Ayer Shirley Regional School District
PreSchool - Grade 12
Student/Caregiver Handbook
2026-2027

EDUCATION FOR ALL

Ayer Shirley Regional High School (ASRHS) Grades 9-12
"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"

Ayer Shirley Regional Middle School (ASRMS) Grades 6-8
"Growing as individuals, powering our community."

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

Table of Contents

A Message from Our Principals 4
ASRSD Vision, Mission, and Core Values 5
Non-Discrimination Statement 6
Complaint Procedures 7
Investigative Procedures 8
District Directory 10
Calendar, Daily Schedules, and School Cancellations 14
Enrollment and Withdrawal Procedures 16
Attendance, Tardiness and Truancy 16
Safety Procedures 19
Health and Wellness 19
School Bus Transportation 29
Food Services 30
Academics 31
Students with Disabilities Services and Accommodations 32
Homework 33
Support Services 34
Support Organizations 35
Other Important Information 36
Code of Conduct 38
Due Process Procedures in the Case of Suspension or Expulsion 42
Notice of Hearing Rights and Procedures 47
Procedures for Short-Term Suspension 47
Procedures for Emergency Removal 48
Procedures for an In-School Suspension 48
Procedures for Long-Term Suspension 49
Discipline of Students with Disabilities 51
Student Search and Personal Privacy 53
Bullying Prevention and Intervention 55
Hazing 56
Legal and Other Procedural Matters 58
Student Records and Privacy 59
Appendix A: Preschool Handbook Addendum 62
Integrated Preschool Program Description 65
Appendix B: Middle School Handbook Addendum 74
Middle School Daily Schedule 75

Middle School Daily Life 76
Extracurricular Activities 78
National Junior Honor Society 79
Dances 80
Student Expectations and Discipline 80
Behavior Violation and Consequences Matrix 83
Appendix C: High School Handbook Addendum 97
Ayer Shirley Regional High School Mission Statement 98
Bell Schedules 98
Statement of Accreditation 100
Graduation Requirements, Promotion, and Credits 101
Tardiness, MakeUp Work, and Age of Majority 105
Make-up Work 105
Honors and Advanced Placement Due Date Policy 106
Age of Majority 106
School Fees and Work Permits 106
Work Permits 107
Homework Guidelines 107
Extracurricular Activities 108
Academic Probation - Eligibility 109
National Honor Society 110
Student Government 110
Field Trips 111
Dances 111
Discipline Obligations and Eligibility for School Activities 111
Social Media and Electronics Policy 112
Student Code of Conduct and Discipline Policy 113
Levels of Accountable Consequences and Restorative Interventions 115
Behavior Violation and Consequences Matrix 117
Appendix D: Athletic Handbook Supplement 132
Appendix E: Extended Day Enrichment Program Addendum 153
Appendix F: Student Technology Responsible Use Policy 167
Technology and Responsible Use Policy 171
Appendix G: Handbook Sign Off 172

A Message from Our Principals

"Doing your best is more important than always being the best"

Dear Student and Caregiver:

On behalf of the faculty and staff we would like to welcome you to the 2026-2027 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 caregivers and community is vital to the success of our schools. There will be many opportunities for caregivers to volunteer, visit, and share in the "highlights" of the school year. Let your child know how important their 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 complete the electronic signature page as soon as possible, but no later than September 30, 2026. 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,

Jenna Larrenaga, Principal, Lura A. White Elementary School
Bonnie Faulkner, Principal, Page Hilltop Elementary School
Bryan Oelerich, Principal, Ayer Shirley Regional Middle School
Spencer Christie, Principal, Ayer Shirley Regional High School

Purpose of Handbook

This handbook is intended to provide general information regarding District expectations, policies, and procedures. In the event of any conflict between this handbook and applicable federal or state law, Massachusetts Department of Elementary and Secondary Education regulations, or School Committee policy, the law, regulations, or School Committee policy shall govern. The District reserves the right to revise this handbook during the school year as necessary to comply with changes in law or policy.

ASRSD Vision, Mission, and Core Values

ASRSD Vision Statement

To create a dynamic, engaged learning community that provides equitable access and opportunity for all members, and empowers students to achieve at high levels by fostering intellectual rigor, creative expression, social-emotional well-being, and the agency to pursue meaningful paths and thrive as responsible citizens.

ASRSD Mission Statement

To inspire students to achieve academic excellence through equitable, evidence-based curriculum and instruction, responsive and representative learning experiences that foster belonging, and community engagement that cultivates students' academic, creative, and social-emotional behaviors and skills.

ASRSD Core Values

These core values are guiding principles at the essence of who ASRSD is as a district. Every decision will be aligned with and faithful to these values:

1. Every member of our learning community is responsible for the daily successes and challenges of all students.
2. The social and emotional well-being of our students is paramount to their academic and personal success.
3. Students' individuality is respected and honored in order for them to succeed at their highest level.
4. Building relationships anchored in trust and respect with all collaborators, students, educators, caregivers, and community members.

Non-Discrimination Statement

The Ayer Shirley Regional School District (ASRSD) 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 they have been harassed or discriminated against because of their race, color, national origin, age, gender identity, 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, they 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 ASRSD 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 their designee. The Superintendent or their designee shall respond in writing within thirty (30) days. If the individual is not satisfied with the response, they 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 Coordinator for the Ayer Shirley Regional School District is Rene Paine, Director of Health Services, (978) 772-8600 x1515. The Title VI Coordinator for Ayer Shirley Regional School District is Kristin Campione, Director of Student Services, (978) 772-8600 x1509.

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the ASRSD, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

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)

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. Caregivers are encouraged to work with ASRSD to promote equity 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.

Complaint Procedures

Any student, staff member, or visitor to our community who believes that she/he has been the victim of harassment (as defined above) by a teacher, pupil, visitor, administrator or other personnel of the ASRSD Public Schools should report the incident within one month of the occurrence, or as soon as possible. Those who have knowledge of any harassment must report an incident immediately. Reports made outside this time frame will be considered on a case by case basis.

Depending on the circumstances and seriousness of the incident, interventions can range from informal to formal. Informal interventions include immediately and effectively addressing the situation, for example, by encouraging people to identify the difficulty, talk it out, and agree on how to deal with it. If such mediation does not work, or if the situation warrants further action, a formal harassment complaint can be made.

A harassment complaint may be made to the principal, teacher, counselor or any other school personnel with whom the complainant feels comfortable. If the report is to someone other than the principal it becomes the responsibility of that person to report the complaint to the principal in writing using the forms that are available in every principal's office or in the Office of the Superintendent of Schools.

ALTHOUGH EFFORTS WILL BE TAKEN TO PROTECT CONFIDENTIALITY, THIS IS NOT ALWAYS POSSIBLE IN HARASSMENT INVESTIGATIONS.

In the event that students are involved in serious allegations as victim, perpetrator, or witnesses, the principal/designee will notify the caregiver(s) of the allegations in a timely manner using appropriate discretion in the notification.

All complaints will be taken seriously. While the rights of all individuals will be protected, a program for monitoring an alleged situation of harassment will be developed immediately to prevent the possibility of any recurrence of the behavior. Retaliation against a complainant will not be tolerated. Appropriate disciplinary action will be taken against any party involved in the retaliation.

The penalty for harassment of members of our school community will reflect the severity of the offense. Penalties may include, but will not be limited to any one or combination of the following: verbal admonition, written reprimand, suspension or expulsion from school, and/or counseling.

Employees may be suspended without pay and/or terminated in accordance with procedures specified in the respective bargaining agreements.

Investigative Procedures

The principal or designee shall consider every report of harassment seriously and shall investigate all reports immediately. William Plunkett, Title IX/622 Coordinator and other staff (e.g. school psychologist) shall assist the school hearing officer, as needed, in the investigative procedures and the identification and delivery of all necessary services to concerned individuals.

The person issuing the complaint as well as the individual against whom the complaint is filed shall be separately interviewed, with the goal of resolving the complaint at this level. If resolved, parties will be notified and documentation describing the incident and subsequent resolution shall be kept by the principal for one academic year. If the complaint is not successfully resolved, the principal shall continue with the investigation by interviewing other knowledgeable parties. Documentation supporting or discounting the allegation shall become part of the investigation process.

The principal or their designee shall complete the investigation and report after the complaint has been filed indicating whether the allegations have been substantiated as factual or not. There will be no reprisal against the person filing the complaint whether or not the complaint is sustained. During the hearing process, the cross examination of witnesses may be restricted at the discretion of the hearing officer. If the allegations are substantiated, the principal or, in a case against an employee, the Superintendent (or their designee) must take immediate corrective and/or disciplinary action to resolve the situation. Such action may include, but is not limited to, requiring an apology, direction to stop the offensive behavior, counseling or education, warning, suspension, exclusion, transfer, expulsion, or discharge. Follow up will be conducted to insure that neither continued harassment or retaliation occurs. Follow-up procedures shall be documented.

As soon as the report is completed, it shall be filed with the Superintendent of Schools and the Title IX/622 Coordinator. Written findings will be provided to the concerned parties upon request and shall not deny the individual's right to pursue other avenues of recourse. All records of harassment shall be forwarded to the Superintendent and Title IX/622 Coordinator and shall be kept in a

separate file, and only the Superintendent and the Title IX/622 Coordinator shall have access to these files.

Concerned parties will have the right of appeal to the Superintendent of Schools within ten (10) working days of receipt of the concluding report.

Alleged abuse by a caregiver, school staff, or other caretaker will be reported to the Department of Families and Children according to school policy and procedure. If allegations warrant, the sexual abuse unit of the local law enforcement agency shall be notified.

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

District Directory

Ayer Shirley Regional School District Main Number - 978-772-8600
Dial 411 for the directory look up
Email and staff member: (First initial)(Last name)@asrsd.org (i.e., Jane Doe, jdoe@asrsd.org

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 Adam Renda, Ed.D	arenda@asrsd.org	x1507
Assistant Superintendent Charlie Caliri, Ed.D.	ccaliri@asrsd.org	x1447
Executive Assistant Michelle Towne	mtowne@asrsd.org	x1508
Title IX Coordinator William Plunkett	wplunkett@asrsd.org	x1510
Food Service Coordinator Joe Ricci	jricci@asrsd.org	x1167
Director of School Nursing Rene Paine	rpaine@asrsd.org	x1515
Director of Technology Mike Thibeault	mthibeault@asrsd.org	x1312
Director of Athletics Nate Diffin	ndiffin@asrsd.org	x1370
Facilities Director Bob Briggs	bob.briggs@asrsd.org	x1683

Lura A. White Elementary School (LAW)
34 Lancaster Road
Shirley, MA 01464
978-772-8600
978-425-2639 (fax)

Principal Jenna Larrenaga	jlarrenaga@asrsd.org	x1101
Assistant Principal Coleen Callahan	ccallahan@asrsd.org	x1105
Administrative Assistant Sandra Ferguson	sferguson@asrsd.org	x1100
Administrative Assistant Lea McDonald	lmcdonald@asrsd.org	x1160
School Counselor Olivia Hamilton	ohamilton@asrsd.org	x1104
School Counselor Chandler Lavalle	clavalle@asrsd.org	x1436
School Psychologist MS/LAW Kate Sako	ksako@asrsd.org	x1208
Nurse Ashleigh Barter	abarter@asrsd.org	x1103
Attendance Line		x1100

Page Hilltop Elementary School (PH)
115 Washington Street
Ayer, MA 01432
978-772-8600
978-772-8631(fax)

Principal Bonnie Faulkner	bfaulkner@asrsd.org	x1400
Assistant Principal Elisabeth Lewis	elewis@asrsd.org	x1426
Administrative Assistant Gail Januskiewicz	gjanuskiewicz@asrsd.org	x1401
Administrative Assistant Peggy Carlson	pcarlson@asrsd.org	x1402
School Adjustment Counselor Tracy Hebenton (PK - 2)	thebenton@asrsd.org	x1489
School Adjustment Counselor Molly Murphy (3 - 5)	m.murphy@asrsd.org	x1424
School Psychologist PH/HS Lisa Cosseboom	lcosseboom@asrsd.org	x1436
Nurse Tiffany Martineau	tmartineau@asrsd.org	x1406
Attendance Line		x1497

Ayer Shirley Regional Middle School (ASRMS)
1 Hospital Road
Shirley, MA 01464
978-772-8600
978-425-0474 (fax)

Principal Bryan Oelerich	boelerich@asrsd.org	x1201
Assistant Principal Tonya Jarrett	tjarrett@asrsd.org	x1202
Administrative Assistant Bettina Libby	blibby@asrsd.org	x1200
Administrative Assistant Jackie Hampson	jhampson@asrsd.org	x1279
School Psychologist MS/LAW Kate Sako	ksako@asrsd.org	x1208
School Counselor Jessa Brine	jbrine@asrsd.org	x1209
School Counselor Cynthia Esielionis	cesielionis@asrsd.org	x1205
Nurse Heather Stuart	hstuart@asrsd.org	x1207
Attendance Line		x1297

Ayer Shirley Regional High School (ASRHS)
141 Washington Street
Ayer, MA 01432
978-772-8600
978-425-0474 (fax)

Principal Spencer Christie	schristie@asrsd.org	x1300
Assistant Principal Lindsay Rocco	lrocco@asrsd.org	x1302
Administrative Assistant Deb Rader	drader@asrsd.org	x1301
Receptionist Heather Sroka	hsroka@asrsd.org	x1303
Counseling Administrative Assistant Tracy Sargent	tsargent@asrsd.org	x1304
School Psychologist HS/PH Lisa Cosseboom	lcosseboom@asrsd.org	x1382
School Counselor Kim Sweetland	ksweetland@asrsd.org	x1209

School Counselor Josh Melanson	jmelanson@asrsd.org	x1205
STEPs Counselor Danielle Moran	dmoran@asrsd.org	x1321
Nurse Tiffany Naughton	tnaughton@asrsd.org	x1326
Attendance Line		x1397

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 Bozek	tbozek@asrsd.org	x1407
Director of Student Services Kristin Campione. Ed.D.	kcampione@asrsd.org	x1509
Administrative Assistant Linda Harrington	lharrington@asrsd.org	x1408
Administrative Assistant Jessica Filz	jfilz@asrsd.org	x1480
Educational Team Leader (SHIRLEY), Stephanie Greiner	sgreiner@asrsd.org	x1483
Educational Team Leader (AYER), Leigh LeClair	lleclair@asrsd.org	x1482

District Contacts
978-772-8600

Ayer Shirley Extended Day Program, Director Beth Lewis	elewis@asrsd.org	
	Lura A. White	x1128
	Page Hilltop	x1467
Child & Family Partnership and Schools and Parent/Child Plus Programs, Director Sarah Sullivan	ssullivan@asrsd.org	x1428
Homeless Coordinator Jess Rakip	jrakip@asrsd.org	x1405
Title I Coordinator Charles Caliri	ccaliri@asrsd.org	x1447
ELE Coordinator Emily Babineau	ebabineau@asrsd.org	x1216
504 Coordinator Rene Paine	rpaine@asrsd.org	x1515
Foster Care Point of Contact Krisin Campione	kcampione@asrsd.org	x1509

Dee Bus Company Sandra Martin - Manager
978-425-4706

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, caregiver conferences, progress reports, and report cards. Report cards will be sent home with the students directly, and are also available via the caregiver portal. Caregiver conferences can be scheduled at any time. Please contact your child's teacher or counselor directly to schedule these meetings.

Student-Caregiver Portal

This allows caregivers to view their child's performance through each teacher's 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, caregivers 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 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. Building principals also send out regular electronic communication to students and caregivers to provide more specific information about events and announcements in a particular school.

School Pictures

Student photos will be taken twice a year. Notification will be provided prior to picture day.

