th. On the first day of school, 7th and 8th graders should arrive at school at 8:50 a.m. The earliest last day of school is Tuesday, June 11th. Every snow day pushes back the end of the school year; if we have 5 snow days, school will end on June 18th. The link above leads to the Amherst-Regional Public School (ARPS) District Calendar, which contains all important dates, including holidays, curriculum / work days, and early release days.

School Times

Students are allowed to go to the cafeteria for breakfast at 8:50 am. First period starts at 9:05 am. Students are considered tardy for school if they are not in their first period class by 9:05 am. School ends at 3:35 p.m. After school clubs run from 3:45 until 5:00. There is a late bus that takes Amherst students home Tuesday & Thursday at 5:00pm. Our VELA 21st Century after-school program runs Monday - Thursday 3:35-5:00pm.

Early Release Once a Month

Once a month, students are dismissed early, so that staff can work to plan curriculum, instruction and assessment. On **early release days**, the school day will begin at the regular time and end at 1:29 p.m. Lunch will be served prior to dismissal.

SECTION IV – Academic Learning: What are we learning today?



Academic learning is at the core of what Amherst-Pelham Regional Middle School does every day. Several structures and supports are in place to enhance the learning environment and help students realize their academic potential.

Course Descriptions

Course descriptions for our classes are in the ARMS [Program of Studies](#)

Course Expectations

All teachers distribute course expectations during the first week of school. Course expectations provide important information about grading, homework, course materials and other expectations. Families should review course expectations together to have a common understanding of each class.

Materials

Materials that are required for each class will be explained by your child's teachers during the first days of school.

Textbooks

Teachers who require textbooks or other books will issue those to each student. Students are responsible for books loaned to them. If a student does not return a book or it is damaged, families will be asked to pay for the damage or replacement.

Student Assignment Book

Agenda/Assignment books are provided to each student on the first day of school. Teachers expect students to use the assignment book to record their assignments, keep track of due dates and record the details of team events. We encourage parents/guardians to look at the assignment book on a regular basis to remind students to complete their work. If lost, the cost is \$4.00 to replace assignment books and can be purchased in the Main Office.

Chromebooks

Each student at ARMS is issued a Chromebook electronic device, and they **must bring it to and from school every day, with its charger**. Chromebooks and other electronic resources are critical to learning and they have in many cases replaced hard copies of textbooks, worksheets and other educational materials. Students are responsible for Chromebooks loaned to them. If a Chromebook is damaged, families will be asked to pay for the damage or replacement. See other information in this handbook regarding acceptable use policy, and student privileges within ARPS technology services.

Teaching Teams

Research shows that it is age appropriate for early adolescents to be grouped into teaching teams to cultivate learning communities smaller than the full grade. The Association for Middle Level Education includes “organizational structures that support meaningful relationships and learning” in their findings of characteristics of exemplary middle schools. Teaching teams provide a transition between the single core teacher model of elementary school and the department-based structure of a high school. Team teachers meet several times per week to discuss individual student progress and cross-curricular opportunities to deepen students’ learning experiences. To learn more about teaching teams and other structures geared towards teaching early adolescents please check-out the following:

- Jackson, A. & Davis, G. (2000). *Turning Points: Educating Adolescents in the 21st Century*. New York, NY: Carnegie Corporation of New York.
- Association for Middle Level Education (AMLE)
- New England League of Middle Schools (NELMS)

Exploratories

ARMS offers a number of exploratory classes in a variety of fields to give students an opportunity to be introduced to or deepen their learning in areas that may already be passions or which may become so in the future. These include world languages as well as musical ensembles (chorus, orchestra and band). Additionally, we offer electives in the areas of visual and performing arts, health, physical education and library sciences.

Students have input into their language choices and musical ensemble; however, we assign students to other exploratory arts classes in a manner that provides equity, balance, and maximizes opportunities. Changes in these assignments cannot be accommodated. We believe that by having broad experiences in middle school, students will be better prepared to make informed elective choices in high school.

Social and Emotional Learning

ARMS is committed to meeting the Massachusetts Department of Elementary and Secondary Education (DESE) goals regarding student social and emotional learning (SEL). DESE, and many school districts nationally, commonly use the Collaborative for Academic, Social, and Emotional Learning (CASEL's), definition of Social and Emotional Learning:

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions...It can help all young people and adults thrive personally and academically, develop and maintain positive relationships, become lifelong learners, and contribute to a more caring, just world.

At ARMS we organize our work around CASEL's five core SEL competencies:

1. **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
2. **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
3. **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
4. **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
5. **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.

Developing students' social and emotional competencies can also contribute to fostering positive self-worth, identity, and agency in connection to one's race, color, sex, gender identity, religion, national origin, and sexual orientation. Educators are encouraged to develop examples and illustrations of these competencies that are congruent with the social and cultural experiences of their students.

Advisories

Early adolescence is a period of substantial physical, psychological, social, and emotional growth and emergence. To help students navigate this time of life, they are each assigned to a daily advisory group led by a faculty advisor. Advisory groups are composed of approximately 12-15 students from the same academic team, and they meet for 39 minutes every day. We think of advisory as a place to create a culture of connectedness.

Advisors get to know each student individually and work to support their social and emotional learning. We are keenly aware that early adolescence presents a great opportunity for

cultivating healthy social-emotional perspectives, which support and enhance academic achievement. Each team has a weekly schedule for advisory activities, which are designed to support the social and emotional learning development of its students.

Special Events During Advisory:

Advisory also provides a structure for community events such as small assemblies with a whole grade, called “class meetings,” events with visiting artists and scholars, showcase activities of student achievements, community announcements and more. By using Advisory time for such events, we preserve our time-on-learning during our academics and arts classes while continuing to cultivate the sense of community that we treasure at ARMS.

Communication of Grades and Academic Progress

At ARMS students receive course grades using the A through F letter scale, as well as a percentage grade, just as they would in high school. A 60% (D-) is the minimum passing grade. Unlike in high school, students will move on to the next year regardless of their grade. Nevertheless, school staff take grades and student progress seriously. Grades are an indication of student comprehension, academic skills attainment, and study skills. Middle school provides an opportunity for students to learn how to track their own academic progress, monitor their learning and learn skills necessary to improve academically.

Students receive report cards in January and in June. The January report card records final grades for semester-long courses, and mid-year grades for year-long courses. The June report card reports final year grades for all courses. Students receive progress reports at the end of 10-week periods in the fall and in the spring.