Calendar, Daily Schedules, and School Cancellations

Ayer Shirley Regional School District

115 Washington St
Ayer, MA 01432
Phone: (978) 772-8600

2026-2027 School Year

School Committee Approved: March 17, 2026 (rev.1)

July 2026

Su	M	Tu	W	Th	F	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	

August 2026 (4)

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

September 2026 (20)

Su	M	Tu	W	Th	F	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			

October 2026 (21)

Su	M	Tu	W	Th	F	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 2026 (18)

Su	M	Tu	W	Th	F	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 2026 (17)

Su	M	Tu	W	Th	F	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 2027 (18)

Su	M	Tu	W	Th	F	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						

February 2027 (15)

Su	M	Tu	W	Th	F	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						

March 2027 (23)

Su	M	Tu	W	Th	F	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			

April 2027 (17)

Su	M	Tu	W	Th	F	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	

May 2027 (20)

Su	M	Tu	W	Th	F	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 2027 (8)

Su	M	Tu	W	Th	F	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			

- Extended School Year
- First Day of School
- Professional Developent Day - No School
- 90-Minute Early Release (Grades 6-8 ONLY)
- 90-Min. Early Release (Grades 9-12 ONLY)
- 2 Hour Early Realease (Preschool-5)
- 1/2 Day of School
- Holiday or Vacation Week

2026

Jul. 6-30	Extended School Year: Mon-Thur 8:30-11:30am
Aug. 18	Mentor Training
Aug. 19 & 20	New Teacher Orientation
Aug. 24 & 25	All Staff Report, Professional Development
Aug. 26	First Day of School: Grades 1-12
Aug. 28	Kindergarten Orientation
Aug. 31	First Day of School: Kindergarten
Sep. 3	Preschool Orientation
Sep. 4	No School
Sep. 7	No School: Labor Day
Sep. 8	First Day of School: Preschool
Sep. 16	Middle School Open House
Sep. 23	Lura A. White Open House
Sep. 24	Page Hilltop Open House
Sep. 30	High School Open House
Oct. 12	No School: Columbus Day
Nov. 11	No School: Veteran's Day
Nov. 25, 26 & 27	No School: Thanksgiving Break
Dec. 24-31	No School for Winter Break: Return on Jan. 4

2027

Jan. 1	No School: New Year's Day
Jan. 18	No School: Martin Luther King Jr. Day
Feb. 15	No School: President's Day
Feb. 16-19	No School: February Vacation Week
April 19	No School: Patriot's Day
April 20-23	No School: April Vacation Week
May 26	Last Day of School for Seniors
May 31	No School: Memorial Day
June 4	ASRHS Graduation
June 11	Last Day of School (180th Day) 1/2 Day
June 18	Juneteenth Observed
June 19	Juneteenth
June 21	185th Day (including 5 snow days)

* NO PM Preschool: Oct. 7, Dec. 2, and Feb. 24
* NO AM Preschool: March 10, April 28, and May 21

Trimester Ends Grades Preschool-8	Quarter Ends Grades 9-12
1 - December 4, 2026	1 - October 30, 2026
2 - March 19, 2027	2 - January 22, 2027
3 - Last Day of School	3 - April 2, 2027
	4 - Last Day of School

School Start Times	HS	MS	LAW	PH
Start Time	7:55	7:45	8:45	8:45
Dismissal Time	2:25	2:15	3:15	3:15
1/2 Day (lunch served)	11:25	11:15	12:15	12:15
2-Hour Early Release (lunch served)	12:25	12:15	1:15	1:15
90 Minute Early Release (lunch served)	12:55	12:45	1:45	1:45
Preschool				
A.M. Session: 8:45-11:15am	P.M. Session: 12:30-3:00pm			
A.M. Late Start: 10:00-11:15am				

Daily Schedule

	Drop Off	Breakfast	Class Start	Regular Dismissal	Half Day Dismissal	90 Min Early Release	2 Hour Early Release
ASRHS	7:35am	7:35am	7:55am	2:25pm	11:25am	12:55pm	12:25pm
ASRMS	7:25am	7:25am	7:45am	2:15pm	11:15am	12:45pm	12:15pm
Page Hilltop	8:35am	8:35am	8:45am	3:15pm	12:15pm	1:45pm	1:15pm
Lura A. White	8:35am	8:35am	8:45am	3:15pm	12:15pm	1:45pm	1:15pm

School Closing or Delayed Opening

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 the District Website www.asrsd.org, Facebook (Meta), and Twitter (X).

Other Important Reminders

- The Ayer Shirley Extended Day Program will both be closed when the schools are closed for inclement weather.
- AM pre-school sessions are cancelled in the event of a delayed opening.
- School start times for a delayed opening:

	1 hour delay	2 hour delay
High School	8:55am	9:55am
Middle School	8:45am	9:45am
Page Hilltop	9:45am	10:45am
Lura A. White	9:45am	10:45am

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 caregiver to have a plan for caregiver pickup and/or childcare for their child.

Enrollment and Withdrawal Procedures

Registration Procedures
To register a student, please bring copies of your child's birth certificate, proof of residency, and immunization records. In addition, a documented blood lead screening is required for all students entering preschool and kindergarten. 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 about our online registration process can be found on our website at: https://www.asrsd.org/domain/48

Withdrawal Procedures
To withdraw a student, a caregiver will need to complete a Release of Information form. This allows our school to send student records to the receiving school. To disenroll a student, the principal or designee will need to send notice within a period of five (5) school days from the students' tenth (10th) consecutive absence to the student and their caregiver (MGL c.76, §18).

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 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. In addition, the Department of Elementary and Secondary Education has developed an accountability measure regarding attendance where they define "chronic absenteeism" as a student who is absent for more than 10% of their school year. At ASRSD, our baseline expectation is for every student to be present at school at least 90% of the days.

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 caregiver is expected to inform the school by phone, the morning of the absence. If caregivers are unable to make phone contact, a written note or email from a caregiver 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), they must report to the office (preferably accompanied by their caregiver) before going to class. Students who are habitually tardy or absent without an adequate excuse are considered truant. Students are considered tardy if they are not present in their first period class or homeroom at the start of the school day. More specific information relative to tardiness at the high school can be found in the high school addendum.

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 caregiver will receive an automated call from the school to notify them that the 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. Caregivers can help their children by refusing to allow them to miss school needlessly. The Ayer Shirley Regional School Committee does recognize that caregivers 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 verified, 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, or cumulative absences that would require credit recovery
- 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's absence may also be verified for other exceptional reasons with approval of the school principal. Absences not outlined above are considered unverified.

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.

Dismissals

Caregivers should make all efforts to schedule professional appointments after school hours. In cases that students must be dismissed, caregivers must provide a note indicating the time of dismissal as well as the reason for the early dismissal. This note must be presented to the classroom teacher or personnel in the main office. Caregivers may need to verify the dismissal note with a phone call if submitted after the start of the school day. Students will be dismissed directly from the office. The school nurse will also assess student illness/injury within the school day and will coordinate dismissal with the caregiver.

Caregiver or Physician's Notes

A caregiver 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 student's grade level
- The date(s) the student was absent or tardy, or is to be dismissed early
- Whether the student was absent or tardy or is to be dismissed, and the reason
- If your student is to be dismissed, please also state the time they will leave school, and whether they will return that day.
- If your student is to be dismissed, the caregiver 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. Caregiver notes are not adequate unless the requested time of exemption is for one lesson. If a child has specific physical limitations, the caregiver should contact the school nurse and the PE teacher.

Excessive Absences or Truancy

Massachusetts has a Compulsory Attendance Law. It is the responsibility of the caregiver to ensure their child attends school regularly to obtain the maximum benefits from the educational program.

Caregivers will be notified if their child has 5 or more unverified absences in a year or if the child has missed 2 or more classes due to absence for 5 days or more. The principal or assistant principal will make a reasonable effort to meet with the child's caregiver(s) who has 5 or more unverified absences for the purposes of developing an action plan to improve attendance.

A child who is chronically or habitually absent, truant, dismissed, or tardy **with or without** valid cause (verified or unverified) from school for 10% or more of the attendance days will be subjective to the following non-exclusive list of consequences:

- Student conference
- Warning letter(s)
- Caregiver notification and/or conference
- All future absences must be verified by a physician

- Restriction or prohibition on the participation in extracurricular activities (e.g., athletics, intramurals, field trips, etc.)
- Loss of academic credit (at high school level)
- Filing of a “Failure to Send your Child to School” with the court
- Filing of a “Child Requiring Assistance (CRA)” with the court
- Filing with the Department of Children and Families (DCF)
- Student retention at the grade level

Missing School for Family Trips

The School administration and staff remind caregivers 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 caregivers 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.

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 under caregiver Information.

Health and Wellness

Health and Wellness Philosophy

Effective management of health care needs requires a partnership among the student, the caregiver(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.

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 their medical doctor.

A dental program is provided by Community Health Connections, Caring For Kids. Only children with permission slips completed by their caregiver will be eligible to participate.

Illness

The Ayer Shirley Regional School District follows current guidance issued by the Massachusetts Department of Public Health (MDPH) and the Department of Elementary and Secondary Education (DESE) regarding communicable diseases.

Students who are ill should remain home until they are able to safely participate in school activities in accordance with current public health guidance. Families with questions regarding illness or return-to-school requirements should contact the school nurse.

For public health and safety, we request you keep your child home when they are ill. Please use the following guidelines before your child returns.

- **Strep Throat** - The child should remain home until the child either has had a negative throat culture or has been on antibiotics and fever free for a full 24 hours without the use of fever reducing medication.
- **A fever of 100.0° Fahrenheit or above** - May return to school when the child is fever free for 24 hours without medication (e.g. acetaminophen, ibuprofen, or other fever-reducing medications).
- **Vomiting and/or diarrhea** - May return to school 24 hours after the last episode of vomiting and/or diarrhea.
- **Red or pink itchy eyes with crusty and or green/yellow drainage** - May return to school the day after being treated for 24 hours or has no further eye discharge.
- **Head Lice or nits (eggs)** - The school nurse will assess the student for the presence of head lice or nits. If head lice or nits are detected, the nurse will contact the caregiver and provide education regarding appropriate treatment. Depending on circumstances, the school nurse may determine that the student should be dismissed from school.
- **Undiagnosed rash** - May require MD clearance at the discretion of the school nurse.
- **Cold, Cough, or Other Respiratory Symptoms:** Your child should stay home if they have a **severe cold, persistent or hacking cough, or frequent coughing fits.**

Important Reminders

If a student is out for an illness or dismissed due to illness, they may not return for school sponsored activities, athletics, or sports that day.

Caregivers are required to notify the school if their child is diagnosed or develops a communicable disease (e.g., Chicken Pox, Strep Throat, Whooping Cough, Fifth's Disease, Conjunctivitis, Scabies, Impetigo, Ringworm or Head Lice, etc.). If a child has been absent due to a communicable disease, medical clearance from a healthcare provider may be required before returning to school.

School Attendance - Health Dismissal

The following guidelines are not all-inclusive, and used to determine dismissals and may be helpful for caregivers to determine appropriate attendance.

The nurse reserves the right to dismiss a student who, in their opinion, is contagious or too ill to remain in school. If a child is too ill to remain in school, the nurse will call caregiver and/or emergency contact numbers for dismissal. Any student who becomes ill or is injured during the school day must report to the Nurse's Office. The student should not place the call from a school phone or cell phone.

Please report all illnesses to the school office before the start of the school day. 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.

First Aid

Treatment will be administered for minor injuries during the school day. When a student becomes seriously injured, the caregiver is notified immediately. If the caregiver 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 caregivers 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 caregiver cannot be reached.

A Health & Emergency Form is either sent home with your child on the first day of school or mailed home prior to the start of the school year. It is important that this form is completed, signed, and returned to your child's school as soon as possible.The information provided on this form helps the school nurse identify any medical conditions or health concerns that may require attention during the school day. The form also allows you to provide permission for your child to receive designated over-the-counter medications, when appropriate, in the event of illness or injury at school.

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 them how to use the elevator and how to follow evacuation procedures, should they be needed.

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 caregiver or health care provider must be kept on file in the school nurse's office and renewed each year.

The school nurses will notify caregivers of students with incomplete immunization records. Immunizations must be completed or students will be subject to exclusion. The following

immunizations are required for school entry and according to Massachusetts Department of Public Health:

Childcare/Preschool

Requirements listed in the table below apply to all attendees ≥2 years.

Hib	**1-4 doses;** the number of doses is determined by vaccine product and age the series begins
DTaP	**4 doses**
Polio	**3 doses**
Hepatitis B	**3 doses;** laboratory evidence of immunity acceptable
MMR	**1 dose;** must be given on or after the 1st birthday; laboratory evidence of immunity acceptable
Varicella	**1 dose;** must be given on or after the 1st birthday; a reliable history of chickenpox* or laboratory evidence of immunity acceptable

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

Grades Kindergarten - 6

In ungraded classrooms, Kindergarten requirements apply to all students ≥5 years.

DTaP	**5 doses;** 4 doses are acceptable if the fourth dose is given on or after the 4th birthday. DT is only acceptable with a letter stating a medical contraindication to DTaP
Polio	**4 doses;** fourth dose must be given on or after the 4th birthday and ≥6 months after the previous dose, or a fifth dose is required. 3 doses are acceptable if the third dose is given on or after the 4th birthday and ≥6 months after the previous dose
Hepatitis B	**3 doses;** laboratory evidence of immunity acceptable
MMR	**2 doses;** first dose must be given on or after the 1st birthday and second dose must be given ≥28 days after first dose; laboratory evidence of immunity acceptable

Varicella	**2 doses;** first dose must be given on or after the 1st birthday and second dose must be given ≥28 days after first dose; a reliable history of chickenpox* or laboratory evidence of immunity acceptable

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

Grades 7 – 12

In ungraded classrooms, Grade 7 requirements apply to all students ≥12 years.

Tdap	**1 dose;** and history of DTaP primary series or age appropriate catch-up vaccination. Tdap given at ≥7 years may be counted, but a dose at age 11-12 is recommended if Tdap was given earlier as part of a catch-up schedule. Td or Tdap should be given if it has been ≥10 years since last Tdap
Polio	**4 doses;** fourth dose must be given on or after the 4th birthday and ≥6 months after the previous dose, or a fifth dose is required. 3 doses are acceptable if the third dose is given on or after the 4th birthday and ≥6 months after the previous dose
Hepatitis B	**3 doses;** laboratory evidence of immunity acceptable. 2 doses of Heplisav-B given on or after 18 years of age are acceptable
MMR	**2 doses;** first dose must be given on or after the 1st birthday and second dose must be given ≥28 days after first dose; laboratory evidence of immunity acceptable
Varicella	**2 doses;** first dose must be given on or after the 1st birthday and second dose must be given ≥28 days after first dose; a reliable history of chickenpox* or laboratory evidence of immunity acceptable

Meningococcal Requirements

Grade 7	**1 dose; 1 dose MenACWY (formerly MCV4) required. Meningococcal B vaccine is not required and does not meet this requirement.**
Grade 11‡	**2 doses; second dose MenACWY (formerly MCV4) must be given on or after the 16th birthday and ≥ 8 weeks after the previous dose. 1 dose is acceptable if it was given on or after the 16th birthday. Meningococcal B vaccine is not required and does not meet this requirement.**

Physical Examinations

The Massachusetts Department of Public Health requires an in-person physical examination for students entering school for the first time (typically pre-kindergarten, kindergarten or new students) within one year prior to entrance to school or within 90 days after school entry and at intervals of

four years thereafter. All students that have transferred from another school should have health records transferred. Students must have a current yearly in-person physical examination on file in the Health Office or an updated physical must be on file **at least** every four (4) years:

- **Physical Examinations for Sports**
  A current in-person physical examination is required for participation in all interscholastic sports. A copy of the completed physical examination must be provided to both the school nurse and the Director of Athletics. There will be no doctor extension letters allowed per M.I.A.A. (Massachusetts Interscholastic Athletic Association) regulations. Physical examinations are valid for thirteen (13) months from the date of the examination.

  Example: If the fall sports season begins on September 10 and a student's physical examination is dated August 15 of the previous year, the physical will expire on September 15. The student may participate through September 15 but will not be eligible to continue participating in practices or competitions after that date unless a new physical examination has been completed and submitted.

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 Administration by the School Nurse

Prescription and non-prescription medications shall be administered in accordance with Massachusetts Department of Public Health regulations and School Committee policy. Students may carry and self-administer medications, including inhalers, epinephrine auto-injectors, insulin, and other medications as permitted by law and authorized by the school nurse.

Any prescription medication to be administered during the school day or at a school-sponsored activity must have the following documentation and requirements in place:

1. A signed medication order from the student's licensed healthcare provider authorizing administration of the medication.
2. The medication must be provided in the original pharmacy-labeled container, and the label must match the healthcare provider's medication order.
3. Written authorization from the caregiver permitting the school to administer the prescribed medication.

Medication orders must be renewed at the beginning of each school year and whenever there is a change in the medication, dosage, route of administration, or other prescribed instructions. Medication will not be administered without current required documentation on file.

The school physician, in consultation with the school nurses, will provide yearly standing orders for certain medications to be administered based on nursing assessment and with written permission from a caregiver. A limited number of over-the-counter medications are available only with written caregiver permission documented on the annually updated Health and Emergency Form. All other over-the-counter medications in the original container may be supplied by the caregiver for the student's use at school as needed, and require a physician's medication order and written caregiver consent

Per MDPH CMR 105 210.008, a caregiver, or caregiver-designated responsible adult shall deliver all prescription medications to be administered by school personnel or to be taken by self-medicating students to the school nurse or other responsible person designated by the school nurse. In extenuating circumstances, as determined by the school nurse, the prescription medication may be delivered by other persons; provided, however, that the nurse is notified in advance by the caregiver of the arrangement and the exact quantity of prescription medication being delivered to the school. Caregivers are required to pick-up medication at the end of the school year.

Medication Self-Administration

Students may not carry any medication on their person in school or on the bus. However, the School Nurse may permit a student to self-carry and self-administer prescription medication provided that all of the following requirements are met:

- The School Nurse has evaluated the student's health status, level of maturity, and ability to safely and appropriately self-administer the medication.
- The student, School Nurse, and caregiver have entered into a written agreement specifying the conditions under which the student may self-carry and self-administer the medication.
- The caregiver and the student's licensed healthcare provider have provided written authorization for the student to carry and self-administer the medication.
- The student's licensed healthcare provider has determined and documented that the student possesses the knowledge and skills necessary to safely self-carry and self-administer the prescribed medication and has specifically authorized the student to do so.

Medications that may be approved for student self-carry and self-administration include, but are not limited to, bronchodilators (inhalers), epinephrine auto-injectors, pancreatic enzyme supplements for cystic fibrosis, insulin, glucose tablets or other emergency glucose products, and any other medication specifically prescribed by the student's licensed healthcare provider for use during the school day and/or at school-sponsored activities, provided all requirements for self-carry and self-administration have been met in accordance with Massachusetts law and district policy. ***A student who carries an EpiPen on their person must still supply the nurse with an additional pen***.

For field trips and other school-sponsored activities when a school nurse is not available, a student who has been approved to self-carry and self-administer medication may do so in accordance with Massachusetts Department of Public Health (MDPH) regulations and training guidelines. When a student is not authorized or able to self-administer medication, a trained, unlicensed school personnel member may administer the medication, provided they have been trained and delegated by the School Nurse in accordance with 105 CMR 210.000 and all applicable Massachusetts laws and district policies.