Students and families can check their grades and progress on individual assignments through Powerschool, the online portal. The main office can provide families with access to the portal. Families will receive an email informing when they can access the 10-week **Progress Report** and **Report Cards** on PowerSchool.

Academic Intervention

The following is a description of the steps that will be put in place to support students who have a grade of a D+ or lower at any time during the school year.

When a student receives a grade of D+ or lower in a course the following steps will be activated:				
<i>Step</i>	<i>Intervention</i>	<i>Person Responsible</i>	<i>Step Movement</i>	<i>Monitoring Schedule</i>
1	- Family is contacted. - Student is supported to use academic advisory on completing work for the class.	- Teacher will inform family, team, and Guidance Counselor	- If student raises grade to C- or higher, no longer on a step - If grade of D+ or lower remain after 2 weeks move to Step 2	2 weeks
2	- Family is contacted. - A schedule for support during Advisory with a teacher is created.	- Guidance counselor contacts family/teachers to create support schedule - Guidance counselor meets with student to create a support	- If student raises grade to C- or higher and maintains for 3 weeks the contract is discontinued - If grade of D+ or lower remain	3 weeks

		contract with goal for improvement	after 3 weeks move to Step 3	
3	- Family is contacted. - A parent/guardian meeting will be scheduled with team teachers	- Teachers share updates during Kid Day Meeting with Guidance Counselor. - Guidance Counselor then contacts family to schedule a meeting during Kid Day team meetings - Guidance counselor meets with student to review a contract with goal for improvement	- If student raises grade to C- or higher and maintains for 6 weeks the contract is discontinued - If grade of D+ or lower remain after 3 weeks the guidance counselor will review the plan and student input to determine whether to move to step 4 or to revise the plan	3 weeks
4	If after the meeting and the school contract is still not being followed and student is not being successful, then student is referred to Student Support Team (SST)	- Team Teachers complete SST referral form providing data/information on student performance and gives to Guidance Counselor - Guidance Counselor presents concerns at Student Support Team meeting		
5	Student Support Team Meets and Reports Out	- Student Support Team meets to review student and teacher data to determine additional responses/interventions.	The Student Support Team determines whether additional academic interventions are needed (e.g. Advisory change) and creates a plan for intervention. Intervention progress is monitored by teachers and periodically reviewed by SST to determine whether student is responding, intervention needs to change, or student may be referred for further evaluation	

SECTION V - Communication & Family Involvement

When students begin middle school, they are reaching early adolescence. Many professionals in the fields of education and health care call this the “turning point” between childhood and the independence that comes with being a young adult. The partnership between school and family is critically important at this time to support students as they grow, test boundaries and reimagine who they can become. ARMS is committed to working with families to build a bridge that will help students meet success during this critical phase of life.

Please contact the staff listed below with your concerns.

Contact Information for Parent/Guardian Concerns

Concern	Contact Person
Student’s performance/behavior in a particular course	Teacher
General questions about curriculum for a course	Curriculum Leaders (see table below)
Student’s overall performance	Guidance counselors: Ms. Sonia Molina (molinas@arps.org) Ms. Dov Plotkin (plotkind@arps.org)
Personal concerns affecting performance	Guidance Counselors: Ms. Sonia Molina (molinas@arps.org) Ms. Dov Plotkin (plotkind@arps.org)
Student’s overall behavior, discipline or general safety in school	Deans: Dr. Letha Gayle-Brissett (gayle-brissettl@arps.org) Ms. Sara Gardner (gardners@arps.org)
If you have contacted a teacher or counselor and you feel your concern has not been adequately resolved	Juan Rodriguez, Principal (rodriguezja@arps.org) Jess Nardizzi, Assistant Principal
If you feel that your concern still has not been resolved adequately at the building level	Superintendent of Schools: Dr. Xiomara Herman
School Records or Registration to middle or high school	Mildred Martínez, Registrar (Grades 7-12)

ARMS Curriculum Leaders

Department	Curriculum Leader	Email
Exploratory Arts	Christina Taylor	taylorc@arps.org
English Language Arts	Heather Sullivan-Flynn	sullivan-flynnh@arps.org
English Language Education	Ingrid Hopkins	hopkinsi@arps.org
Mathematics	Jon Newman	newmanj@arps.org
Science	Elliott Kelly	kellye@arps.org
Social Studies	Irene LaRoche	larochei@arps.org
Special Education	Mary Lyons	lyonsm@arps.org
World Languages	Olivia Blais	blaiso@arps.org

Student Emergency Information

Your updated, accurate contact information is an essential component of our partnership. During the first few days of school, your child will bring home an **Emergency Contact Form and a Student Health History Form**. Please complete it accurately and return it to the Main Office. Please notify the Main Office (413-362-1800) when there are changes in your family's home, work phone numbers, home and email address. ***It is critical that we have the ability to contact you if an emergency arises.*** Please email the front office with updated information.

Cancellation of School

Call **413-362-1898** to hear the superintendent's recorded message about his decision regarding inclement weather cancellations. Cancellations are also posted on the homepage of the district web site www.arps.org. Also, school cancellations for severe weather or other emergencies will be announced via the following media:

Radio		
WRNX/WTTT – Amherst	1430 AM	
WHMP – Northampton	1400 AM or 99.3 FM	https://whmp.com/
WHA1 – Greenfield	1240 AM or 98.3 FM	https://whai.com/
WHYN – Springfield	93.1 FM	
WMAS – Springfield	94.7 FM	https://www.audacy.com/947wmas
WPVQ – Greenfield	93.9 FM	https://bear953.com/
Television		
Channel 22 – Springfield		https://www.wwlp.com/
Channel 40 – Springfield		https://www.westernmassnews.com/
Phone		
Superintendent's Hotline	362-1898 (24 hours)	
Sports Cancellation Line	362-1798	

Cell Phones & Electronic Devices

We recognize that for many, but not all students, cell phones play a central role in communication with friends, family and also support many productive social practices among teens. However, the level of distraction to their educational experience is so profound that we have chosen to implement a **strict phone policy**. Students will be required to store their cell phones in a secure location during the school day (9:00-3:35 pm).