Narcotics will not be kept in school. Since narcotics alter consciousness, any student requiring narcotics should remain at home. The only exception applies to those students whose CHRONIC illness requires narcotic medication be given during the school day as prescribed by their physician.

Naloxone (Narcan) Administration

The school district may, in conjunction with the School Physician and Director of Nursing, stock nasal naloxone and trained medical personnel and first responders may administer it to a person suspected of an opioid overdose with respiratory depression or unresponsiveness.

Delegation of Epinephrine and Field Trip Medication to Unlicensed Personnel

Delegation of emergency epinephrine administration and field trip medication administration to unlicensed personnel may occur following: 1) training of the delegate by the school nurse in medication administration using content and competency testing developed and approved by the MDPH in consultation with the Massachusetts Board of Registration in Nursing, and 2) signed permission from a caregiver for the trained delegate to administer specified medication. Delegation of the above will follow proper application to the MDPH for delegation authority.

Massachusetts Dept. of Public Health Regulations: 105 CMR 210.000 - 210.019; Massachusetts Board of Registration in Nursing Regulations 244 CMR 3.00 THE ADMINISTRATION OF PRESCRIPTION MEDICATIONS IN PUBLIC AND NON PUBLIC SCHOOLS. LEGAL REF.: M.G.L. c. 94C, § 7(g); c. 71, § 54B, and c. 94C, § 34A (Good Samaritan) that protects staff and others when administering nasal naloxone.

Health Screening

In compliance with the Massachusetts Department of Public Health, school health screenings are done annually as required by the state. Below is the following schedule for health screenings:

Screening Category	Frequency	Grade Level/ School
Height and Weight	Annually	1, 4, 7, & 10
Hearing	Annually	K - 3

	Once Once	Middle School High School
Vision	Annually Once Once	K - 5 Middle School High School
Postural	Annually	5 - 9
Substance, Brief Intervention, and Referral for Treatment (SBIRT)	Annually	Grades 7 & 10

If a caregiver chooses to opt-out of the postural screening and/or the SBIRT, then an updated physical examination from the child's primary care physician must be submitted.

Caregiver(s) will be notified of any significant findings, except for SBIRT, with a recommendation for medical follow-up if appropriate.

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.

Pregnant and Parenting Students

Pregnant and parenting students require adequate assistance and support to remain in school and acquire their education leading to graduation. Pregnant students will be permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancies unless otherwise directed by their physician(s). The District will respond to physician's recommendations regarding student health during pregnancy and implement appropriate accommodations. Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction are offered; that return to school after delivery is encouraged; and that every opportunity to complete high school is provided.

School Bus Transportation

As a regional school district, the ASRSD provides bus transportation for the residents of the Ayer and Shirley school communities. 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.

Bus routes will be developed over the summer and published for all caregivers before the start of school.

Health and safety standards will continue to be followed for those who are riding the school bus. These expectations will be communicated to all students and families prior to the start of school. These include the following categories.

Protocols

- Students will be transported to licensed daycare and childcare facilities with prior written authorization

Embarking the Bus

- For loading and unloading passengers, students will board the bus occupying the seats from the back to the front

The Ride to School

- Students may be assigned to a specific bus and a specific seat on that bus
- No eating or drinking will be allowed on a bus unless there are medical considerations
- Students must face forward at all times
- Refrain from shouting, singing or sharing

School Arrival

- Disembarking from the front seats to the back

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. Caregivers will be held responsible for any defacing or damaging of the bus.
7. Caregivers 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. Drivers have the daily responsibility of enforcing bus safety rules for all students. Buses are equipped with video monitoring devices. If there is a problem impacting the safety of students or the failure of student to comply with the rules, the driver will contact building administration. The determination of an appropriate consequence for improper bus behavior will rest with the building principal or designee. In all instances, caregivers(s) will be informed.

Food Services

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

School Meal Prices
All meals for the school year are FREE. This does not include a la carte items such as snacks, water, or milk, purchased separately in the cafeteria. There is a charge associated with a la carte items.Students must have funds in their account or pay cash for a la carte items.

A la carte items: We encourage families to use the on-line pre-payment system at myschoolbucks.com. Students can also pre-pay their a la carte items 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
ASRSD participates in the Community Eligibility Provision (CEP), a federal program that allows all enrolled K-12 students to receive breakfast and lunch at no charge each school day. Because the district operates under CEP, Free and Reduced-Price Meal Applications are not accepted or processed.

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.
- High School Only-A la carte snacks are offered daily. Tap water is available to all students or bottled 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. In accordance with our wellness policy, food items can not be brought into the classroom for distribution to the class. This includes birthday celebrations. This is necessary to keep all students safe due to medical conditions including, allergies, diabetes, celiac, etc.

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 included with every meal or may be purchased separately.

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). As per MGL Ch. 69, section 1I, all students enrolled in these tested grades are required to participate in the annual administration of the MCAS. There are no opt-outs. 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 Multi-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 (i.e., caregiver) involvement."

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.

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. Multilanguage Learners (MLs) 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 ELE Coordinator, Emily Babineau, ebabineau@asrsd.org, x 1216.

Students with Disabilities Services and Accommodations

Rights of Caregivers 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.

A student with a disability recognized under the federal statute known as Section 504 (29 USC §794[a]) is entitled to accommodation of that disability. Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. Section 504

also prohibits discrimination against any student based on such a disability.The 504 Coordinator is responsible for assuring compliance with Section 504. Contact the district's 504 Coordinator, Rene Paine, at 978-772-8600 ext. 1515 with additional questions.

A student whose disability is recognized under special education law, known as the Individuals with Disabilities Education Act (IDEA: see USC §1401[3]) is entitled to educational programs and assignments that are designed to develop their educational potential. [M.G.L. c. 71B §1] Section 504 accommodation plans and special education individualized education programs (IEPs) must be developed in accordance with procedures set out in federal and Massachusetts law and regulations.

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. Caregivers 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 caregiver. Upon receipt of the caregiver'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.

Homework

Homework is an important extension of classroom learning and should reinforce, enrich, or extend students' understanding of the curriculum. Effective homework provides students with opportunities to practice skills, apply new learning, develop independence, and build responsibility and effective study habits.

Homework assignments should be purposeful, aligned with classroom learning objectives, and appropriate to the student's age, developmental level, and individual needs. Assignments should have a clear instructional purpose and should not be assigned simply to meet a minimum time expectation.

Teachers are expected to provide homework that is meaningful, accessible, and designed to support student learning. Homework may include reading, writing, studying, research, projects, or other learning activities. Teachers should provide timely feedback when appropriate and coordinate major assignments and assessments, particularly at the secondary level, to promote a balanced workload for students.

Students are expected to:

- Complete assignments to the best of their ability and submit them on time.
- Ask questions when they do not understand an assignment.
- Develop effective organizational and study habits.
- Read regularly outside of school as encouraged by their teachers and families.

Caregivers play an important role by providing a supportive environment for learning, encouraging consistent study habits, promoting regular reading, and communicating with teachers when concerns arise regarding homework expectations or completion.

Homework expectations will vary by grade level, course, and individual student needs. As a general guideline, homework should be reasonable in length and designed to reinforce learning without creating an excessive burden. Time spent on homework should be viewed as a maximum guideline rather than a required amount, recognizing that students learn at different rates and that assignments may vary based on instructional goals. Advanced coursework, including honors and Advanced Placement (AP) classes, may require additional independent study consistent with course expectations.

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 caregivers. 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.

Caregivers 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, caregivers 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.

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 caregivers, 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. Caregivers and teachers are welcome to contact the counselors to discuss any school related concerns. The school counselors are also happy to share information about community resources such as support groups, therapists, and financial support for families experiencing difficulties.

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, Lowell, MA 01453, (978) 275-6800

Education of Homeless Children - Mckinney-Vento Homeless Assistance Act

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 caregiver and student.
- The caregivers 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, Jess Rakip, x1405.

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 or 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. Please check the Ayer Shirley Regional School District Website for more information.

School Council

A school council is a representative, school based committee that is composed of the principal, caregivers, 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. Caregivers interested in serving on school council should contact the building principal early in the fall.

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

Students are not allowed to bring toys or other personal items to school unless requested or approved by the teacher. ASRSD is not responsible for lost or stolen possessions. Matters pertaining to theft and vandalism will result in the offender being subject to appropriate legal action, as well as disciplinary consequences. Anything of value should be locked in a student's locker, or kept on their person.

Personal Electronic Devices

According to school committee policy JICJA, personal electronic devices (e.g., cell phones, smart watches, smart glasses, etc.) should not be used during the school day except according to the details below.

- Grades PK-5: Cell phones and listening devices will remain in backpacks throughout the school day. These devices will not be used during the day, ensuring a distraction-free learning environment for our youngest students.
- Grades 6-12: Students in grades 6-12 will be required to turn off cell phones and listening devices (e.g., earbuds, headphones) and place them in a designated container upon entering the classroom. No device use will be permitted during class or while on a hall pass.
    - Grades 6-8: Students will place them in a designated container at the start of the school day, and will pick them up at the end of the school day.
    - Grades 9-12: High school students may use their cell phones and listening devices in the hallways during class changes and in the cafeteria during their assigned lunch period, as long as it aligns with authorized use guidelines

- **Medical and 504/IEP Exemption:**

  Students who require the use of personal technology as outlined in a 504 Plan, Individualized Education Plan (IEP), or due to a documented medical condition will still be allowed to use it. Documentation for medical conditions may be requested as needed by the school nurse, who will review the request and notify relevant staff if an exemption is granted. Devices permitted under a 504 Plan or IEP will be used as specified in those plans.

- **Consequences for Violations:**
    - First Offense: The device will be confiscated and returned to the student at the end of the school day.
    - Second Offense: If there are repeated violations, a caregiver will be required to pick up the phone or listening device at the school. Continued non-compliance may lead

to further restrictions, such as the phone being locked in the main office during the day or restricting the student's ability to bring the device to school.
    - Unauthorized Use: Unauthorized use-including taking pictures or videos without permission or engaging in harassing behavior-could lead to more serious consequences.

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 caregiver 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. If interested in volunteering in the school, please contact the school's principal.

Caretakers 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 through the Criminal Offender Record Information (CORI) and agree to the conditions of the volunteer handbook.

Visitor Procedure

Caregivers 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, caregivers 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.
- Caregivers 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 caregiver 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.

Code of Conduct

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, caregivers, 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 consequences 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. As a general rule, all students need permission to leave a classroom, support space, or school office space. 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 caregivers 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 caregivers in improving student behavior. In instances where the teacher and/or caregiver 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 be 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 Safe, and Be Ready to Learn

Expectations for Student Dress

ASRSD is committed to maintaining a safe, welcoming, inclusive, and respectful learning environment for all students. Student dress should support a positive educational environment while allowing for personal expression, cultural identity, and individual style.

Students are expected to dress in a manner that allows them to participate safely in all school activities and does not disrupt the educational process.

Students may not wear clothing or accessories that:

- Depict or promote alcohol, tobacco, vaping products, marijuana, or illegal drugs.
- Depict or promote violence, criminal activity, or the use of weapons.
- Contain profanity, obscenity, or sexually explicit language or images.
- Harass, intimidate, or discriminate against others based on race, color, religion, national origin, sex, gender identity, sexual orientation, disability, or any other protected characteristic.
- Create a significant disruption to the educational environment.
- Pose a health or safety risk during the school day or specific instructional activities.

Students must wear:

- Footwear at all times.
- Clothing that provides coverage required for participation in the educational program and allows students to safely engage in school activities.

Certain courses or activities (such as science laboratories, physical education, career and technical education, internships, or performing arts) may require specific clothing or protective equipment for health and safety reasons.

The District recognizes and respects students' rights to express their identity through dress, including clothing associated with cultural, religious, or personal expression, provided it does not conflict with the expectations outlined above.

Whenever possible, concerns regarding student dress will be addressed privately, respectfully, and in a manner that minimizes the loss of instructional time. Students will be provided an opportunity to correct the concern before disciplinary consequences are considered.

Repeated or willful violations of this policy may result in appropriate school-based interventions or disciplinary consequences consistent with the Student Code of Conduct.

Questions regarding the interpretation or application of this policy shall be addressed by school administration.

Elementary School

- Students should dress appropriately for seasonal weather.
- Footwear must be worn at all times.
- Coats and outdoor jackets should be removed during the school day unless otherwise approved.
- Hats and hoods may be removed during instructional time at the direction of school staff unless worn for religious, medical, or other approved reasons.

Middle School

- Footwear must be worn at all times.
- Coats and outdoor jackets should be removed during the school day unless otherwise approved.
- Hats and hoods may be removed during instructional time at the direction of school staff unless worn for religious, medical, or other approved reasons.
- Safety equipment or specialized clothing required for specific classes or activities must be worn.

High School

- Footwear must be worn at all times.
- Safety equipment or specialized clothing required for specific classes, laboratories, athletics, or extracurricular activities must be worn as directed.
- Students are encouraged to dress in a manner that reflects respect for themselves, others, and the learning environment while exercising personal choice and expression.

Administrative Note

The District's dress expectations are intended to support student safety, respect, and a positive learning environment. Enforcement of this policy will be consistent, objective, and free from bias.

School staff will not enforce dress expectations based on a student's body type, gender, gender identity, cultural expression, or perceived attractiveness. Administrative decisions will focus on the specific expectations outlined in this policy rather than subjective judgments about a student's appearance.

Expectations for Electronic Devices

Cell phones, iPods, iPads, headphones, smart wearables (e.g., glasses, headphones, watches, etc), and other personal electronic devices are to be silenced/turned off and put away during the school day. Electronic devices will not be used during the school day without the express permission of staff. Electronic devices will be confiscated that 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 caregiver and student may serve a detention (lunch, after school, etc.).
- Four or More Offenses: Electronic devices will not be allowed in school, or may be left with an administrator for the school day, and serious disciplinary consequences may follow.

Infractions

Participation in any of the following will result in student disciplinary consequences. 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. Refusing to comply with a request by a faculty member or school administrator.
3. Stealing
4. Cheating or using or copying the academic work of another and presenting it as their own without proper attribution.
5. Threatening, intimidating, or demonstrating aggressive behavior (e.g., pushing and shoving)
6. Using inappropriate language (e.g., swearing, profanity, etc.)
7. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
8. Damaging, Defacing, or Tampering school property or the property of others
9. Leaving school grounds without permission
10. 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
11. Possessing or using incendiary devices (e.g. lighters, matches, etc.)
12. Possessing or using a weapon
13. Harassing, hazing, or bullying
14. Possessing or distributing sexual paraphernalia
15. Using technology or social media inappropriately

Potential Consequences

1. Verbal Warning from staff member

2. Restorative Practices - engages students in a process that empowers them to repair relationships and the harm they have done to others; restore their good standing in the community; and learn skills and target behaviors to improve their self-awareness, self-management, and social and academic efficacy
3. Caregiver Contact
4. Withholding Privileges - for example a student may not be able to attend a special program within the school
5. Detention - a student may be required to serve a detention during lunch, recess, after class, or before or after school
6. Suspension/Exclusion - a student may be temporarily removed from the classroom; extracurricular activities or events; suspended (either in-school or out-of-school); or excluded from school

Due Process Procedures in the Case of Suspension or Expulsion

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

Section 37H

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

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

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

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

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

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

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

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

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

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student and an opportunity to make academic progress during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine-readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate

intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Section 37H1/2.

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

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

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

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

student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

Section 37H 3/4

Suspensions

A violation of the school rules may result in the suspension of you/your child from school. A suspension may be served in three ways: an in-school suspension, a short-term suspension, or a long-term suspension. Depending on circumstances, your child may also be removed for not more than two (2) school days on emergency grounds. Ch. 177 of the Acts of 2022 updated M.G.L. c. 71 §37H ¾ to require school authorities to consider and employ alternative remedies to reengage students in learning process before suspending or expelling a student, except in specific documented circumstances. Alternative remedies include mediation, conflict resolution, restorative justice, and collaborative problem solving.

Below are definitions for the terms to be used during school suspension procedures. The procedures are pursuant M.G.L. c. 71 §37H ¾ and 603 CMR 53.00, and effective July 1, 2014.

You/your

These words mean the student if more than 18 years of age and where contextually inappropriate the student's caregivers, or person authorized to make educational decisions if the student is less than 18 years old.

In-School Suspension

An in-school suspension is defined as removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or fewer, consecutively, or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process and appeal purposes.

Short-Term Suspension

A short-term suspension is defined as the removal of a student from the school premises and regular classroom activities for ten (10) or fewer consecutive school days. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension

A long-term suspension is defined as the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Except for students who are charged with offenses under M.G.L. c. 71 §37H or §37H1/2 *i.e.,* with possession of drugs or weapons on school grounds, assault on a staff member, or are charged with or convicted of a felony or felony delinquency, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. Offenses under §§37H or 37H1/2 are not subject to §37H3/4 as to the duration of your child's removal from school and may result in an expulsion for longer than 90 days. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Expulsion

Expulsion is defined as the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71, §§37H or 37H1/2 for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) felony conviction, or adjudication or admission of guilt with respect to such felony, if it is determine that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H 1/2.