If a student has their cell phone without permission during the school day, we will follow this procedure:

1. Students receive one reminder to bring their phones to the designated storage area.

- a. If a student does not store their cell phone when asked to, they will be sent to the Dean of Students or Main Office and their family will be called.
2. The second time a student refuses to store their phone in the designated area.
 - a. The student's family will be called
 - b. The student will also have a Coached Lunch
 - i. (Coached Lunches give students the opportunity to reset from a difficult morning by thinking through what will be necessary to engage more successfully for afternoon learning. With support from the Dean of Students.)
3. The third time a student refuses to store their phone in the designated area.
 - a. The student's family will be called
 - b. The student may serve one day of in-school suspension.
4. Please note that it is not our practice to touch the phone or to review the media content; the phone is stored in a locked cabinet to remove the distraction from the student.
5. If a parent/guardian must contact a child during the school day, please call the Main Office (362-1800). ARMS is not responsible for lost or stolen cell phones or other electronic devices. Furthermore, since Chromebooks are issued to every ARMS student, all students will have access to electronic media for educational purposes. We also teach a wide range of digital citizenship responsibilities in our Digital Citizenship curriculum.

School News

The ARMS school news is disseminated in a wide variety of electronic platforms. Every week, in addition to some general news, we will send messages through ParentSquare about important events, activities and tasks to remember.

Open House & Team/Parent/Student Meetings

Open House in September is a chance for families and guardians to get to know the staff and the programs of the middle school in greater depth. Student-teacher-family reflection meetings occur in November. Eighth grade also has conferences in the spring in preparation for moving on to high school.

SECTION VI - Student Attendance

The Absence Phone Line: 413-362-1984

There is a direct correlation between attendance and academic achievement. Parents/guardians are responsible for their child's punctual and daily attendance. It is very important for students to be in school every day, on time.

-Parents/guardians must report all absences on the day(s) of the absence by calling 413-362-1984 before the official start of school (9:05 am)

-Schools record reported absences based on illness/quarantine, religious observance, court appearance and major family emergency (accident, illness, death). If a student is absent for reasons other than these, absences will not be excused and will be recorded as "unexcused."

Tardiness

Students who arrive after the start of school must report to the Main Office immediately upon arrival. Three tardies are counted as an unexcused absence. Students are also expected to be in their assigned class on time during the school day. Consistent tardiness and/or cutting class will result in disciplinary consequences.

Early Dismissal Absence

Parents/guardians are asked to please make every effort to avoid scheduling doctor's appointments, etc. during the school day. If a student must leave school before the end of the school day please provide a signed note from a parent/guardian and bring it to the Main Office before the advisory period. A parent/guardian must sign-out a student in the Main Office.

Absences Due to Illness

-A parent/guardian is required to please notify the school the day of an absence. The number to call to report an absence is 413-362-1984.

-If parents/guardians do not notify the school, the absence is considered unexcused.

Planned Extended (Vacation) Absences

Extended absences result in loss of valuable instructional time, so we discourage families from keeping students out of school while it is in session. Please know that family trips should not be planned during non-vacation school days and that they will not be excused. Parents/Guardians who choose to take their students out of school for an extended time, while it is in session, will need to withdraw them. A home-education plan will need to be submitted to the Office of the Superintendent of Schools.

Make-up Work

Teachers and students will coordinate and create a schedule for submitting missing assignments due to illness, excused absence or suspension.

Attendance Reporting Protocols

According to Massachusetts General Law Chapter 76, Section 1, students must regularly attend school. When a student has a pattern of absences, ARMS is required to take the following actions:

- After 5 absences ARMS will send an attendance letter home, which will review the district's attendance policies/guidelines.
- After 8 absences, ARMS will invite the parents/guardians to a meeting to discuss how we can be supportive of the student attending school on-time every day. ARMS staff will also discuss the issues that are preventing the student from attending school. ARMS staff will also explain truancy policy, legal consequences of truancy, and resources available to support the family, and parents/guardians will have an opportunity to ask questions. Open lines of communication between families, the school and outside resources will be established.
- If attendance issues continue after this meeting, the school may need to file a CRA/Child Requiring Assistance (Mass General Law c. 119 sec. 21) or contact the Department of Children and Families.

SECTION VII - Health Services & Preventative Education Programs

The nurse in the health office (413-362-1975) supports the health and well-being of students and staff throughout the day including monitoring individuals who are ill, administering pre-approved medication, keeping accurate medical records and conducting health screenings.

Medication

Nurses are required to administer all medication to students including over the counter medications. If your child requires medication while at school, please bring the necessary meds to the Health Office for processing. Students are not allowed to carry any medication with them during the school day. This includes asthma inhalers. The Health Office must have a letter from a physician on file stating a student may receive medication during the school day, so please acquire such a letter from your family physician to submit to our school nurse.

Health Screenings

Vision and hearing screenings are typically done at the elementary schools and the high school. If there is a concern about a student's hearing or vision the nurse can conduct a screening. The parent/guardian of students who need further evaluation will be notified.

Postural Screenings & Height/Weight Screenings

Height and weight screenings are done in conjunction with a postural screening. Students in 7th and 8th grades are screened for scoliosis and other postural issues.

SBIRT: Screening, Brief Intervention and Referral to Treatment

To inform our goals to maintain a drug-free school and our educational practices with students about resisting substance abuse, ARMS follows the Massachusetts guidelines called SBIRT. SBIRT focuses on prevention, early detection, risk assessment, brief counseling and referral intervention. All 7th grade students complete a brief interview with our school nurse during their annual postural and height/weight screenings. These interviews are part of prevention and early detection practices. See www.masbirt.org. SBIRT is funded by the Massachusetts Department of Public Health, Bureau of Substance Abuse Services.

Health Education & Substance Abuse Resistance and SPIFFY

SPIFFY stands for Strategic Planning Initiative for Families and Youth. We are fortunate to be participants in a grant with the Collaborative for Educational Services <http://www.collaborative.org> as part of the [SPIFFY Coalition](http://www.collaborative.org) here in Hampshire County. You will find information about SPIFFY and The Parent Guide to Raising Healthy Children at this link <https://www.collaborative.org/programs/community-health/spiffy-coalition>. Some of the SPIFFY Coalition initiatives include:

- Decreasing youth access to alcohol and other drugs
- Supporting parents in setting clear expectations around risky behaviors
- Working with schools to implement evidence-based prevention programs targeting youth violence, bullying and substance abuse.

Risk and protective factors:

To teach protective factors, ARMS uses a substance abuse and violence prevention program based on more than 30 years of rigorous scientific research. “LifeSkills Training” by Gilbert J. Botvin, PhD is an exceptionally well-designed, research-based curriculum endorsed by the Massachusetts Department of Public Health. All ARMS students are enrolled in health class for one quarter of the school year. A substantial portion of this class is dedicated to substance abuse education.

SECTION IX: Student Safety

Safety Planning and Drills

Amherst Regional Middle School has a comprehensive Safety Plan. Emergency procedures are reviewed and safety drills are conducted with students throughout the year. Each room displays a well-marked fire exit plan map and evacuation plans. The staff is trained to respond to several specific safety concerns.

The single-most most important part of an emergency procedure is for students to listen to teacher/staff and remain quiet to hear and follow directives. Please reinforce this requirement with your child.

Internet and Social Media Safety

The internet is a wonderful and powerful tool. In many cases children and teens are fully involved in experimenting and exploring the web and social media. It is important that early adolescents are supported in a supervised and productive way when they are online, so that they will be safe and learn to become responsible digital citizens. In our experience, unsupervised access to the web through the use of computers, tablets and especially cell phones put both your child and your own data at risk.

Students do not always understand the implications of information they share on social media. Sometimes young people make the mistake of posting photographs, videos and audio recordings of themselves and others including full names, contact information and other revealing facts. While there are safety features on social networking sites that can prevent strangers from viewing some information, teens (and children) often do not use these privacy options and even when they do, their information is never completely private. In addition, information from these sites can be used for identity theft and other more serious crimes that infringe on your child’s health and safety both physically and social-emotionally.

Cyber-bullying: Monitor children’s device usage

Uncensored online environments can be sites of ‘cyber-bullying,’ in which students are harassed online (or by cell phone) by other young people, or adults. This can take the form of emails, texts, chats, personal quizzes, or photos/videos posted to make another person uncomfortable or worse. If you are concerned that your child or another child may be the victim of any form of ‘cyber bullying’ please contact the principal or dean for help. If you witnessed or experienced an act of bullying or harassment, please complete the incident reporting [form](#). Please see the section of this ARMS Handbook that explains Tiered Responses to Behavior at the back of this handbook that addresses these issues.

ARMS Response to Reports of Inappropriate Online Behavior

It is an ongoing challenge to manage the overlap between students' digital lives and their school lives. If we become aware of negative online behavior that involves your child, we will alert you to it. While it is ARMS policy to share information with the families of students involved in on-line misbehavior, ***if the behavior does not occur in school and does not impact students in the school setting, ARMS staff cannot apply consequences.*** Online behavior outside of school is a family and law enforcement responsibility. However, if any related negative behavior occurs in school, ***or if behavior outside of school impacts student learning at school, ARMS will act swiftly to make sure that this behavior stops, and that all students experience a safe and supportive school environment.*** We take all incidents of hurtful interpersonal interactions seriously. A pattern of hurtful interpersonal interactions should be reported to school staff immediately.

Internet Safety Tips for Families

Please consider the following internet safety tips for your family:

- Students should only be permitted to sign up for social media when they are of proper age. (Although many social networking sites do have age limits, children as young as 7 and 8 have been known to violate the age limits by signing up with false birth dates and/or names.)
- Keep the computer in the family room or another open area of your home. Remember that cell phones with internet access function in the same way as a computer.
- Some parents report that their child becomes overly focused upon texting and/or using social media. Limiting mobile phone and/or computer access to specific time periods is reportedly helpful.
- Talk to children about not responding to offensive or dangerous e-mail, chat, or other communications. Report any such communication to local law enforcement. Do not delete offensive or dangerous e-mail.
- Look into safeguarding programs or options your online service provider might offer. These may include monitoring or filtering capabilities.
- Talk to children about what to do if they see something that makes them feel scared, uncomfortable, or confused. Show them how to turn off the monitor and emphasize that it's not their fault if they see something upsetting. Remind children to tell a trusted adult if they see something that bothers them online
- Consider using a contract for responsible use of a mobile device.

Further resources on Internet and digital safety

There are many resources for further education about the online environments our children inhabit, how to work with adolescents as they learn about how to use powerful digital communication tools and what to do if you find concerning behavior online.

- **Wired Safety:** Since 1995, the volunteers at Wired Safety have been working to keep families and communities up to date on the challenges and means of responding to the challenges in our digital lives at: www.wiredsafety.org/
- **The National Cyber Security Alliance's** site: www.staysafeonline.org

- **The National Center for Missing and Exploited Children’s Netsmartz** site (recommended by the Massachusetts Northwestern District Attorney’s Office): <http://www.netsmartz.org/Parents>
- **The Massachusetts Northwestern District Attorney’s Office’s Internet Safety site:** <https://www.northwesternda.org/prevention/community/pages/internet-safety>
- **Bridgewater State’s Aggression Reduction Center’s Bullying and Cyberbullying Research, Programs, and Resources** page at: <http://marccenter.webs.com/>

SECTION X: Food Services

We look forward to being able to welcome students back to school for the new school year. We have some great news!

Breakfast and Lunch are Free to All Students for School Year 2025-2026

The USDA is continuing the Free Meal Program for the entire school year for all children regardless of Free or Reduced Lunch status. Every student will be able to take one meal per meal period.

Even though meals will be free for this school year please take the time to fill out the free and reduced eligibility application if you think you might qualify. The application is available to download and print from the district’s Food Service website <http://www.amherstfood.com>.

Lunchroom Behavior

To ensure a safe and respectful lunch experience for all ARMS students and staff please adhere to the following guidelines:

- Be on time to the cafeteria
- Make sure your eating area is clean
- Be polite (greet others, use kind language)
- Welcome others to sit with you
- Be considerate of others’ food and possessions
- Pitch in and help out
- When your area is clean, join an activity such as games & cards, drawing/coloring, dance corner, outdoor time
- Follow adult instructions
- Get a pass when leaving the cafeteria (do not leave the cafeteria without permission from a staff member).
- Remain seated until it is time to clean up or go outdoors
- Tell somebody if you see unsafe/unkind behavior. We will help. We teach kindness at ARMS.

SECTION XI: Student Life & Activities

ARMS offers a range of student resources, athletics and after school clubs. More information about our after-school clubs and athletic programs will be distributed during the first few weeks of school. An informational Club Fair is held in early October during lunch. After school clubs will begin in mid October.

After School Clubs:

From year to year, different clubs are offered. Here is a list of some recent ARMS clubs:

GROW CLUB
DRAMA CLUB
LATIN CLUB
S.A.G.A. CLUB

ART CLUB
YEARBOOK
STUDENT GOVERNMENT
POCU GROUP (People of Color United)

VELA

VELA is our after-school program funded by a federal 21st Century Grant for “out of school time” programs. The ARMS VELA program runs Monday & Wednesday 3:35-5:30 pm and Tuesday & Thursday 3:35-5:00pm.