School Wide Education Plan

If you or your child is to be suspended for more than ten (10) consecutive days, you/your child may be eligible to continue to receive educational services under a school-wide education plan, a document developed by the building principal, in accordance with G.L. c. 76, §21. The plan includes eudcational services available to students who are expelled or suspended from school for any reason, or under any law including M.G.L. c. 71§§ 37H & 37H1/2, for more than 10

consecutive days. These plans are intended to allow eligible students to continue to access academic opportunities while suspended or excluded for any reason.

Notice of Hearing Rights and Procedures

Procedures for Short-Term Suspension

(Exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

The principal, or their designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
    i. The disciplinary offense;
    ii. The basis for the charge;
    iii. The potential consequences, including the potential length of the suspension;
    iv. The opportunity to have a hearing with the principal and the caregiver concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
    v. The date, time, and location of the hearing;
    vi. The right of the caregiver and student to interpreter services at the hearing; and
    vii. If the student may be placed on a long-term suspension following the hearing with the principal:
        1. The rights set forth under the "Procedures for Long-Term Suspension"; and
        2. The right to appeal the principal's decision to the superintendent.

2. At the hearing, if the student and/or caregiver elects to attend, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances.
3. The principal shall make reasonable efforts to notify the caregiver orally of the opportunity to attend the hearing. To conduct the hearing without the caregiver, the principal must be able to document reasonable efforts to include the caregiver. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least

two (2) attempts to contact the caregiver in the manner specified by the caregiver for emergency notification.

4. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed. The principal shall notify the student and caregiver in writing of their decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

5. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Procedures for Emergency Removal

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's caregiver of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and caregiver. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and caregiver. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of disciplinary consequence imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion). The Principal will also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

Procedures for an In-School Suspension

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year.

If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the caregiver orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The principal shall also invite the caregiver to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and caregiver about the in-school suspension, including the reason and length of the in-school suspension, and inviting the caregiver to the above-described meeting, if such meeting has not already occurred.

Procedures for Long-Term Suspension

(Exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or their designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

1. In the event of a long-term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
    i. The disciplinary offense;
    ii. The basis for the charge;
    iii. The potential consequences, including the potential length of the suspension;
    iv. The opportunity to have a hearing with the principal and the caregiver concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;

v. The date, time, and location of the hearing; and

vi. The right of the caregiver and student to interpreter services at the hearing.

2. The principal shall make reasonable efforts to notify the caregiver orally of the opportunity to attend the hearing. To conduct the hearing without the caregiver, the principal must be able to document reasonable efforts to include the caregiver. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the caregiver in the manner specified by the caregiver for emergency notification.

3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.

4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/caregiver.

5. At the hearing, if the student and/or caregiver elects to attend, the student shall have the opportunity to present their version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.

6. The caregiver, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.

7. The principal shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The principal shall notice the student and caregiver in writing of their decision, including the following information:

i. The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;

ii. The key facts and conclusions reached by the principal;

iii. The length and effective date of the suspension and the date of return to school;

iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;

v. The student's right to appeal the principal's decision to the superintendent or their designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the caregiver or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.

a. The superintendent shall hold the hearing within three (3) school days of the student's request unless an extension is mutually agreed to.

b. The superintendent shall make a good-faith effort to include the caregiver in the hearing.

c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or caregiver upon request.

d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.

e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.

f. The decision of the superintendent shall be the final decision of the school district.

vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

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 for a Manifestation Determination to determine if the misbehavior was caused by or had direct relationship to the student's disability, or was the direct result of the school's failure to provide the services required by the student's IEP or 504 Plan.
    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.
    D. If the Team determines that the student's behavior was caused by or substantially related to the student's disability or the failure to properly implement the IEP or 504 Plan, then the student must be returned to the last approved placement unless the Team decides on a different placement. It must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary).
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 themselves 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 caregiver to correct the I.E.P., the placement, or the behavior intervention plan.
    E. The school district provides written notice to a caregiver of all rights to appeal and to an expedited hearing. If the caregiver chooses to appeal, during the appeal the student stays put in the placement, unless the caregiver 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 consequence, 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 caregiver had expressed concern in writing: or
    2. The caregiver 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 caregiver requests an evaluation subsequent to the disciplinary consequence, the district must have procedures to conduct an expedited evaluation to determine eligibility. If the student is found eligible, then the student 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.

Physical Restraint

The Commonwealth of Massachusetts has specific 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, whether in regular education or special education. 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 threat of assault or imminent, serious, physical harm; and to prevent or minimize any harm to the student as a result of the physical restraint.

Student Search and Personal Privacy

Student Search:

School administration must have "reasonable suspicion" to conduct a search of a student's person or search of a student's personal belongings.

A student search (search of the person, clothing, pocket, etc.) or search of a student's personal belongings (personal backpack, purse, lunchbox, water bottle etc.) and resulting seizure may occur if: (a) there is reasonable grounds for suspecting that the search will reveal evidence that a student has violated or is violating the law or the school rules, and (b) the search itself is conducted in a

manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and nature of the infraction.

A student's interests will be limited only to the extent necessary to maintain order, ensure safety, and enforce school rules.

When possible, the search will be conducted under the direction of the principal or designated administrator with at least one other adult witness present, the same gender as the student subject to the search when practicable. When possible, reasonable efforts will be made to inform the student's caregiver prior to the search. Searches will be conducted as discreetly as possible to avoid intrusive searches and to avoid random searches. If the search and seizure so warrant, appropriate law enforcement authorities will be informed by the school. A student's caregiver will also be informed.

Lockers and Desks:

The Ayer-Shirley Regional School District may issue a locker or desk to a student. Lockers and desks always remain the property of the Ayer-Shirley Regional School District and are not considered a student's personal belonging. Students have no expectation of privacy in a locker or desk. A locker or desk is always subject to search and inspection without prior notice by school administration to ensure cleanliness, safety, and compliance with school rules and applicable laws.

Students should keep their lockers neat, orderly and locked with a combination lock that is built into the lockers. The school district is not responsible for lost or stolen items under any circumstances. Students are not allowed to share their lockers among friends or others. Lockers must be free from any inappropriate material or decoration. School officials may search a locker at any time including when school administration believes that a search is in the interest of the health and safety of the student body.

Canine Inspection of School:

At the discretion of the Superintendent of schools or their designee, the Ayer and/or Shirley Police Department(s) or State Police Canine Unit may be requested to perform an inspection of the school.

Cooperation with Law Enforcement:

All cases of actual possession, use, sale and distribution of alcohol, a controlled substance or weapons in school, upon school property, or at school-sponsored events will be reported to the Ayer or Shirley Police Department for appropriate action.

Computers/Chromebooks:

The Ayer-Shirley Regional School District may issue a computer/Chromebook to a student. School issued computers/Chromebooks always remain the property of the Ayer-Shirley Regional School District and are not considered a student's personal belonging. Students have no expectation of

privacy in a school issued computer/Chromebook. Student use of school issued computers or Chromebooks shall follow the Student Technology Responsible Use Policy.

Bullying Prevention and Intervention

The Ayer Shirley Regional School District is committed to providing all students with a safe, supportive, and respectful learning environment free from bullying, cyberbullying, retaliation, harassment, and discrimination. The District prohibits bullying in accordance with Massachusetts General Laws Chapter 71, Section 37O and the District's Bullying Prevention and Intervention Plan.

The district anti-discrimination statement is below:
It is the policy of Ayer Shirley Regional School District not to discriminate on the basis of race, color, religion, sex, gender identity, sexual orientation, national origin, age, disability, housing status, or limited English-speaking ability.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community including curricula, instructional programs, staff development, extracurricular activities and caregiver involvement.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

i. Causes physical or emotional harm to the target or damage to the target's property;
ii. Places the target in reasonable fear of harm to themself or of damage to their property;
iii. Creates a hostile environment at school for the target;
iv. Infringes on the rights of the target at school; or
v. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying

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

creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

For more information, please read the ASRSD Bullying Prevention & Intervention Plan, located on the district website. An incident reporting form can be found here.

According to M.G.L 71:370, acts of bullying, which include cyber bullying, are strictly prohibited:

(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.

Hazing

Hazing is any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Hazing is a crime and a violation of MGL. Ch. 269, Sections 17-19 (included below), and will not be tolerated. Acts of hazing should be reported to any school personnel immediately.

Section 17

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

The term "hazing" as used in this section and in sections eighteen and nineteen shall mean any conduct or method of initiation into any student organization, whether on public or private property,

which willfully and recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment of forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to prosecution under this action.

Section 18

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

Section 19

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

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

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

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

Legal and Other Procedural Matters

Updating Student Information

Caregivers 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 caregiver(s), 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. Caregivers are obligated to notify the school of any changes in the custody orders as they become final.

Directory Information

A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or caregiver; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and caregiver(s) a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or caregiver.

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.

Video Surveillance

The Ayer Shirley Regional School District utilizes video surveillance equipment to ensure the health, welfare, and safety of all students, staff, and visitors, and to safeguard District facilities and equipment.

Caregiver Notification Regarding Sexual Education and Human Sexuality Issues

Massachusetts General Law Chapter 71, Section 32 A notes that caregiver(s) be provided an "opt-out" provision for courses (typically sex education or sciences) school assemblies, or other instructional activities and programs that focus on human sexual education, the biological mechanics of human reproduction and sexual development, or human sexuality issues. Caregivers wishing to review curricula and/or exempt their child/children from instruction of the aforementioned topics must contact the building Principal in writing.

Student Records and Privacy

Student Records

The following is a summary of the major caregiver and student rights regarding their student records, as provided by the Regulations pertaining to student records. The Massachusetts Student Record Regulations address all issues associated with caregivers' and eligible students' rights of confidentiality, inspection, amendment, and destruction of student records, as well as the district's responsibilities with regard to the maintenance of such records. The following information is a basic summary of those regulations and should not be considered as providing any rights or imposing any responsibilities in excess of the actual Student Record Regulations; such regulations may be found at 603 CMR 23.00.

The regulations apply to all information kept by a school committee on a student in a manner such that he or she may be individually identified. The regulations divide the student record into two sections: the transcript and the temporary record. The transcript includes only the minimal information necessary to reflect the student's educational progress and to assist the district in operating its educational system. This information may include the student's name, address, phone number(s), and date of birth; name, address, and phone number(s) of the caregiver(s); course titles, grades, course credits, grade level completed, and the year completed. The transcript is kept by the district for at least sixty years after the student leaves the school system.

By contrast, the temporary record contains all of the information in the student record that is not in the transcript. This may include such things as standardized test results, class rank, extra-curricular activities, and evaluation and comments by teachers, counselors, and other persons, as well as other similar information. The temporary record is destroyed no later than seven years after the student leaves the school system.

Inspection of Records

A caregiver has the right to inspect all portions of the student record upon request. The record must be available to the caregiver no later than two (2) days after the request, unless the caregiver or student consents to a delay. The caregiver 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 caregiver 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 caregiver. 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 caregiver, 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 caregivers who do not have physical custody of their children. For more information, please contact the school principal.

Protection of Pupil Rights Amendment Act

The Protection of Pupil Rights Amendment (PPRA) requires that the school notifies you to obtain consent or allow you to opt out of the following school activities: a student survey, analysis, or evaluation that concerns one or more of the following seven areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s caregiver;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior;
4. Critical appraisals of others with whom respondents have close family relationships;
5. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
6. Religious practices, affiliations, or beliefs of the student or caregiver(s); or
7. Income, other than as required by law to determine program eligibility

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The Ayer Shirley Regional School District will provide caregivers, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from caregivers to any student who is 18 years old or an emancipated minor under State law).

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

Appendix A: Preschool Handbook Addendum

Ayer Shirley Regional

Integrated Preschool Program Handbook Addendum

2026-2027

It is the policy of the Ayer Shirley Regional School District not to discriminate on the basis of race, color, religion, sex, gender identity, sexual orientation, national origin, age, disability, genetic information, marital status, amnesty, veteran status, or limited English-speaking ability.

TABLE OF CONTENTS

Introduction

Integrated Preschool Faculty/Staff

Program Description

Program Procedures

Family Resources

Introduction

Welcome to the Ayer Shirley Regional Little Panthers Preschool! We are delighted that you have selected our program as your child's first school-based learning experience. It is always exciting to welcome new and returning families as members of the Integrated Preschool Program and the Ayer Shirley School District learning community.

The Little Panthers Preschool Handbook will serve as a resource for caregivers, staff, administrators, and the community. Procedures and protocols are in alignment with MA Department of Education Guidance, state and federal regulations and the Ayer Shirley Regional School District relative to the Integrated Preschool Program.

Please note that we believe the work that supports our district vision begins with our littlest Panthers!

"THE GOAL OF EARLY CHILDHOOD EDUCATION SHOULD BE TO ACTIVATE THE CHILD'S OWN NATURAL DESIRE TO LEARN."

-Maria Montessouri

LITTLE PANTHERS PRESCHOOL ADMINISTRATORS & STAFF

Program Location: 115 Washington Street, Ayer, MA 01432
978-772-8600
Fax: 978-772-2299
All email address contacts are *first initial last name @asrsd.org*

Name	Title	Extension
Administrators:		
Kristin Campione	Director of Student Services	**x1509**
Tara Bozek	Director of Special Education	**x1408**
Bonnie Faulkner	Principal	**x1400**
Elisabeth Lewis	Assistant Principal	**x1426**
Teaching Staff:		
Teacher	**Email Address**	**Extension**
Melissa Ducharme	mducharme@asrsd.org	x1446
Kerry Harris	kharris@asrsd.org	x1457
Administrative Assistants:		
Jessica Filz	Special Education Department	978-772-8600 x 1480
Linda Harrington	Special Education Department	978-772-8600 x 1408
Gail Januskiewicz Peggy Carlson	Page Hilltop Office Main Office	978-772-8600 x 1401,1402

Integrated Preschool Program Description

The Ayer Shirley Regional Integrated Preschool Program is open to children who live in the communities of Ayer and Shirley and is designed to prepare students for kindergarten and the early grades. Our program serves young children with special needs and their typically developing peers, ages three through five, within an inclusive early childhood setting.

PROGRAM GOALS

1. To provide a high quality, early learning school-based experience for all children enrolled.
2. To provide a safe and nurturing developmentally appropriate environment for young children, grounded in inclusive practices.
3. To provide an engaging learning environment for young children that fosters curiosity, exploration, creativity, social and emotional growth, and develops school readiness skills for success in the early years of formal schooling.

ANTICIPATED IMPROVED STUDENT OUTCOMES:

- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- Appropriate behaviors to meet needs

CURRICULUM

The Integrated Preschool Program Curriculum Plan is based on an interdisciplinary curriculum. Each unit represents about one month of instruction and links vocabulary, key early academic or school readiness concepts in science, social studies, literacy, math, and social emotional learning.

- Me at School
- Living Things
- Multicultural Customs and Traditions
- Seasons of Change
- Our Community
- The Universe
- Pretend/Fantasy
- Animals and Their Habitats
- Growing Season

Program Procedures

PRESCHOOL REGISTRATION

The Ayer Shirley Regional School District Preschool Program is open to all children from the age of 3 years to five (5) years of age in the communities of Ayer and Shirley. Admission is open regardless of sex, race, color, religion, national origin, sexual orientation, gender identity, disability or limited English-speaking identity.

Registration packets are available in the Page Hilltop School Main Office, in the District Office, or online at https://www.asrsd.org/domain/52.

ENROLLMENT

Registration for the Ayer Shirley Regional School Integrated Preschool Program is ongoing throughout the year if space allows. Current class size is capped at 15 students per class. Classrooms are multi-aged and balanced based on the number of IEP students enrolled, number of peers enrolled, gender, and age.

The preschool registration process begins in January/February of each year and will remain ongoing until enrollment is full. An annual information night is held for new and returning families to gain information about our Integrated Preschool Program and meet the staff. The Director of Student Services, district and school administrators, and preschool staff attend this event to answer any questions/concerns that caregivers may have.

Students will be considered to be fully enrolled once all required documents are received: Registration form, proof of residency, proof of occupancy, up-to-date medical/health information/form with proof of immunizations and recent physical, and copy of birth certificate (original birth certificates are not required).

Once accepted into the program, students attending the Little Panthers Preschool will be registered through the Page Hilltop School office. Our Little Panther preschool students become members of the regional school district and are registered in the district's Student Information Management System.

Please note- registration is limited to residents of Ayer and Shirley only.

SCREENING

Newly enrolled preschool students must complete a preschool screening assessment at the start of the first preschool school year and before entering kindergarten. The results will be used to determine the child's instructional needs including scaffolding and support in the areas of school readiness/academics, language, social emotional, and behavior development.

TUITION

Tuition is on a pre-pay basis, $350 per month. A deposit equal to one month's tuition is required at the time of registration to secure preschool placement. All fees are due regardless of program attendance to maintain your child's placement.

The first tuition payment is due by June 30 and the second payment is due by August 15. Monthly payments are due the 15th of each month - August through May. The district does not send invoices/bills for payment- please set a reminder to pay this tuition bill each month, however a coupon book is provided.
Before the 15th of each month, please mail checks or money orders made out to the Ayer Shirley Regional School District, attention Jess Filz, Special Education Department, Page Hilltop School 115 Washington Street, Ayer, MA 01432.

Tuition Notes:

1. Caregivers of children who are eligible for special education services (IEP) should discuss at the time of registration whether or not a tuition fee will be assigned to their child.
2. In the event schools are ordered to temporarily close to maintain the health and safety of our students and provide remote instruction, tuition will be reduced during the period of closure by 50% to $150 per month.

PROGRAMS/WEEKLY SCHEDULE

The Little Panthers Preschool Program is a school year program only. The Little Panthers Preschool offers 12.5 hours per week of programming, Monday through Friday in morning or afternoon sessions.