VERY Limited Transportation will be provided free of charge to students who live in Amherst.

For activity descriptions and to learn more about VELA please visit our [VELA website!](#)
Please direct all communications to Nancita Alejandro, Program Coordinator at alejandron@arps.org

[English- Apply Now Online](#)

[Español- Aplicar en línea ahora](#)

Athletics

A sports physical examination is required prior to tryouts for school sports. The examination must be completed annually. The form must be completed by the student’s physician. Students and parents must contact the school health office to make arrangements or to seek further information. Some of these programs are interscholastic programs, meaning that our students compete with students from other schools. Massachusetts Interscholastic Athletic Association (MIAA) rules and regulations must be followed for these programs.

If students have been absent from school on the day of an activity they are NOT eligible to participate in that activity. A student is considered absent if they do not check in at the office by 9:05 a.m. and remain in school for the rest of the day.

Sports Teams (if enrollment yields enough participation):

Fall Program: Boys & Girls Cross Country; Field Hockey; Volleyball; Girls Soccer

Winter Program: Girls & Boys Alpine Skiing; Boys & Girls Nordic Ski

Spring Program: Softball; Boys & Girls Track; Coed Ultimate Frisbee; Girls Lacrosse; Boys Baseball, Tennis

Most sports teams practice every day. Please contact Athletic Director Victoria Dawson (362-1747) with questions about the athletic program at ARMS. To access sports information including registration, coaches contact information, sport specific information and sports schedules, please go to the Sports tab of the ARHS website. [LINK](#)

NOTE: Any student staying at the middle school after 3:35 p.m. will be under the direct supervision of an adult in the building. Students are required to follow the directions of all teachers and coaches.

Library

ARMS has a wonderful collection of books and other resources in the library which is located on the 2nd Floor. Students are encouraged to utilize the library and its contents in a respectful and

meaningful way. Please become familiar with library rules and procedures. Be quiet and respectful of others while working in the Library. If you need assistance, please ask our librarian.

Student ID Cards

All students have their picture taken on Picture Day in September. All students will receive a photo ID card.

Lockers

All students will be assigned a locker for use throughout the year. Students may decorate the inside of lockers with appropriate pictures that can be easily removed at the end of the year. Please do not write on lockers or put anything on the outside of lockers. Students should not share lockers nor give out their combination to others.

Physical Education Lockers

Gym lockers are not assigned. Students may bring a personal combination lock from home to use for the gym locker, but it must be removed after each PE class. Students may ask the PE teacher to secure valuables such as watches, jewelry or electronic devices at the beginning of class.

Lost and Found

To avoid lost items, please clearly label all jackets, sweatshirts, backpacks, lunch bags, instrument cases, gym clothing, etc. A lost and found area is located in the lunchroom. Small and more valuable items (glasses, keys, jewelry, etc.) are kept in the Main Office. In addition, the PE teacher keeps lost and found in the gym area. Remaining items will be donated to a local charity. Feel free to stop in and check the lost and found if your child is missing any items. Unfortunately, theft does occur. Do not leave anything of personal value in an unlocked gym locker or lying around in the locker rooms. We will not be responsible for the damage, loss or theft of personal articles.

Items Delivered to School

If a family member must bring an item such as a musical instrument, lunch or homework to school, please deliver the item to the Main Office. The Main Office will contact students when the item arrives. Please avoid contacting your student by cell phone during the day since we ask them to keep cell phones put away during school hours. Students are **not** allowed to order or receive food from Uber Eats, DoorDash or other delivery services. This presents numerous safety concerns for our students and staff.

SECTION XII - Code of Conduct: Creating and Maintaining a Positive School Climate

ARMS School Climate

According to the National School Climate Center, school climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. It has the following characteristics:

- Norms, values and expectations that support people feeling socially, emotionally and physically safe.
- People who are engaged and respected.
- Students, families and educators who work together to develop, live and contribute to a shared school vision.
- Educators who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- An environment where each person contributes to the operations of the school and the care of the physical environment.

Foundation of ARMS Core Values:

In order to support student growth and success we are guided by our collective commitment to the ARMS core values of being **Accountable, Respectful, Motivated and Safe**.

Conducting oneself in a way that is consistent with our core values means that students will:

- be **ACCOUNTABLE** by taking responsibility for their own learning and work habits, decisions and actions.
- be **RESPECTFUL** by showing awareness and consideration for others and our surroundings. This includes being mindful of each person's right to learn in an environment that is free from disruption; the right to expect that cultural diversity, individuality, and the choices and rights of others are honored; and the right to a comfortable and supportive physical environment.
- be **MOTIVATED** to continually put forth their best effort to learn and help others learn.
- be **SAFE** by making the physical and emotional well-being of themselves and others a priority.

Supporting Students in Living the ARMS Core Values:

The ARMS staff is committed to teaching habits and skills that enable students to demonstrate the core values of our school. We do this by ***defining, teaching, and supporting appropriate student behaviors to create positive school environments***. ARMS staff members instruct all students in a number of ways including the following:

- Students and staff work together to agree upon expectations in each classroom. Staff members teach students skills and strategies to successfully meet classroom expectations including perseverance, effective effort, active listening, etc.
- Staff members teach routines and expectations to make sure all parts of our school including the cafeteria, hallways, auditorium, etc. are safe and welcoming. Instruction is provided during Advisory, Class Meetings, and in specific settings such as the cafeteria.

- Students examine social skills including prevention of bullying, effective communication, healthy relationships, reporting and refusal skills, etc. in health classes.
- Staff encourages students to share ideas and concerns in order to address issues that arise for them which are sometimes not evident to adults in the building.

Identifying, teaching, and responding to inappropriate behavior

When staff members see or hear behavior that is disruptive to the learning environment or that creates an unsafe environment, they help students understand and learn from these moments. The goal of our interventions is to collaborate with students to help them:

- Identify the behavior, understand what happened that led to the behavior and discuss why it is inappropriate.
- Take responsibility for the behavior and accept the consequences associated with the behavior.
- Plan how to make amends and repairs.
- Discuss and practice alternatives to the inappropriate behavior.

Where Behavior Expectations Apply

The rules and guidelines for civility and classroom decorum apply at all times while students are on the school campus and/or in proximity to campus, on school-sponsored field trips, on school buses, at school bus stops, while traveling to or from school, while in attendance at school-sponsored events and activities, and at any other time or place that students' conduct may affect the safety and/or wellbeing of other students and/or staff.

In Classroom Redirection

Positive student behaviors are anchored in strong relationships between teachers and students, and among students, within a classroom. If students let us know that they need more attention through some kind of disruptive behavior, our first effort is to maintain academic focus and listen to our students. Depending upon the situation, a teacher may redirect a student's attention, have a brief conversation, or regroup seating arrangements. Other times when the academic task may be at the root of the problem, teachers adjust their instruction or assigned task to best meet their needs at the moment. The teacher's goal is to keep all students in class whenever possible.

Many behaviors that require adult intervention are minor behaviors and can be addressed in the moment. In these cases, staff will talk individually with a student to help them recognize the way in which their behavior was not conducive to their own learning and/or the learning of others. When talking with a student, we typically begin by naming the behavior that was of concern. Then, we try to understand the circumstances that led to the behavior and identify responses. In all cases, we attempt to help students learn behaviors that would help them be more successful in fulfilling the core values of our school.

Support from the Dean of Students

When a major infraction occurs or the minor behavior continues despite an educator's initial interventions, students may be referred to the Dean of Students' Office. The staff in this office work with students to discuss and name the behavior, understand what happened that led to

the behavior; identify a plan to deal with similar situations in more effective ways, make amends if necessary and if needed, discuss consequences.

If a pattern of inappropriate behavior continues, additional intervention will be provided. At this point it is essential to include parent(s)/guardian(s) and school counselors or other support staff to work with the student. This group will work together to develop a specific plan to help the student learn about the impact of their behavior and identify new, more positive behaviors. An aspect of this plan may include work with a counselor on specific behavioral and social skills instruction tailored to the needs of the student.

Restorative Practices and Discipline Procedures

ARMS frequently uses a restorative lens to respond to certain student misbehavior. Restorative practices, also referred to as “Restorative Justice,” is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders.

Implemented well, Restorative practices shift the focus of discipline from punishment to learning and from the individual to the community...Restorative Justice is an alternate method of disciplining students that seeks to balance the process between being too permissive and being too punitive. The goal of Restorative Justice is to work with students (the victims and the accused) to come to a solution rather than simply handing down punishment. Restorative justice seeks to fix the problem, impose fair punishment, foster understanding, and adjust student behavior.

This information is sourced from teachers and school staff who are explaining the process to their communities ([link](#)). Our dean of students, administrators, counselors, and faculty may be involved at times in either engaging students in, or participating in, restorative processes as one dimension of resolving significant or persistent conflicts.

Coached Lunches

If teacher attempts to resolve an issue have been unsuccessful, a student may benefit from more time to reflect on their behavior in a restorative setting, or the student may be assigned to attend a “coached lunch”. Other staff, such as the principal, assistant principal, or dean of students, may also assign a student to a coached lunch. During a coached lunch, trained staff work with the student to identify the causes and consequences of their behaviors and encourage the student to identify positive alternatives.

In-School Suspension *

ARMS administrators are responsible for assigning suspensions. As an alternative to out of school suspension, ARMS uses a supported in school suspension option in certain circumstances. It is our experience that students who serve at least a portion of their suspension in school, reintegrate to school more successfully. During an in-school suspension students are supervised, supported in doing school work, and have the opportunity to review behaviors and develop relevant skills in a supported environment. A caregiver may at times be asked to accompany students for a re-entry conference.

Out of School Suspension *

ARMS administrators are responsible for assigning suspensions. During a suspension, students are sent home from school and required to stay home for the specified period of time. A parent/guardian must accompany students for a re-entry conference.

- Students suspended from school for disciplinary reasons will be given the opportunity to make-up all academic work such as papers, quizzes, tests, readings.

- Students suspended from school for disciplinary reasons and who miss labs or other work unique to the classroom experience may be given readings or other independent assignments as a substitute for the classroom learning.
- Students suspended from school for disciplinary reasons may not participate in or attend any school-sponsored activity (e.g., athletic practice or event, club meeting, socials/dances, rehearsal or performance) during the term of suspension.
- Students suspended from school for disciplinary reasons may not be on the grounds of any of the Amherst-Pelham schools unless participating in a scheduled administrative appointment.

Administrator(s)/ Dean responsibilities in cases involving suspension:

- Contact parent/guardian regarding disciplinary consequences.
- Notify student's guidance counselor, teachers, administrators, liaison, as necessary regarding the terms of the suspension.
- Request that academic assignments be posted in Google Classroom, or have hard copies forwarded to the main office for parent/guardian to pick-up in cases of external suspension.
- Schedule a re-entry meeting to include student, parent/guardian, administrator, guidance counselor and other appropriate staff.
- Arrange for translation at meetings for students and/or parents/guardians whose primary language is not English.

Guidance counselor responsibilities in cases involving suspension:

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

Teacher responsibilities in cases involving suspension:

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

Safe Physical Contact

We value the positive role that physical contact with others has in our lives. We want students and adults to be able to have appropriate and beneficial physical contact. At the same time, we recognize that physical contact is a complex and challenging interaction that needs clear boundaries and supervision. As such, we have a safe physical contact policy that gives clear and simple guidelines, along with examples of appropriate physical contact in school.

Consent

In order to ensure that all members of the community feel safe and respected we believe that it is essential that each individual take responsibility for their own behavior. First, we must make sure that any kind of physical contact/touch is welcomed, meaning that the recipient has stated consent to be touched. We must not assume that another person is open to physical contact,

such as a high five, a hug, etc. We must all learn to ask for permission to give a high five or a hug, to say no if we are uncomfortable, and accept the will of the other person in these exchanges.

Acceptable

We must also recognize what behaviors are acceptable and what behaviors are unacceptable in school. Acceptable physical contact includes: High fives, fist bumps, shaking hands, brief consensual friendly hugs. In recent years, these norms have shifted significantly in the context of recent health events, but the end of the pandemic has already begun to impact and normalize many of these norms.

Unacceptable

Students need to refrain from “horseplay” such as poking, pushing, wrestling, bumping, chasing, tripping, chopping the back of the neck (sometimes called necking), touching the face, grabbing something from a peer, etc. While these types of behaviors may initially be intended to be fun, they often result in physical harm, hurt feelings and anger and/or danger to others, which may escalate.