Morning Session: 8:45 a.m. - 11:15 a.m.
Afternoon Session: 12:30 p.m. - 3:00 p.m.

Caregivers will be notified in writing in advance of any program or schedule changes.

SCHOOL CALENDAR

District and school calendars are available on the district website www.asrsd.org.

The Ayer Shirley Regional School District Preschool Program will observe the following holidays and will therefore be closed:

- Labor Day
- Columbus Day
- Thanksgiving Day
- Friday after Thanksgiving
- Christmas Day-Christmas school vacation- New Year's Day
- Martin Luther King Day
- President's Day- February school vacation
- Patriot's Day- April school vacation
- Memorial Day
- Juneteenth

PROCEDURES for ARRIVAL AND DISMISSAL

Arrival - It is important that caregivers arrive on time as a regular start to learning is important. We ask that you notify the staff if there are any changes to your arrival time and that you keep delays to a minimum.

Dismissal - We would like to request that you pick your child up promptly at the end of the session. A consistent pick up time is critical to your child's sense of safety and trust.

Late Pick-Up A pattern of habitual lateness will be addressed by the Director of Student Services.
If a child is chronically picked up late from their scheduled dismissal time, a meeting will be scheduled which will result in the assignment of fees (see below).This protocol will be strictly enforced for a variety of reasons including:

- Restrictions on the number of staff and children in the program at any one time
- Your child worries if you're not there when expected.

Late pick up fees will commence at 11:30am and 3:15pm or at the conclusion of the pickup process, whichever is later.

$1.00 per minute

$2.00 per minute (assessed on the 6th late pickup)

$4.00 per minute (assessed on the 8th late pickup)

After 10 late pickups a meeting will be held to discuss continued enrollment and/or moving the child to a different session.

Please note: Once the pickup process ends your child will be brought to the office to wait for you. You must park and come in to collect them. Please help us by calling if you have an unavoidable emergency. We don't want your child to worry or stress about why you might be late picking them up. We will begin calling emergency contacts and if no one can be reached within 30 minutes of pick up time, it may be necessary for us to contact the local authorities. We will do everything in our power to avoid this severe action.

TRAFFIC PLAN/TRANSPORTATION

It is the responsibility of the caregivers to provide transportation for their preschool child, unless otherwise stated. The Preschool Traffic Plan is linked here: 2026-2027 Preschool Traffic Plan. Administrators and staff will notify families in writing as to changes in the protocol for arrival and dismissal.
Note: Caregivers are responsible for transportation of your child in the event of illness.

ATTENDANCE POLICY

Attendance is recorded daily. If a child will not be in attendance for any reason, the caregiver must call the Page Hilltop School main office to report the absence at 978-772-8600 x 1402

CAREGIVER COMMUNICATION

The staff will support and share information with the families of preschool students in the following ways:

- Early Childhood website https://www.asrsd.org/domain/53
- Surveys for caregiver input
- Monthly newsletters updating theme activities, birthdays, special events, etc.
- Written progress reports two times per year
- Caregiver-teacher conferences as noted on the district calendar.
- Handouts may be sent home or articles shared to assist you in your very important role as a

caregiver
- Caregiver workshops on topics that are key to student success

AUTHORIZATION TO RELEASE CHILD

Your child must be picked up by an adult who is at least 18 years old and listed on your emergency dismissal form. Only those individuals listed as authorized pick-ups are allowed to pick up your child (this person may be asked to show ID.) In order for your child to be released to a person other than the caregiver or legally authorized pick-up, permission must be given to the teacher in writing. Verbal permission is not enough, however, we can accept email requests.

AT NO TIME WILL REQUESTS BE ACCEPTED BY PHONE UNLESS IT IS AN EXTREME EMERGENCY.

FAMILY ENGAGEMENT

Families are invited to an orientation meeting prior to the start of the school to become familiar with program policies and procedures and are strongly encouraged to participate in school-wide and preschool only family events held throughout the year.

Preschool family engagement and outreach may include communication via phone and email, in-person or virtual caregiver workshops, guest speakers, Open House Night, caregiver conferences, PTO meetings or other events designed to engage with families as educational partners. A calendar of events will be provided to families in early fall.

Please become an active participant in your child's educational program. We hope that you become comfortable sharing information with the preschool team that supports the healthy development and growth of your child.

FAMILY INVOLVEMENT/VISITORS

As caregivers, you can be the most important influence on your child's development. We encourage your interest, ideas and participation in your child's program. The more we coordinate our efforts, the more likely it will be that your child has a successful experience.

Please request a phone appointment or online appointment with your child's teacher using the contact information provided on pages 3-4 of this handbook.

STUDENT RECORDS

An Emergency Information Record will be maintained to provide easy access to vital information in the event of a medical emergency or unanticipated program emergency. Please select emergency contacts that are available to quickly respond to a call/message from the school.

A student record file will be maintained for each child and kept in a secure place. Records will include the registration documents, anecdotal notes, copies of accident/incident forms, etc. Caregivers may request to see their child's file at any time. Information will only be released with a written statement signed by the caregiver. The only exception will be for information concerning allergies.

SCHOOL HEALTH OFFICE/NURSE

The school nurse is available during school hours, 8:25am- 3:25pm. The health office follows the regulations/guidelines established by the Massachusetts Department of Public Health and Department of Education. The health office also follows the policies/procedures established by the Ayer Shirley Regional School District, local Board of Health, and attending school physician- Dr. Godfrey.

TOILETING

While we know that many preschool-aged children are toilet trained, we understand that some children will require assistance with toileting. Bear in mind that time spent in toileting takes time away from learning, play and socializing. We strongly encourage families to consistently work with their preschool-aged child in becoming successful in 'toileting'. If your child is still going through the toilet training process, caregivers **MUST SUPPLY** **ALL MATERIALS FOR THE ENTIRE PRESCHOOL DAY.** This includes pull ups, wipes, training pants, extra changes of clothing, etc. We will send home any soiled clothing in plastic bags for you to clean and return with your child. All staff will take universal precautions and wear sterile gloves when assisting a child, changing pull ups or handling soiled clothing. All staff and children will also use antibacterial soap at the time of toileting and changing tables if needed will be sanitized between uses.

CLOTHING

Please dress your child in comfortable clothing that allows movement and is easy for the child to manage.

It is requested that caregivers send in a complete set of seasonably appropriate clothes for their child including: underwear, socks, pants and a shirt. Please label the set of clothes with your child's name and place them into a large Ziploc freezer bag, also labeled with your child's name and delivered to school on the first day. This clothing will be kept at school in case of an accident or spill.

Children should come dressed appropriately for outside play all year long. Boots, mittens, hats, coats/snowsuits will be needed through the winter and early spring. **Please label** all outerwear with your child's full name to avoid confusion or loss.

SHAPING BEHAVIOR/POSITIVE REINFORCEMENT

Staff utilize positive reinforcement to shape behavior. Many instructional strategies including Applied Behavior Analysis (ABA) will be applied as needed to support children in developing self regulation skills and socially acceptable behavior (please see some examples of strategies listed below).

With the goal of learning how to independently manage and control behavior, children who demonstrate inappropriate behavior will be reminded in a calm manner that their behavior is not part of the group plan. Students will be redirected to a more appropriate activity. If problem behaviors continue, staff will be sure to communicate with caregivers to find positive means to assist the child in improving their behavior/self regulation.

Examples:

- Careful layout/organization of activity centers and toys to limit distractions
- Consistent but flexible schedules/routines and expectations
- Utilizing simple and concrete language in speaking to the child supported with visuals
- Setting developmentally appropriate rules and boundaries
- Giving structured choice rather than open choice
- Modeling appropriate behavior
- Encouraging independence
- Providing redirection
- Praising appropriate behavior in the child and others
- Providing alerts prior to major changes, transitions, etc

PEER INTERACTIONS

Throughout the coming days/weeks/months tuition based preschool students attending the Integrated Preschool Program may be asked to join peers who may have some limitations in play, social activities, and specialized lessons in a small group setting outside of the preschool classroom. This integrated practice will allow our students with special needs an opportunity to practice language and friendship skills in a smaller, quieter setting.

Given caregiver permission, peers will be asked to rotate in and out of these specialized lessons for students with disabilities.Opportunities to join preschool students and staff will not interfere with any special events or field trips planned by our preschool teachers. Our staff is highly trained and we are currently maintaining a very good staffing ratio of adults to students. If you do NOT want your child to participate in this integrated peer opportunity, please email the Director of Student Services.

SHARING/TOYS

Bringing personal toys to school is not allowed. Our classrooms are equipped with many toys and activities. Please be reminded that toy weapons, action figures, as well as any pointed or sharp objects are not appropriate for school.

SNACK

Children attending the Ayer Shirley Regional School District Early Childhood Preschool programs need to bring a nutritious snack and beverage (s) each day. The ASRSD Wellness Policy requires this snack to be nutritious (i.e. fruit,juice, crackers and peanut butter, yogurt, raisins, cheese, sandwich). Please do not send in soda or candy or any glass containers.

Food allergies and any dietary restrictions must be brought to the attention of the staff.

This information will be posted in the School Health Office and all who work with the child will be alerted.

BIRTHDAYS

Birthdays are a very special occasion for young children. Every child's birthday can be celebrated here at school. Please check with your child's teacher to best determine how to safely recognize the birthday child on their special day

FIRE DRILLS

The signal for a fire drill is the repeated ringing of the fire alarm bell. Preschool students will be supported to leave the building by routes indicated in each classroom. Preschool students will learn to listen quietly for instructions during the practice drills. Every person within the school building, including visitors, must evacuate the building when the fire alarm rings. Fire drills will be held by the school and the Town of Ayer Fire Department several times throughout the year.

VOLUNTARY WITHDRAWAL FROM THE PROGRAM

If for any reason a child will no longer attend the Integrated Preschool Program, caregivers must notify the school in writing of their decision. Please include the child's name, name of custodial caregiver, address, reason for withdrawal and final date of attendance.

Staff will assume the child is still enrolled in preschool unless notified in writing and monthly tuition will be charged.

TERMINATION OF PLACEMENT

Termination of preschool services will be determined by the following guidelines:

- Chronic tardiness: If after several warnings, a caregiver is continually late in picking up your child, a meeting will be arranged with the Director/Principal to discuss the reasons. Termination of placement will result, if no reasonable solution can be reached.
- Non-payment of tuition/fees: The Director/Principal will meet with caregivers to discuss the non-payment reasons. A reasonable payment plan may be arranged as an option. Failure to follow the payment plan will result in termination of the placement.
- In the unlikely event that a child is unable to adjust to the Ayer Shirley Regional School District's program, becomes a chronic disruption to the program, or is a danger to themselves or the other children in the program, a meeting will be arranged to discuss possible resolution of the issue. If no reasonable solution can be reached, termination of placement may result.
- If the program is determined not to meet the educational needs of a child, a meeting will be arranged to determine the best solution (including need for referral services). If no reasonable solution can be reached, termination of the placement may result

FAMILY RESOURCES

Ayer Shirley Regional School District website link:
http://www.asrsd.org

Early Childhood Program webpage
https://www.asrsd.org/early-childhood-program/about

Learn the Signs. Act Early. CDC Developmental Milestones- Free App
https://www.cdc.gov/ncbddd/actearly/milestones/index.html

MA Curriculum Frameworks (available as a free pdf download)
http://www.doe.mass.edu/frameworks/current.html

DESE website link:
https://www.doe.mass.edu/specialeducation/families/prb/default.html

Translated IEP Forms & Notices
DESE website link:
http://www.doe.mass.edu/sped/iep/tforms.html

The Family Education and Privacy Act (FERPA)
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm

Appendix B: Middle School Handbook Addendum

Ayer Shirley Regional Middle School Student/Caregiver Handbook Addendum

2026-2027

Ayer Shirley Regional Middle School
1 Hospital Road
Shirley, Massachusetts 01464
Phone: 978-772-8600
Fax: 978-425-0474
Online at www.asrsd.org

Middle School Daily Schedule

BELL SCHEDULE 2026-2027					
	MON	TUE	WED	THU	FRI
7:45-7:50 (5)	AM HR	AM HR	AM HR	AM HR	AM HR
7:53-8:40 (48)	A	B	C	D	E
8:43-9:30 (47)	B	C	D	E	F
9:33-10:20 (47)	C	D	E	F	G
10:23-11:10 (47)	D	E	F	G	A
11:13-12:30 (48) *6th Lunch 11:13-11:38* *7th Lunch 11:39-12:04* *8th Lunch 12:05-12:30*	E	F	G	A	B
12:33-1:20 (47)	F	G	A	B	C
1:23-2:10 (47)	G	A	B	C	D
2:13-2:15 (2)	PM HR	PM HR	PM HR	PM HR	PM HR

Middle School Daily Life

Arrival and Dismissal Procedures
Buses drop off and pick up students at the side driveway near the gym. Walkers and students being dropped off/picked up by caregivers should use the front circular driveway. **Please do not park in the bus lane at any time.**

Before School Student Locations
Upon arriving, students are expected to report to the gym or cafeteria. Students participating in breakfast will report directly to the cafeteria. All other students will report to the auditorium or gym and sit with their grade level. If attending extra help, students will check-in with the main office before proceeding to the academic wings.

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.

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.

Lockers
Each student is assigned a locker during the first week of school. This provides a place for the student to store their 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.

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.

Cafeteria Guidelines
- All students must go to the cafeteria during their assigned lunch periods and remain there until dismissed to class.
- 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.

Food and Beverage Guidelines

- Students are responsible for cleaning up after themselves
- Food and beverages are consumed in the cafeteria.
- Water and beverages outside of the cafeteria must be kept in a securely capped bottle.
- Students may bring their own lunch and snack from home.
- Students/Families cannot have food delivered during school hours (e.g.,DoorDash, Uber Eats, pizza, etc.)
- Food for birthdays or classroom celebrations is prohibited.

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.

Hall Passes

Students who need to go anywhere in the building other than at regular passing times must have a signed hall pass.

Tardiness

Students are expected to be in homeroom by the start of the school day. Any student outside the classroom will be recorded as “tardy” for daily attendance. Tardies not excused per the attendance policy are considered to be unexcused. If a student has more than 5 tardies in a trimester they will receive a detention.

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.

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, caregiver 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 caregiver.

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		

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.

Caregiver Conferences
Conferences are routinely scheduled in November and February. They may also be requested at any time throughout the year by caregivers or teachers.

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.

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 at least one-half of the school day to be eligible to participate in athletic or extracurricular activities outside of the school day. To participate in activities scheduled over a weekend, holiday, or vacation, students must be present for at least one-half of the last scheduled school day preceding the weekend, holiday, or vacation.

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 caregivers 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.

- 3.5 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.

Student Expectations and Discipline

We believe that all children are capable of achieving their best and can improve their behavior when necessary through instruction, support, and coaching from staff. Students may need different amounts of time, attention, and support to behave responsibly. Students are more successful when they understand the behavioral expectations, know that staff members care and will support them, staff consistently use shared language and practices, and all staff provide recognition and feedback for behaving appropriately and making their best effort.

Student Responsibilities and Expected Behaviors

Personal Conduct & Character
Attend school regularly and on time.
Remain in the school building during the school day unless supervised by a staff member.
Accept direction, feedback, and support respectfully from adults.
Make responsible behavioral and academic choices.
Be truthful and accountable for your words and actions.
Make an effort to correct and improve behavior through restorative interventions.
Dress appropriately.

Cooperating with Others
Treat others the way they want to be treated.
Express your thoughts and opinions in ways that are polite, respectful, and courteous.
Listen when others are speaking.
Respect others' personal space and keep your hands to yourself.

Request permission to use the property that belongs to others and take care of it.
Work collaboratively with others in small and large groups.

Learning
Come prepared to class.
Remain in class for the full class period.
Complete high quality work.
Do your best.
Submit your OWN academic work.
Follow the acceptable use policy for technology.

ASRMS uses a progressive disciplinary approach which is outlined in the district code of conduct. Specific information about these practices at the Middle School is included below.

- **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.

- **Restorative Practices:** Student working with staff and/or students to remedy damage to the school community through discussion and/or service. When feasible, restorative practices will be used as an alternative to traditional disciplinary consequences.

- **Caregiver Contact:** Caregiver is notified via phone or email regarding student behavior, supports provided, and potential disciplinary consequences.

- **Office Detention:** A consequence given by an administrator for violation of the ASRMS Student Code of Conduct or by staff referral. During detention students are expected to be engaged in academic work. If a student reports for detention and is unprepared, administration reserves the right to dismiss the student and reassign the detention. Detention cannot be rescheduled except in extenuating circumstances and with the prior approval of an administrator. If a student skips a detention, one additional day of detention will be assigned. If a student does not report for the reassigned 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.