We also recognize that some students are beginning to experiment with romantic relationships. While these special relationships can be a positive part of maturing, the school environment is not the place for public displays of affection (PDA) such as kissing, prolonged hugs, etc.

Clothing

We value students’ desires to express themselves through their choice of clothing and, at the same time, we feel that it is important for students to recognize and choose clothing that is appropriate for the formal school setting. In striking this balance, students’ clothing may not interfere with the learning of others or disrupt the learning environment. If a staff member considers clothing inappropriate or unsafe, the student will be referred to the administrator for a conference. The student may be asked to change or, if necessary, call home for a change of clothing.

Dress Code Guidelines

These dress code guidelines encourage individuals to dress, groom, and conduct themselves so that they can participate in, benefit from and access the educational environment. These guidelines respect the rights of all and are based on *Massachusetts General Laws Section 83 Dress and Appearance of Students Protected*, which establishes reasonable standards regarding health, safety, and cleanliness.

- Amherst, Pelham and Amherst-Pelham Regional Public Schools state that individuals should wear clothing that allows them to participate safely in all school activities including specialized learning spaces, such as the swimming pool, gymnasium, shops, etc. Individuals should wear shoes or sandals held securely on the feet for protection when on school grounds, aboard school buses and at school events.
- Amherst, Pelham and Amherst-Pelham Regional Public Schools state that individuals have the right to freedom of expression through their clothing provided that such right does not cause any disruption or disorder within the school (MA Section 82) or infringe on the rights of others. Disruption, disorder and infringement of rights can include clothing that contains: words, symbols, suggestions or portrayals violence, defamation, illegal acts, illegal substances and/or unacceptable products (such as tobacco, alcohol, or drugs).

*The building principal will make final decisions about the implementation of the dress code.

Also see Commonwealth of Massachusetts General Law Section 83 regarding “Dress and Appearance of Students Protected”

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section83>

Allergy-Aware School

***Use of Aerosol Sprays and Fragrances:** Please do not bring Aerosol Sprays and Fragrances to ARMS. Members of our school community have sensitivities to aerosol sprays and strong fragrances. We recognize that students are experimenting with using fragrances or products that contain fragrances, and that sometimes they bring these products to school. In order to protect the health and safety of those who have health-threatening sensitivities to these fragrances, we must insist that these products not be used in excess or inappropriately in the school building. This includes the use of deodorant sprays, hair products that are sprayed as well as all perfumes and air fresheners in hallways, classrooms, cafeteria and library.

***Nut-Free District:** Please avoid sending your students to school with snacks or lunches with nuts or nut butters.

Tiered Responses to Behavior: A Continuum of Support and Consequences

Define, teach, and support appropriate student behaviors to create positive school environments:

Levels of Response to Inappropriate and Disruptive Behaviors			
Key: Use Lowest Level Indicated First			
<p>Level 1: Classroom Interventions/Consequences <i>Teachers use these interventions to help students change behavior in the classroom. Typically used when no or limited prior incidents have occurred. No office referral indicated.</i></p>	<p>Level 2: Used when Level 1 interventions have been ineffective <i>Dean Referral may be necessary when supports have been in place in the classroom, but the behavior is continuing and interfering with the students or classmates' learning. Restorative practices may be used. Coached Lunch may be assigned for reflection time.</i></p>	<p>Level 3: During or after school conference with Administrator or In School Suspension* as an alternative to Out of School Suspension <i>These measures are taken when previous interventions have been ineffective and behavior is escalating and disrupting the learning environment.</i></p>	<p>Level 4: Out of School Suspension or Expulsion* <i>Used when the student's behavior has seriously disrupted the learning environment and created a safety risk in the school.</i></p>
Administrators will determine the level of response at ARMS.			

Behavior Classification	Level 1	Level 2	Level 3	Level 4	Police May be Informed
<p>Abusive Language/ Inappropriate Language/ Profanity/Verbal assault Student delivers verbal or electronic messages that include swearing, name calling, or highly inappropriate language.</p>	x	x	x	x	
<p>Academic Dishonesty/Plagiarism Student engages in plagiarism, cheating, attempts to cheat, falsification of materials.</p>	x loss of credit on assignment	x loss of credit on assignment	x loss of credit	x	
<p>Alcohol - Possession—possessing alcoholic beverages in school grounds in one's pocket(s), bag(s), car, locker, etc. - Use—drinking alcoholic beverages.</p>			x	x	x
<p>Arson - The unlawful and intentional damage, or attempt to damage, any school property by fire or incendiary device. - Includes firecrackers, fireworks, and trash can fires. - Threat of arson. Verbal or electronic threat of committing arson. - Arson potential. Playing with fire, Evidence of playing with fire. Verbal, electronic or written statements about playing with fire.</p>				x	x

Behavior Classification	Level 1	Level 2	Level 3	Level 4	Police May be Informed
Assault physical (see Physical Aggression) Student engages in actions involving serious physical non-mutual contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) Participation in offense involving physical violence. Fighting. - Threat of Assault. Verbal or electronic threat to commit assault.			X	X	X
Bomb Threat Student delivers a message of possible explosive materials being on campus, near campus and/or pending explosion. - Falsifying threat: Student falsely reports harm/potential harm. Using phrases such as "bomb in school," "school shooter" or other statements in verbal, electronic or written form that mislead and misdirect authorities.				X	X
Bullying The repeated use by one or more students of a written, oral or electronic expression, or a physical act or gesture or any combination thereof, directed at another individual. - Refer to Bullying Prevention and Intervention Plan for further definition. - Only administrator or designee will enter Bullying in EH, once an investigation and determination has been completed.			X	X	X
Combustibles: Use/Possession of Student in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid and others).			X	X	X
Defiance Student engages in brief or low-intensity failure to follow directions or talks back. Student engages in prolonged refusal to follow directions or talks back.	X	X	X		
Disrespect Student delivers socially rude or dismissive messages to adults or students.	X	X	X		
Disruption - Student engages in low-intensity, but inappropriate disruption to class. - Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.	X	X	X		
Behavior Classification	Level 1	Level 2	Level 3	Level 4	Police May be Informed
Dress Code Violation Wearing clothing that does not fit within the	X	X			