Levels of Accountable Consequences & Restorative Interventions

When students engage in unskillful, inappropriate, or unacceptable behavior, **accountable consequences** intensify as violations become more serious. Multiple violations for the same behavior may warrant more intensive consequences at a higher level. All consequences aim to treat students fairly and with respect, dignity, and decency. Consequences are delivered within five levels. Assigned consequences for disciplinary offenses are aligned to **restorative interventions.**

Level	Behavior Violation	Action
Level 1	Minor classroom and minor public space behavioral incidents	1. **No send out-** Student remains in classroom. 2. 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. 3. Teacher documents the incident in the school's student database in order to observe trends that need to be addressed if behaviors become chronic.
Level 2	Persistent, low-impact classroom behavior violations, more serious public space violations, and non-violent personal misconduct	1. **No send out-** Student remains in class. 2. Referral submission 3. Caregiver contact 4. Detention and/or intervention including restorative practices when applicable. *Accumulation of referrals may prompt a Level 3 response.
Level 3	More serious behavior violations as determined by their severity and frequency	1. Teacher contacts AP to remove student from class 2. Referral submission 3. Caregiver conference 4. Send-out and possible detention(s) or ISS

		5. Intervention determined.
Level 4	Repetitive or high- impact behavior violations that involve verbal and physical violence and violations that have a destructive or disruptive impact on the school community	1. Teacher contacts AP to remove student from class 2. Referral submission 3. Caregiver conference + possible ISS for remainder of the day or possibly emergency removal 4. 1-4 Days OSS 5. Intervention determined.
Level 5	Behaviors that present the most serious level of threat and harm to individuals and the school community	1. Teacher contacts AP to remove student from class 2. Referral submission 3. Caregiver conference 4. 5 or more days Day OSS/Expulsion 5. Intervention determined.

Behavior Violation and Consequences Matrix

Behavior Violation	Incident Category	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
CLASSROOM VIOLATIONS							
Procedural violation	Create a log entry	**X**					Does not bring necessary materials to class. Does not manage classroom materials. Does not complete assigned work.
Non-cooperation and non-participation	Create a log entry	**X**					Non-participation in learning activities. Initiating or joining conversations with another student. Playing around or goofing with others. Difficulty working cooperatively with others.
Low level impulse control, self-management, and dysregulation.	Create a log entry	**X**					Distracting or disruptive movement or noise. Interrupting or blurting out inappropriate comments. Persistent complaining. Inability to work silently without bothering others. Inability to manage confusion, frustration, or anger effectively. Persistent attention seeking behaviors.

High level impulse control, self-management, and dysregulation	Create a log entry **Level 2** *(if persistent)* *Disruption*	X	X				Out of control emotions and behaviors. Deliberate use of negative speech that sabotages the group.
ACADEMIC DISHONESTY							
Plagiarism/ copying/cheating	Create a log entry **Level 2** *(if persistent)* *Cheating*	X	X				Representing others' words or ideas as one's own. First offense: student receives a zero with the opportunity to submit the assignment, teacher notifies caregiver. Second offense and beyond: after school detention, student will receive a grade of zero without the opportunity to resubmit the work.
Altering or falsifying records or signatures	Create a log entry **Level 2** *(if persistent)* *Plagiarism*	X	X				
Assisting another student in any of the above acts	Create a log entry **Level 2** *(if persistent)* *Cheating*	X	X				
Any of the above acts, persistent or involving a group of students	*Cheating*		X	X			The incident has a far reaching impact on the community.
Behavior Violation	**Incident Category**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
AGGRESSION							
Verbal Aggression Directed Toward Adults							
Hostile,	*Insubordination*		X	X			

oppositional, confrontational refusal to comply with staff directives							
Persistent refusal to stop for staff, creating a potentially dangerous/unsafe situation.	*Insubordination*			**X**	**X**		
Cursing, use of insulting, defaming, vulgar, or abusive language directed at an adult	*Inappropriate Language*		**X**	**X**			
Verbal or written threats	*Abusive Language*			**X**	**X**	**X**	The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property, or in notes, texts, email, postings on internet sites, or through other electronic mechanisms.
Physical Contact / Aggression Directed Toward Adults							
Accidental physical contact	Create a log entry	**X**					Accidental contact with no verbal or physical threats or gesturing.
Low level physical aggression	*Physical Aggression*		**X**	**X**			Anger or frustration that presents itself through hitting or grabbing
High level physical aggression	*Physical Aggression*				**X**	**X**	Targeted and intentional spitting, hitting, biting, throwing items at people, hair pulling, choking, kicking, shoving, punching, scratching.
Physical intimidation/ posturing	*Physical Aggression*			**X**	**X**	**X**	Posturing with gesture(s) or body language. The intensity of the threat needs to be considered when assigning the level.

Physical Assault	*Physical Aggression*					**X**	Using force or violence to injure a person, causing serious bodily harm. May include the use of weapons.
Verbal Aggression Directed Toward Students							
Cursing, use of insulting, defaming, vulgar or abusive language directed at students	*Inappropriate Language*		**X**	**X**			
Verbal or written threats	*Abusive language*		**X**	**X**	**X**		The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property or in notes, texts, email, postings on Internet sites or through other electronic mechanisms.
Physical Contact / Aggression Directed Toward Students							
Accidental physical contact	No documentation	**X**					Accidental contact with no verbal or physical threats or gesturing.
Low level physical aggression	*Physical aggression*		**X**	**X**			Anger or frustration that presents itself through hitting or grabbing
High level physical aggression	*Physical aggression*			**X**	**X**	**X**	One person engages in grabbing, biting, spitting on, hitting, kicking, punching or physically intimidating another person
Physical intimidation/ posturing	*Physical aggression*			**X**	**X**		Threatening with a gesture(s) or body language an individual or group.
Fighting involving two students with no significant medical intervention required.	*Fighting*			**X**	**X**		Students involved in pushing, shoving, hitting, scratching, kicking, or punching. Application of reasonable force in self-defense is a consideration
Fighting	*Fighting*				**X**	**X**	Students involved in pushing,

involving two or more students with need for significant medical attention							shoving, hitting, scratching, kicking, or punching. Application of reasonable force in self-defense is a consideration
Fighting involving three or more students (disrupts the safety and order of the school climate, and disrupts the educational process for staff and students)	*Fighting*				**X**	**X**	Causes administration to initiate emergency procedures, which requires submission to the Superintendent's office Application of reasonable force in self-defense is a consideration
Physical assault	*Physical Aggression*				**X**	**X**	Using force or violence to injure a person, causing serious bodily harm. May include the use of weapons. (police notified)
Behavior Violation	**Incident Category**	**Leve l 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
ARSON							
Intentionally starting a fire.	*Arson*			**X**	**X**	**X**	Report to fire marshall
ATTENDANCE **(Multiple violations may warrant Level 3 consequences but do not include out-of-school suspension.)**							
Late arrival to school/tardy	No documentation	**X**	**X**				The frequency of incidents needs to be considered when assigning levels. Considerations for new students should be made as they are learning school building routines.
	Level 2: *(if persistent)* *Tardy*						
Cutting class	Skip class		**X**				

Leaving school without permission	*Leaving School Grounds*		X	X			
BULLYING, HARASSMENT, AND BIAS-RELATED INCIDENTS							
Hurtful teasing and name-calling (non-bias related)	*Abusive language*		X	X			Hurtful is defined as words that trigger a targeted student's emotional distress
Bullying - verbal or physical aggression behaviors targeted to an individual	*Bullying*			X	X		Involves repetitive incidents and an imbalance of power without evidence of bias
Bullying – incidents that cause serious physical harm to the person targeted or seriously damage a person's name and reputation	*Bullying*				X	X	Serious harm involves sustained emotional distress and a sustained negative impact on the student and/or their experience at school
Cyberbullying	*Bullying*			X	X	X	Any words, actions, or conduct that meet the definitions of bullying and are conveyed via email, text message, online chats, interactions on social media, or other electronic media This may include incidents that originate on a home device that cause serious disruption within the school community
Online boundary violations involving staff				X	X	X	Using social media or other electronic means to access, contact, monitor, impersonate, or interfere with a staff member's personal life. This includes repeatedly contacting personal accounts, creating fake accounts, sharing private information or images,

							contacting family members, or encouraging others to target the staff member. This may include off-campus conduct that causes serious disruption within the school community.
Non-sexual harassment - This includes targeting an individual or a group based on a person's actual or perceived color, disability, ethnic group, gender, national origin, race, religion, weight, sexual identity and gender identity	*Harassment*				**X**	**X**	Conduct or verbal threats, intimidation, or abuse, including posting or publishing video, audio recordings or pictures, that create a hostile environment
Cyberharassment	*Harassment*				**X**	**X**	Any words, actions, or conduct that meet the definitions of harassment and are conveyed via email, text message, online chats, interactions on social media, or other electronic media. This may include incidents that originate on a home device that cause serious disruption within the school community
Sexual orientation harassment	*Harassment*				**X**	**X**	Creation of a hostile environment by expressing a negative opinion toward an individual or group of persons based on their sexual attraction toward or responsiveness to members of the opposite or same sex. The frequency of the violation needs to be considered when assigning the level.

Explicit act of racial bias	*Other*			X	X	X	The demonstration by an individual of overt racial discrimination toward some individuals or groups and/or demonstrates overt favoritism/ privileging of other individuals or groups
Hate speech or acts	*Other*			X	X	X	Any spoken, written, electronic communication, signage, physical gestures, words/ symbols on apparel or other items that carry, incite, or express hatred against a group of persons, particularly an oppressed or marginalized group, defined in terms of race, ethnicity, national origin, gender, religion, sexual orientation, disability, language, or other protected groups.
Hate crime	*Other*				X	X	Incident that becomes a crime when hate speech or acts involve a threat or act of violence directed at a person because of their real or perceived race, ethnicity, national origin, gender, religion, sexual orientation.
Behavior Violation	**Incident Category**	**Leve l 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
Bus Misconduct							
Not following bus safety expectations. This includes standing up while the bus is moving, changing seats, and throwing objects out of window	*Insubordination*		X	X	X		Suspension of bus privileges would be considered for a reasonable amount of time
Behavior Violation	**Incident Category**	**Leve l 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
Personal Electronic Devices							
Unauthorized	Create a log	X					1st offense: Cell phone is

use of personal electronic device in/out classroom	entry						confiscated for the remainder of the day.
	Level 2: *(if persistent)* *Unauthorized Device Use*		X				2nd offense: Cell phone is confiscated for the remainder of the day. The caregiver is contacted. 3rd offense or more: Cell phone is confiscated for a longer duration including a daily drop-off in the main office.
Unauthorized use of recording devices (audio or video)			X	X	X	X	The frequency and severity of the incident needs to be considered when assigning levels.
Damage to Property							
Intentionally damaging or destroying property of a student, adult, or the school district	*Vandalism*		X	X			The frequency and severity of the incident needs to be considered when assigning levels. Should require some form of restitution.
Dress Code and Personal Property							
Dress code violation	No documentation	X	X				The frequency of the incident needs to be considered when assigning levels.
	Level 2: *(if persistent)* *Dress Code Violation*						
Refusal to comply with directives to put away personal property (toy, device, etc)	Create a log entry	X	X				
	Level 2: *(if persistent)* *Insubordination*						
Persistent refusal to comply with	*Insubordination*		X	X			

directives to put away personal property (toys/phone, etc), creating consistent disruption to the learning environment.							
Behavior Violation	**Incident Category**	**Leve l 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
Drugs and Alcohol							
Under the influence	*Use/Possession of Alcohol* *Use/Possession of Controlled Substances*		**X**	**X**	**X**		Includes vaping of tobacco or unauthorized substances. The frequency of the violation needs to be considered when assigning the level.
Possession or use	*Use/Possession of Alcohol* *Use/Possession of Drugs* *Use/Possession of Tobacco*		**X**	**X**	**X**	**X**	
Distribution or sale of	*Use/Possession of Alcohol* *Use/Possession of Drugs* *Use/Possession of Tobacco*		**X**	**X**	**X**	**X**	
False Activation and Threats							
Pulling fire alarm	*Bomb Threat/ False Alarm*			**X**	**X**		
Making a false bomb report or perpetuating a bomb hoax that jeopardizes	*Bomb Threat/ False Alarm*				**X**	**X**	

safety							
Communicating a terroristic threat, threat of mass violence or perpetuating a terroristic hoax	*Bomb Threat/ False Alarm*				**X**	**X**	
Misuse of 911	*Bomb Threat/ False Alarm*			**X**	**X**		
Verbal or written threat involving weapons against school community	*Bomb Threat/ False Alarm*				**X**	**X**	
Tampering with or discharging a fire extinguisher	*Property Destruction / Vandalism*			**X**	**X**		
Tampering with or opening AED boxes	*Property Destruction / Vandalism*			**X**	**X**		
Gambling							
Engaging in any form of games of chance or betting for money or objects of value	*Other*		**X**	**X**			
Behavior Violation	**Incident Category**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
Possession of Inappropriate or Obscene Materials							

Including print, illustrations, or electronic images and video	*Other*			**X**	**X**	**X**	This includes all video of sexual acts and child pornography
Including objects that may create any unsafe school environment	*Other*			**X**	**X**		
Public Space Misbehavior							
Running, excessive noise; play fighting, loitering	Create a log entry **Level 2:***(if persistent)* Disruption	**X**	**X**				Frequency of incidents needs to be considered when assigning level
Recording, photographing , or filming or otherwise documenting other individuals without their consent.	*Technology Violation*		**X**	**X**			
Opening a door to the outside to prop it open, or to allow any individual to enter the building	*Other*			**X**	**X**		
Inciting or participating in a disturbance that disrupts normal operation of the school	*Disruption*			**X**	**X**		

Sexual Misconduct							
Mutual sexual contact between students	*Inappropriate Display of Affection*		**X**	**X**			Physical contact including, but not limited to, intimate touching, fondling, and kissing at school or a school-sponsored activity between two or more students.
Sexual harassment	*Harassment*				**X**	**X**	Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school system's education program or activities.
Sexual offense	*Other*				**X**	**X**	Sexual intercourse, sexual contact, or other behavior intended to result in sexual gratification without force or threat of force.
Behavior Violation	**Incident Category**	**Leve l 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
Theft							
Taking another person's property without their consent.	*Theft*		**X**	**X**	**X**		
Weapons Violations							
Possession of a weapon (excluding firearms or powerful explosives)	*Use/Possession of Weapon* *Use/Possession of Combustibles*			**X**	**X**	**X**	Includes knives, other sharp objects such as razor blades, other objects such as brass knuckles, substances such as mace, a BB gun or pellet gun, and any other item being used as a dangerous weapon.
Possession of firearm or any other gun	*Use/Possession of Weapon*				**X**	**X**	Includes handgun, shotgun, rifle, starter gun, flare gun
Possession, sale, distribution, detonation, or threat of detonation of	*Use/Possession of Weapon*				**X**	**X**	Examples: bomb, grenade, improvised explosive device

incendiary or explosive device	*Use/Possession of Combustibles*						

Appendix C: High School Handbook Addendum

Ayer Shirley Regional High School
Student/Caregiver Handbook Addendum

2026-2027

Ayer Shirley Regional High School
141 Washington Street
Ayer, Massachusetts 01432
Phone: 978-772-8600
Fax: 978-772-8615
Online at www.asrsd.org

Ayer Shirley Regional High School Mission Statement

It is the mission of Ayer Shirley Regional High School, ASRHS, in partnership with caregivers and community members, to develop self-motivated, lifelong learners, who are active and productive contributors to their communities, and who respect one another and honor diversity. In a safe environment, the school will promote an atmosphere of academic excellence, provide opportunities for students to be challenged, and meet the learning needs of all.

ASRHS CORE Values
Acceptive **S**upportive **R**espectful **H**onest **S**elfless

Bell Schedules

Regular Schedule (Advisory Day/Non Advisory Day)

	A Day	B Day	C Day	D Day	E Day	F Day	G Day	Directed Study/Advisory Day	Non-Advisory Day
P1	A	B	C	D	E	F	G	7:55-8:45 (50)	7:55-8:48 (53)
P2	B	C	D	E	F	G	A	8:48-10:04 (76)	8:51-10:14 (83)
P3	C	D	E	F	G	A	B	10:07-10:57 (50) DIRECTED STUDY /ADVISORY 11:00-11:21 (21)	10:17-11:10 (53)
P4	D	E	F	G	A	B	C	11:24-12:39 (50 + 25 lunch)	11:13-12:32 (53 + 25 lunch)
P5	E	F	G	A	B	C	D	12:42-1:32 (50)	12:36-1:29 (53)
P6	F	G	A	B	C	D	E	1:35-2:25 (50)	1:32-2:25 (53)
	Drop G	Drop A	Drop B	Drop C	Drop D	Drop E	Drop F	Lunch #1: 11:24 - 11:49	Lunch #1: 11:13 - 11:37
								Lunch #2: 11:49 - 12:14	Lunch #2: 11:41 - 12:05
								Lunch #3: 12:14 - 12:39	Lunch #3: 12:09 - 12:32

Half-day Schedule (without Lunch and with lunch)

	A Day	B Day	C Day	D Day	E Day	F Day	G Day	Half Day w/out Lunch	Half Day with Lunch
P1	A	B	C	D	E	F	G	7:55- 8:27 (32)	7:55 - 8:19 (24)
P2	B	C	D	E	F	G	A	8:30 - 9:03 (33)	8:22 - 8:46 (24)
P3	C	D	E	F	G	A	B	9:06 - 9:38 (32)	8:449- 9:13 (24)
P4	D	E	F	G	A	B	C	9:41 - 10:14 (33)	9:16 - 9:40 (24)
P5	E	F	G	A	B	C	D	10:17 - 10:49 (32)	9:43 - 10:07 (24)
P6	F	G	A	B	C	D	E	10:52 - 11:25 (33)	10:10 - 11:25 (50 + 25 lunch)
	Drop G	Drop A	Drop B	Drop C	Drop D	Drop E	Drop F	NO LUNCH	Lunch #1: 10:10 - 10:35
									Lunch #2: 10:35 - 11:00
									Lunch #3: 11:00 - 11:25

90 Minute Early Release Schedule

	A Day	B Day	C Day	D Day	E Day	F Day	G Day	90 Minute Release
P1	A	B	C	D	E	F	G	7:55 - 8:37 (42)
P2	B	C	D	E	F	G	A	8:40 - 9:22 (42)
P3	C	D	E	F	G	A	B	9:25 - 10:07 (42)
P4	D	E	F	G	A	B	C	10:10 - 10:52 (42)
P5	E	F	G	A	B	C	D	10:55 - 12:10 (50 + 25 lunch)
P6	F	G	A	B	C	D	E	12:13 - 12:55 (42)
	Drop G	Drop A	Drop B	Drop C	Drop D	Drop E	Drop F	Lunch #1: 10:55 - 11:20
								Lunch #2: 11:20 - 11:45
								Lunch #3: 11:45 - 12:10

One Hour + Two Hour Delay Schedules

	A Day	B Day	C Day	D Day	E Day	F Day	G Day	1 Hour Delay	2 Hour Delay
P1	A	B	C	D	E	F	G	8:55 - 9:43 (48)	9:55 - 10:31 (36)
P2	B	C	D	E	F	G	A	9:46 - 10:34 (48)	10:34 - 11:10 (36)
P3	C	D	E	F	G	A	B	10:37 - 11:25 (48)	11:13 - 12:28 (50 + 25 lunch)
P4	D	E	F	G	A	B	C	11:28 - 12:43 (50 + 25 lunch)	12:31 - 1:07 (36)
P5	E	F	G	A	B	C	D	12:46 - 1:34 (48)	1:10 - 1:46 (36)
P6	F	G	A	B	C	D	E	1:37 - 2:25 (48)	1:49 - 2:25 (36)
	Drop G	Drop A	Drop B	Drop C	Drop D	Drop E	Drop F	Lunch #1: 11:28 - 11:53	Lunch #1: 11:13 - 11:38
								Lunch #2: 11:53 - 12:18	Lunch #2: 11:38 - 12:03
								Lunch #3: 12:18 - 12:43	Lunch #3: 12:03 - 12:28

Statement of Accreditation

The Committee on Public Secondary Schools recently reviewed the report from the Collaborative Conference visit to Ayer Shirley Regional High School and voted to award the school continued Accreditation in the New England Association of Schools and Colleges.

ASRHS is accredited by the New England Association of Schools and Colleges, Inc., NEASC, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate education.

Accreditation by the NEASC is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the NEASC should be directed to the administrative staff of the school or college. Individuals may also contact the Association via mail at:

New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01750-1433 or via phone at 617-271-0022.

Graduation Requirements, Promotion, and Credits

Promotion and Graduation Criteria

After adopting the Mass Core program of study as recommended by the Massachusetts Department of Elementary and Secondary Education, to better prepare all students for college and career, ASRHS will require completion of the indicated credits in each of the listed disciplines below.

Promotion from grade to grade is determined by credits earned through successful completion of scheduled courses. Credits are allotted on the basis of the amount of time that a class meets. Students will be required to take a full academic load eliminating free periods. The number of credits listed below must be earned prior to the beginning of the school year in order for a student to be promoted to the next grade level. For academic purposes, the number of credits earned will determine the class to which the student belongs.

Grade level requirements for promotion are as follows:

Grade 9 to 10: 25 Credits
Grade 10 to 11: 50 Credits
Grade 11 to 12: 75 Credits
Graduation: 105 Credits

Subjects required for graduation are as follows:

Subject/Course	Study Length	Number of Credits
English (or equiv. Humanities)	4 Years	20
Mathematics	4 Years	20
Science/Technology/Engineering	3 Years (lab-based)	15
History/Social Science	3 Years (lab-based)	15
World Language	2 Years (of same language)	10
Fine/Performing Arts	1 Year	5
Financial Literacy	1 Semester	2.5
Physical Education/Wellness	1 course each year	10
Community Service Hours	50 hours over 4 years	None

In addition to local graduation requirements, Competency Determination (CD) is a requisite for high school graduation under Massachusetts' state law, which requires students to demonstrate mastery of a

common core of skills, competencies, and knowledge in the areas of Mathematics, English Language Arts, and Science & Technology/Engineering as measured by the MCAS. Competency Determination is earned when a student participates in the high school administration of the ELA, Math, and STE MCAS, and successfully completes courses in Grades 9 and 10 in Humanities, Algebra, and Geometry, and successfully completes Biology, Chemistry, Physics, Introduction to Engineering Design, or Principles of Engineering. The full policy is included in the ASRSD School Committee Policy Manual, IKF-A. earning

Students transferring to ASRHS who have successfully met the standards of their previous school will have credits transferred in order to meet the requirements of Ayer Shirley Regional High School. It will be necessary for these students to meet ASRHS requirements from their date of entry. Transfer students will be ranked after two semesters of attending ASRHS. Students participating in dual enrollment are not included in class rank and GPA. Rank and GPA for dual enrollment students are based on the courses completed at Ayer Shirley Regional High School.

Community Service

Encourages students to become valuable resources to their communities through active participation in service programs. All students will fulfill fifty (50) hours of community service as a Commencement requirement. This requirement will be prorated for students entering after their sophomore year: junior year — 35 hours, senior year — 25 hours. *All documentation must be turned in by* ***March 1st*** *of the student's graduating year.*

For more detailed information regarding community services requirements please visit ASRHS School Counseling web page at:
http://www.edline.net/pages/Ayer_Middle-High_School/ASRHS_School_Counseling

Grade Weighting System

ASRHS distributes report cards quarterly. The grading scale is included below. ASRHS no longer ranks students. ASRHS uses a weighted grade point average (GPA) using a 4.0 scale. Courses are weighted according to difficulty. The marking system uses numerical grades which are converted to a grade point value using the chart below. ASRHS is a member of Virtual High School and Edgenuity. VHS standard courses are weighted in the GPA as college preparatory. VHS Honor and AP courses are weighted in the GPA calculation as Honors and AP.

Letter Grade	Numeric Grade	College Prep (+ 0)	Honors + CC (+ 0.5)	AP (+ 1.0)
A+	97-100	4.3	4.8	5.3
A	93-96	4.0	4.5	5.0
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.8	2.3
D	63-66	1.0	1.5	2.0
D-	60-62	0.7	1.2	1.7
F+	50-59	0	0	0
F	49 or below	0	0	0
NG	No Grade due to lack of attendance		Not included in the GPA Calculation	
SS	Summer School / Credit Recovery			
I	Incomplete			
M	Medical			
W	Withdrawn			
P	Pass			

Course Changes

As a general rule, students are not permitted to change courses without good cause. *However, if it is determined that a student has been misplaced, a change may be made within the* ***first ten school days of the semester.*** *Changes recommended by the current teacher, TEAM meetings or in extenuating*

circumstances may be made at appropriate times. Changes may require consultation with administration, the student, the teachers, a school counselor, and caregiver.

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.

Course Credit

To earn credit in a course, a student must achieve a passing grade and meet the minimum attendance requirement. A student who meets or exceeds 9 unverified absences in a semester, or meets or exceeds 18 in a year, will lose course credit. Those students who have lost course credit due to excessive absences must meet with their school counselor and an administrator to develop a credit recovery plan.

Appeals

Students have the right to appeal any loss of credit due to attendance to the Assistant Principal for the marking period immediately preceding the affected grade report only. This appeal must be submitted within ten (10) school days from the time report cards are distributed.

Credit Recovery

ASRHS does offer a summer credit recovery program using a virtual learning program. Students may not earn credit for classes due to academic failure or due to attendance failure. Although students may repeat failed courses at ASRHS in order to fulfill graduation requirements, students are strongly encouraged to repeat failed courses through a credit recovery program. If a student elects to take a recovery course outside of ASRHS, the student must receive prior approval from their school counselor.

Academic Failure of semester course or full year course with a grade of F (59 or lower): The student may make up the course by developing a credit recovery plan with their school counselor and assistant principal.

Attendance Failure (9 or more absences in a semester course; 18 or more absences in a full year course) of a course with a grade of D- or above: The student can earn the credit for course by making up the time by developing a credit recovery plan with their school counselor and assistant principal.

Student-athletes must earn course credit for all classes taken during a marking period. Failure to meet

course requirements will result in students becoming ineligible to participate in the athletic program. *Please note that the original course failure will remain on a student's transcript and will be reflected in the student's grade point average (GPA) calculation for those courses where the credit and grade are normally counted.*

External Academic Programs

This includes ALL coursework not included in the ASRHS program of studies. All summer school courses and those requested to accelerate standing within a content area must be pre-approved by the school counselor, (content area curriculum leader) and administrator. Accelerating standing within a curricular area may not be used to accelerate graduation date. The appropriate form must be completed.

Tardiness, MakeUp Work, and Age of Majority

Tardiness

Students are expected to be in their class or internship by the start of the school day according to the bell schedule. Any student outside the classroom (e.g., eating breakfast, walking to internship, etc.) will be be recorded as "tardy" for daily and period attendance. Tardies not excused per the attendance policy are considered to be unexcused. Students with excessive unexcused tardies may face disciplinary consequences from ASRHS administration.

If a student has more than 5 tardies in a semester they will receive Saturday Detention. (Please refer to the Student Code of Conduct and Discipline Policy for further information)

Student-athletes must be in class **no later than 9:15am** to be eligible to participate during practice and/or meets, matches, and games that specific day. In conjunction to this, **every three (3) tardies to school during a particular class will be counted as an absence for that class.**

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 high school office or the student's counselor. 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.

Honors and Advanced Placement Due Date Policy

- When an assignment was given over three days prior to the due date, students are expected to email/share their work by the beginning of class in the event that they are out that day.
- Students who are out when an assignment is given are responsible for getting make-up work, and will be expected to meet deadlines, unless they are out for prolonged periods of time (in which case a meeting will take place immediately upon the student's return to school to discuss a makeup timeline).
- If a student knows that he or she will be absent on a day when a paper or project is due, they must pass it in a day prior to the due date, or submit electronically on the day of the due date, by the beginning of the class period, in order to receive full credit.

Age of Majority

Students who reach eighteen (18) years of age assume those rights accorded to adults under federal and Massachusetts law, unless otherwise provided by law. Upon written request, eligible students may exercise rights relating to educational records, permissions, and other matters that transfer to the student upon reaching the age of majority.

The District recognizes that some school activities or programs may require additional permissions or acknowledgments as required by law or School Committee policy. Students and families are encouraged to discuss any questions regarding the transfer of rights with the school administration.

School Fees and Work Permits

There are five types of fees which are paid directly to the high school: one to one technology fee, activity/club fee, athletic fee, class dues, and parking fee. These fees are non-refundable and non-transferrable. **Please note that all fees must be paid by the October 1st deadline or student's membership in a particular club or activity may be revoked, although this date is subject to change.**

Activity/Club Fee

This is a one time $50.00 fee for all sanctioned school clubs. This one time fee allows any student to participate in multiple clubs.

Athletic Fees

Information regarding athletic fees is included in the athletic handbook (Appendix D).

Class Dues

This is an annual fee of $15.00 that all student members of each class are required to pay every year.

Class dues are used to fund social activities for students such as the prom, senior week activities and class outings.

Parking Fee

This is an annual $100.00 fee allowing any student with a valid driver's license to park their vehicle on school grounds during the school day. First priority will be given to seniors. This is a privilege and any disciplinary offenses resulting in the student's parking to be revoked is non-refundable. Please see Mrs. Crawford for an application.

Waivers

Students who receive free/reduced lunch or are experiencing a financial hardship should see an administrator for a fee reduction or waiver.

Charlie Cards

MBTA student Charlie Cards are for students at ASRHS which provide a discounted rate while traveling the MBTA. All cards are available at the high school main office. All student Charlie Cards expire on August 31st each year and will be made available at the start of the following school year.

Work Permits

Work permits are processed through the School Counseling office by the Administrative Assistant. Any student who is employed must have a work permit regardless of the length of time or place of employment. It is the student's own responsibility to secure this permit before beginning work.

Homework Guidelines

3 Day Weekends and Holiday Breaks (Dec., Feb., Apr.)

- Students may be given the equivalent of one night's homework per subject. Any additional work that would be offered during that time period will be optional or can be completed for extra credit (per teacher discretion).
- Projects and other lengthy assignments may be given as long as students are given ample time, relative to the length and expectations of the assignment, before and/or after breaks to complete them.
- Additionally, there will be no expectations of staff grading; this should be family reconnection time for all.

MCAS

- When students are testing for MCAS, the students taking the MCAS test will not be given any homework either during the test days or due on the day after the testing concludes.

Disclaimer: If your child/student is going beyond the time frame allotted for homework, the teacher(s) should be contacted so that they are aware of this and the matter can be addressed.

Extracurricular Activities

Eligibility

ASRHS 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.

Students must be present for at least one-half of the school day to be eligible to participate in athletic or extracurricular activities outside of the school day. To participate in activities scheduled over a weekend, holiday, or vacation, students must be present for at least one-half of the last scheduled school day preceding the weekend, holiday, or vacation.

Any student who has a verified 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 caregivers should review the athletic policy handbook if there are specific questions or concerns relating to athletics.

In order to maintain eligibility for participation in any student activity governed or sponsored by ASRHS, students must have a passing grade in at least five classes, or the equivalent, at the end of each quarter. If the end of the grade reporting period occurs while a student is participating in a student activity, eligibility will be immediately revoked. However, the student may be reinstated if the season/activity is active at the time of the next grade reporting period.

Incomplete grades may not be counted toward eligibility, and a student may not count coursework from a course that is being repeated.

In addition, individual teams, clubs, and organizations may have additional requirements. ASRHS and the 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.

Academic Probation - Eligibility

Upon issue of a report card, a student who is failing more than one class, or the equivalent, will be placed on academic probation. Weekly progress reports issued by the student's school counselor will be required for continued participation. Students must pass seven classes, or the equivalent, in order to participate in the upcoming week's events/activities. Students will maintain probationary status until the new grade reporting period. 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.

National Honor Society

The ASRHS chapter of the National Honor Society (NHS) recognizes members of the sophomore, junior, and senior classes who show exemplary attributes of the four pillars of NHS; Scholarship, Leadership, Character and Service.

The faculty committee has determined that all prospective NHS members must have an academic average of 3.5 on a weighted scale, have completed at least fifteen hours of community service by March of the year of induction, and have attended ASRHS for at least one semester in order to be considered for membership. Students, who meet the 3.5 GPA, satisfy the pillar of Scholarship will receive an NHS 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 NHS and the expectations for inductees can be obtained from the NHS advisor. Students who have been inducted into a chapter of the NHS in another school may transfer their membership to the ASRHS chapter by presenting their membership card and certificate to the NHS advisor.

All NHS members are required to complete twenty (20) hours of community service each year IN ADDITION to the hours required for graduation, depending on the availability of community service as it relates to health metrics.

Student Government

The Student Council is the student governing body of ASRHS. The Council is a member of the Massachusetts Association of Student Councils and the National Association of Student Councils. The purposes and powers of the Student Council can be found in its Constitution, which is available in the

high school office, through class officers and the Student Council Advisor. Student Council is made up of an Executive Board and four individual class councils. Elections are held for officers in the Spring and representatives in the Fall. All freshmen elections are held in the Fall.

The mission of Student Council is to foster a spirit of cooperation among the students and faculty, to maintain high standards of personal conduct, and to promote and encourage activities for the best interests of our school and community.

Field Trips

The administration reserves the right to approve or deny any field trip request and/or an individual student's attendance on any school sponsored field trip due to disciplinary offenses, academic, or attendance issues.

The administration reserves the right to inspect any personal items of a student prior to attending any day or overnight field trip.

Dances

Dances are limited to registered students of ASRHS and their guests. Only one guest is allowed per student. Students must obtain a guest form from the high school office and have it completed and submitted to an administrator for approval 48 hours prior to the day of the dance.

Once admitted to a dance, students/guests must have proper identification and are not permitted to leave and then return. In addition, no students/guests will be allowed to enter after the halfway point of the dance.- Please note that all policies outlined in the ASRHS Handbook apply to both on and off campus dances. All belongings are subject to search at dances.

Discipline Obligations and Eligibility for School Activities

Students are expected to complete all assigned disciplinary consequences in a timely manner. Students who are not current with serving assigned consequences, including but not limited to detentions, restorative assignments, or other disciplinary consequences, may be deemed ineligible to participate in or attend extracurricular activities until those obligations have been fulfilled.

This includes, but is not limited to:

- School dances and social events
- Athletic practices and competitions
- Clubs and student organizations

- Theater productions and performances
- Band, chorus, and other music performances
- Field trips and other school-sponsored extracurricular activities

Participation in extracurricular activities is considered a privilege. Students are expected to remain in good standing academically, behaviorally, and with all disciplinary responsibilities in order to participate in these activities. The administration reserves the right to determine eligibility based on a student's disciplinary status.

Social Media and Electronics Policy

Introduction/Purpose

Social media is defined as any form of online publication or presence that allows interactive communication, including but not limited to, cell phones, social networks, blogs, internet Websites, internet forums, and wikis. Specific networking sites include but are not limited to Facebook, Instagram, Snapchat, Twitter, LinkedIn, YouTube, Flickr, Tumblr, and the like.
Students may engage in the use of social media during school hours at the direction of the classroom teacher for instructional purposes. Respectful practice must be observed at all times. See also Policy 7.980.

Change in Policy

ASRHS may alter or amend this policy at any time. If changes are made during a school year, all students will receive a copy of the amended policy and be required to sign it.