school/district dress code guidelines.					
<p>Drugs: Use, Possession, Distribution Student is in possession of, or is using illegal drugs/substances or imitations. Note: It is illegal for middle school student to possess or use tobacco, alcohol, all controlled substances/drugs on school grounds or at school related event.</p> <ul style="list-style-type: none"> ● Illegal Substances: Alcohol possession and/or use. Possessing alcohol in one’s pocket(s), bag(s), car, locker, etc. Use -consuming alcohol. Evidence of having consumed alcohol. ● Illegal Substances: Marijuana Possession - Possession of marijuana in one’s pocket(s), bag(s), car, locker, etc. ● Illegal Substances: Marijuana Use - using marijuana. ● Other Illegal/Controlled Substances Possession - Possession of other illegal/controlled substances including prescription medication. ● Illegal Substances: Other Illegal/Controlled Substances Use—Illegal use of other substances excluding alcohol, marijuana, and tobacco. ● Illegal Substances: Distribution and/or Sale of Illegal Drugs and/or controlled substances – Selling/distributing illegal drugs and/or controlled substances. ● Illegal Substances: Possession with Intent to Distribute and/or Sell -Possession of an illegal drug/controlled substance with the intent to distribute and/or sell. <p>Imitation Illegal Substances: Possession, use, intent to distribute imitations of illegal drugs/controlled substances.</p>				X	X
<p>Fighting Mutual participation in offense involving physical violence. No victims, only offenders.</p>			X	X	
<p>Gang Affiliation Display Student uses gesture, dress, and/or speech to display affiliation with a gang. (See District Handbook Pages).</p>	X	X	X	X	X
<p>False Alarm Pulling fire alarm or any other alarm to emergency services.</p>			X	X	X
Behavior Classification	Level 1	Level 2	Level 3	Level 4	Police May be Informed
<p>False Alert of Harm Student falsely reports harm/potential. Using phrases such as “school shooter” or other statements in verbal, electronic or written form that mislead and misdirect authorities.</p>			X	X	X
Forgery	X	X	X	X	

Student falsifies a signature or submits counterfeit documents. Student has signed a person's name without that person's permission or claims someone else's work as their own.					
Harassment <ul style="list-style-type: none"> Harassment: Non-Sexual—The delivery of disrespectful messages in any format related to gender, gender identity, ethnicity, race, religion, disability, physical features or other protected class (Multiple instances will prompt bullying investigation) Harassment: Sexual—Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. 	X	X	X	X	X
Hazing Student engages in conduct or method of initiation, which willfully or recklessly endangers the physical or mental health of another student.				X	
Health Hazards Student creates a health hazard with substances, school materials, furniture, and other behaviors.	X	X	X	X	
Language: Inappropriate Student engages in low-intensity instance of inappropriate language.	X	X	X		
Location Inappropriate: Out of Bounds Area Student is in an area that is outside of school boundaries (as defined by school)	X	X	X	X	X If not located in adequate time
Lying Student delivers message that is untrue and/or deliberately violates rules. Making misleading statements.	X	X	X		
Other Behavior Student engages in any other inappropriate behaviors that do not fall within categories listed.	X	X	X	X	
Behavior Classification	Level 1	Level 2	Level 3	Level 4	Police May be Informed
Physical Contact Student engages in non-serious, but in inappropriate physical contact.	X	X			
Physical Aggression Student engages in actions involving serious physical non-mutual contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)			X	X	X
Plagiarism/ Academic Dishonesty Taking someone else's work or ideas and passing it off as one's own. Student engages in plagiarism, cheating, attempts to cheat, falsification of materials.	X loss of credit on assignment	X loss of credit on assignment	X	X	
Privacy Invasion	X	X	X	X	X

Photographing, video recording, audio recording an individual without consent.					
Propagation of Harmful Messages Distributing and/or spreading messages: verbal, written, and/or electronic through words, drawings, photographs, videos, audio recordings that are disrespectful or otherwise harmful.	X	X	X	X	X
Property Misuse Student engages in low-intensity misuse of property including all technology equipment.	X	X	X		
Property Damage/Vandalism Student participates in an activity that results in destruction or disfigurement of property, including all technology equipment.			X restitution or work in kind	X restitution or work in kind	X restitution or work in kind
Public Display of Affection Student engages in inappropriate, consensual or non-consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult	X	X	X	X	
Skip Class - Truancy Student leaves or misses class without permission. Student receives an “unexcused absence” for ½ day or more.	X	X	X	X	
Tardy to Class Student arrives in class after the class has started.	X	X	X		
Tardy to School Student arrives after the start of the school day.		X	X		
Theft The unlawful taking of property belonging to a school, a school staff member, or a student without threat, violence or bodily harm.		X	X	X	X
Truancy Student leaves or misses class without permission. Student receives an “unexcused absence” for ½ day or more.	X	X	X	X	
Behavior Classification	Level 1	Level 2	Level 3	Level 4	Police May be Informed
Technology Violation - Computer Student engages in inappropriate use of school computer or other technology as defined by the Acceptable Use Policy. See District Pages.	X	X	X (loss of computer privileges)		
Technology Violation - Cell Phone Student engages in inappropriate use of cell phone or other personal electronic device during school hours.	X	X device stored in office. Student pick	X device stored in office. parent pick up		
Tobacco: Use/Possession of Student is in possession of or is using tobacco. Use - Smoking, chewing or otherwise using tobacco (cigarettes, e-cigarettes, cigars, pipes or smokeless tobacco) Possession - Student is in possession of tobacco Distribution - Student is distributing tobacco or	X	X	X	X	X

intending to distribute tobacco					
<p>Weapons: Use/Possession of Student is in possession of knives (>6", <6") and guns (<i>real or look alike</i>), or other objects readily capable of causing bodily harm.</p> <ul style="list-style-type: none"> ● Weapons: Knife—The weapon involved was a knife or cutting instrument ● Weapons: Gun/Firearm-Handgun—The weapon involved was a handgun or pistol ● Weapons: Gun/Firearm-Rifle—The weapon involved was a rifle ● Weapons: Gun/Firearm-Shotgun—The weapon involved was a shotgun ● Weapons: Gun/Firearm-Other Firearm—The weapon involved was another type of firearm excluding handguns, rifles, and shotguns, but including zip guns, starter guns, and flare guns ● Weapons: Explosive or Incendiary Device—The weapon involved was a bomb, grenade, rocket, missile, mine or other incendiary device ● Weapons: Other Weapon—The offense involved a weapon other than those described above, such as firecrackers or fireworks ● Look-alike weapons – The object is designed to look like weapon and may be interpreted as an object intended to cause harm ● Electronic imagery of weapons or sound of weapons – Apps, games, images and sounds that imitate weapons are not permitted 					

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