Personal Electronic Devices

In the Classroom:

- Cell Phones, Listening Devices, and Personal Electronic Devices: Students in grades 6-12 will be required to turn off cell phones and listening devices and other smart wearables (e.g., earbuds, headphones, glasses) and place them in a designated container upon entering the classroom. No device use will be permitted during class or while on a hall pass.

- Educational Use Exception: Teachers must request permission from the administration for students to use their cell phones or listening devices for specific educational purposes. Approval will be granted on a case-by-case basis to ensure that the device use aligns with instructional goals.

Medical and 504/IEP Exemption:

Students who require the use of personal technology as outlined in a 504 Plan, Individualized Education Plan (IEP), or due to a documented medical condition will still be allowed to use it. Documentation for

medical conditions may be requested as needed by the school nurse, who will review the request and notify relevant staff if an exemption is granted. Devices permitted under a 504 Plan or IEP will be used as specified in those plans.

- High school students may use their cell phones and listening devices in the hallways during class changes and in the cafeteria during their assigned lunch period, as long as it aligns with authorized use guidelines.

Consequences for Violations:

- First Offense: The device will be confiscated and returned to the student at the end of the school day.
- Second Offense: If there are repeated violations, a caregiver will be required to pick up the phone or listening device at the school. Continued non-compliance may lead to further restrictions, such as the phone being locked in the main office during the day or restricting the student's ability to bring the device to school.
- Unauthorized Use: Unauthorized use-including taking pictures or videos without permission or engaging in harassing behavior-could lead to more serious consequences.

Student Code of Conduct and Discipline Policy

The members of ASRHS believe that good citizenship in schools is based upon respect and consideration for the rights of others. Students are expected to conduct themselves in a manner such that the rights and privileges of others are not violated. Everyone is expected to respect authority, to conform to school rules, and to those provisions of law that apply to their conduct.

Staff Jurisdiction

Any ASRSD employee has jurisdiction and responsibility that extends throughout the entire building and over the school grounds at all times. Students failing to divulge their name to a staff member, or refusing to follow the requests or directions of any staff member will be considered insubordinate/uncooperative and will receive appropriate disciplinary consequences as outlined in the Student Code of Conduct and Discipline Policy.

School expectations include, but are not limited to the following:
Students will…

- Comply with all reasonable requests of staff members
- 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 responsible use policy
- Not initiate physical violence or retaliate using physical violence.

At ASRHS, we use a progressive disciplinary approach which includes, but is not limited to the following:

Teacher Discussion/Detention and Caregiver Notification
A consequence given by any classroom teacher to a student for violation of classroom rules, or the ASRHS Student Code of Conduct.

Restorative Practice - engages students in a process that empowers them to repair relationships and the harm they have done to others; restore their good standing in the community; and learn skills and target behaviors to improve their self-awareness, self-management, and social and academic efficacy

Office Detention
A consequence given by an administrator for violation of the ASRHS Student Code of Conduct or by staff referral. Office detention is held on Monday, Tuesday, and Wednesday only, and is for one hour after school. During office detention students are expected to be engaged in academic work. If a student reports for office detention and is unprepared, the student will be dismissed, and one additional day of office detention will be assigned. Office detention cannot be rescheduled except in extenuating circumstances and with the prior approval of an administrator. If a student skips an office detention, one additional day of office detention will be assigned. If a student does not report for the reassigned office detention, will be assigned a Saturday detention. This is subject to change depending on the availability of office detentions according to guidance from the Department of Elementary and Secondary Education.

Saturday Detention
This consequence is the next step in the progression of discipline. A student assigned to a Saturday Detention will be required to arrive at school for 8:00 AM and stay until 10:00 AM. Repeat offense may result in a 4 hour detention (i.e., 8:00 am -12:00 pm). Saturday detentions will be administered every Saturday of every month unless a vacation or holiday weekend. Students assigned a Saturday detention should come prepared with any academic materials. Students who arrive late to an assigned Saturday detention will be turned away and assigned another Saturday detention. Students not in attendance for a scheduled Saturday detention will be re-assigned to the next scheduled Saturday detention. Continued failure to attend may result in a one-day out of school suspension.

Any student that cannot make the scheduled Saturday detention must meet with the Assistant Principal

to make arrangements **at minimum two days** in advance. This is subject to change depending on the availability of office detentions according to guidance from the Department of Elementary and Secondary Education.

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.

Levels of Accountable Consequences and Restorative Interventions

When students engage in unskillful, inappropriate, or unacceptable behavior, **accountable consequences** intensify as violations become more serious. Multiple violations for the same behavior may warrant more intensive consequences at a higher level. All consequences aim to treat students fairly and with respect, dignity, and decency. Consequences are delivered within five levels. Assigned consequences for disciplinary offenses are aligned to **restorative interventions.** In practice, this means that:

1. Consequences and interventions at all levels must be standardized, clear, equitable, timely, and implemented across all groups of students with fidelity and integrity.
2. Interventions must be accessible to every student, including students with disabilities and English Learners.
3. Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of referrals and suspensions among various groups of students.

DOCUMENTATION NOTES AND REFERRALS

Teacher Interventions	Tier 2 Interventions Teacher, Student Support, Admin		Tier 3 Interventions Student Support	
Level 1	Level 2	Level 3	Level 4	Level 5

Level	Behavior Violation	Consequence
Level 1	Minor classroom and minor public space behavioral incidents	1. **No send out -** Student remains in classroom. 2. Classroom observation notes are submitted when a student's low-impact, unskillful behaviors raise concern and warrant documentation within the school's student database. 3. Observation notes help teachers share specific information/data that may reveal behavior patterns and trends that need to be addressed if these behaviors become chronic.
Level 2	Persistent, low-impact classroom behavior violations, more serious public space violations, and non-violent personal misconduct	1. **No send-out -** Student remains in class. 2. **Referral submission** 3. Possible detention/Saturday Detention / intervention 4. Teacher remains involved. 5. *Accumulation of referrals may prompt a Level 3 response.
Level 3	More serious behavior violations as determined by their severity and frequency	1. Referral submission + conference 2. Send-out and possible Saturday Detention(s) or 1 Day OSS 3. Intervention determined.
Level 4	Repetitive or high- impact behavior violations that involve verbal and physical violence and violations that have a destructive or disruptive impact on the school community	1. Referral submission + send-out + conference + possibly emergency removal 2. 2 - 4 Day OSS 3. Intervention determined.
Level 5	Behaviors that present the most serious level of threat and harm to individuals and the school community	1. Send-out + referral + conference 2. 5 or more days Day OSS 3. Intervention determined.

Behavior Violation and Consequences Matrix

Consistent with the guidelines of the Massachusetts Department of Education, we have attempted to describe the behaviors which follow in specific terms that can be interpreted similarly by different people. The Matrix below outlines specific violations and their associated levels of response. As it is necessary, or even desirable, to specify a particular consequence for every possible type of offense, the misconducts and their relative disciplinary consequences are descriptive of the kinds of behaviors that should be avoided and the range of consequences which could be applied allowing consideration for the extent, severity, and impact of misconduct on the school community. Repeated incidents of the same violation may warrant the next level of consequences.

Any student participating in any athletics or extracurricular activity who has violated the student code of conduct is subject to additional disciplinary consequences in accordance to the MIAA and Student Council Constitution amendment VIII.

Behavior Violation	SWIS Problem Behavior Category	Level 1	Level 2	Level 3	Level 4	Level 5	Notes
CLASSROOM VIOLATIONS							
Procedural violation	No SWIS documentation for Level 1	**X**					Does not bring necessary materials to class. Does not manage classroom materials. Does not complete assigned work.
Non-cooperation and non-participation	No SWIS documentation for Level 1	**X**					Non-participation in learning activities. Initiating or joining conversations with another student. Playing around or goofing with others. Difficulty working cooperatively with others.
Low level impulse control, self-management, and dysregulation.	No SWIS documentation for Level 1	**X**					Distracting or disruptive movement or noise. Interrupting or blurting out inappropriate comments. Persistent complaining. Inability to work silently without bothering others. Inability to manage confusion, frustration, or anger effectively. Persistent

							attention seeking behaviors.
High level impulse control, self-management, and dysregulation	No SWIS documentation for Level 1 **Level 2** *(if persistent)* Disruption	X	X				Out of control emotions and behaviors. Deliberate use of negative speech that sabotages the group.
Behavior Violation	**SWIS Problem Behavior Category**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
ACADEMIC DISHONESTY							
Plagiarism /copying	Forgery/Theft/ Plagiarism		X				Representing others' words or ideas as one's own. Student may be subject to receiving no credit, partial credit, or alternative assignment.
Cheating	Lying/Cheating		X				Producing academic work through dishonesty or deceit. Student may be subject to receiving no credit, partial credit, or alternative assignment
Altering or falsifying records or signatures	Lying/Cheating		X				
Assisting another student in any of the above acts	Lying/Cheating		X				
Any of the above acts, persistent or involving a group of students	Lying/Cheating			X			The incident has a far reaching impact on the community.
Behavior Violation	**SWIS Problem Behavior Category**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
AGGRESSION							
Verbal Aggression Directed Toward Adults							

Hostile, oppositional, confrontational refusal to comply with directives and requests such as: refusal to stop for staff, show ID/ give name/ stop at 'checkpoint' (HS)	Defiance/ Insubordination/ Non-Compliance		X	X			
Persistent refusal to stop for staff, identify self/show ID, creating a potentially dangerous/unsafe situation. This includes 'checkpoints' (HS) (Secondary)	Defiance/ Insubordination/ non-Compliance			X	X		
Cursing, use of insulting, defaming, vulgar, or abusive language directed at an adult	Abusive Language/ Inappropriate Language/ Profanity		X	X			
Verbal or written threats	Abusive Language/ Inappropriate Language/ Profanity			X	X	X	The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property, or in notes, texts, email, postings on internet sites, or through other electronic mechanisms.
Physical Contact / Aggression Directed Toward Adults							
Accidental physical contact	No SWIS documentation for Level 1	X					Accidental contact with no verbal or physical threats or gesturing.
Low level physical aggression	Physical Aggression		X	X			Anger or frustration that presents itself through hitting or grabbing

High level physical aggression	Physical Aggression				X	X	Targeted and intentional spitting, hitting, biting, throwing items at people, hair pulling, choking, kicking, shoving, punching, scratching.
Physical intimidation/ posturing	Physical Aggression			X	X	X	Posturing with gesture(s) or body language. The intensity of the threat needs to be considered when assigning the level.
Physical Assault	Physical Aggression					X	Using force or violence to injure a person, causing serious bodily harm. May include the use of weapons.
Verbal Aggression Directed Toward Students							
Cursing, use of insulting, defaming, vulgar or abusive language directed at students	Abusive language / Inappropriate Language / Profanity		X	X			
Verbal or written threats	Abusive language / Inappropriate Language / Profanity		X	X	X		The intensity of the threat needs to be considered when assigning the level. Written threats on paper, on school property or in notes, texts, email, postings on Internet sites or through other electronic mechanisms.
Physical Contact / Aggression Directed Toward Students							
Accidental physical contact	No SWIS documentation for Level 1	X					Accidental contact with no verbal or physical threats or gesturing.
Low level physical aggression	Physical aggression		X	X			Anger or frustration that presents itself through hitting or grabbing
High level physical aggression	Physical aggression				X	X	One person engages in grabbing, biting, spitting on, hitting, kicking, punching or physically intimidating another person

Physical intimidation/ posturing	Physical aggression			X	X		Threatening with a gesture(s) or body language an individual or group.
Fighting involving two students with no significant medical intervention required.	Fighting			X	X		Students involved in pushing, shoving, hitting, scratching, kicking, or punching. Application of reasonable force in self-defense is a consideration
Fighting involving two or more students with need for significant medical attention	Fighting				X	X	Students involved in pushing, shoving, hitting, scratching, kicking, or punching. Application of reasonable force in self-defense is a consideration
Fighting involving three or more students (disrupts the safety and order of the school climate, and disrupts the educational process for staff and students)	Fighting				X	X	Causes administration to initiate emergency procedures, which requires submission to the Superintendent's office Application of reasonable force in self-defense is a consideration
Physical assault	Physical Aggression				X	X	Using force or violence to injure a person, causing serious bodily harm. May include the use of weapons.
Behavior Violation	**SWIS Problem Behavior Category**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
ARSON							
Intentionally starting a fire.	Arson			X	X	X	Report to fire marshall
ATTENDANCE **(Multiple violations may warrant Level 3 consequences but do not include out-of-school suspension.)**							

Late arrival to school	No SWIS documentation for Level 1 **Level 2:** *(if persistent)* Tardy	X	X				The frequency of incidents needs to be considered when assigning levels. Considerations for new students should be made as they are learning school building routines.
Tardy during school day	No SWIS documentation for Level 1 **Level 2:***(if persistent)* Tardy	X	X				
Cutting class	No SWIS documentation for Level 1 **Level 2:***(if persistent)* Skip class	X	X				
Skipping school	No SWIS documentation for Level 1 **Level 2:***(if persistent)* Truancy	X	X				
Leaving school without permission	Truancy		X	X			
Leaving class without permission (Secondary)	No SWIS documentation for Level 1 **Level 2:** *(if persistent)* Skip class	X	X				
Presence in an unauthorized area (including multiple students in a single bathroom stall)	No SWIS documentation for Level 1 **Level 2+:** *(if persistent)* Inappropriate location / Out of bounds area	X	X	X			

Unauthorized hall-walking	No SWIS documentation for Level 1:	X	X				
	Level 2: *(if persistent)* Inappropriate location / Out of bounds area						
Unexcused absences	No SWIS documentation for Level 1.	X	X				
	Level 2: *(if persistent)* Truancy						
BULLYING, HARASSMENT, AND BIAS-RELATED INCIDENTS							
Hurtful teasing and name-calling (non-bias related)	Abusive language/ Inappropriate language/ Profanity		X	X			Hurtful is defined as words that trigger a targeted student's emotional distress
Bullying - verbal or physical aggression behaviors targeted to an individual	Bullying			X	X		Involves repetitive incidents and an imbalance of power without evidence of bias
Bullying – incidents that cause serious physical harm to the person targeted or seriously damage a person's name and reputation	Bullying				X	X	Serious harm involves sustained emotional distress and a sustained negative impact on the student and/or their experience at school
Cyberbullying	Bullying			X	X	X	Any words, actions, or conduct that meet the definitions of bullying and are conveyed via email, text message, online chats, interactions on social media, or other electronic media This may include incidents that originate on a home

							device that cause serious disruption within the school community
Non-sexual harassment - This includes targeting an individual or a group based on a person's actual or perceived color, disability, ethnic group, gender, national origin, race, religion, weight, sexual identity and gender identity	Harassment				**X**	**X**	Conduct or verbal threats, intimidation, or abuse, including posting or publishing video, audio recordings or pictures, that create a hostile environment
Cyberharassment	Harassment				**X**	**X**	Any words, actions, or conduct that meet the definitions of harassment and are conveyed via email, text message, online chats, interactions on social media, or other electronic media. This may include incidents that originate on a home device that cause serious disruption within the school community
Sexual orientation harassment	Harassment				**X**	**X**	Creation of a hostile environment by expressing a negative opinion toward an individual or group of persons based on their sexual attraction toward or responsiveness to members of the opposite or same sex. The frequency of the violation needs to be considered when assigning the level.
Explicit act of racial bias	Other				**X**	**X**	The demonstration by an individual of overt racial discrimination toward some individuals or groups and/or demonstrates overt favoritism/

							privileging of other individuals or groups
Hate speech or acts	Other				X	X	Any spoken, written, electronic communication, signage, physical gestures, words/ symbols on apparel or other items that carry, incite, or express hatred against a group of persons, particularly an oppressed or marginalized group, defined in terms of race, ethnicity, national origin, gender, religion, sexual orientation, disability, language, or other protected groups.
Hate crime	Other				X	X	Incident that becomes a crime when hate speech or acts involve a threat or act of violence directed at a person because of their real or perceived race, ethnicity, national origin, gender, religion, sexual orientation.
Behavior Violation	**SWIS Problem Behavior Category**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
Bus Misconduct							
Not following bus safety expectations. This includes standing up while the bus is moving, changing seats, and throwing objects out of window	Defiance/ Insubordination/ Non-Compliance		X	X	X		Suspension of bus privileges would be considered for a reasonable amount of time
Behavior Violation	**SWIS Problem Behavior Category**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
Personal Electronic Devices							

Unauthorized use of personal electronic device in/out classroom	No SWIS documentation for Level 1.	X					
	Level 2: *(if persistent)*		X				
Unauthorized use of recording devices (audio or video)			X	X	X	X	The frequency and severity of the incident needs to be considered when assigning levels.
Damage to Property							
Intentionally damaging or destroying property of a student, adult, or the school district	Property Damage / Vandalism		X	X			The frequency and severity of the incident needs to be considered when assigning levels. Should require some form of restitution
Dress Code and Personal Property							
Dress code violation	No SWIS documentation for Level 1.	X	X				The frequency of the incident needs to be considered when assigning levels.
	Level 2: *(if persistent)* Dress Code Violation						
Refusal to comply with directives to put away personal property (toy, personal device, etc)	No SWIS documentation for Level 1.	X	X				
	Level 2: *(if persistent)* Defiance/ Insubordination/ Non-Compliance						
Persistent refusal to comply with directives to put away personal property (toys/phone, etc), creating	Defiance/ Insubordination/ Non-Compliance		X	X			

consistent disruption to the learning environment.							
Behavior Violation	**SWIS Problem Behavior Category**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
Drugs and Alcohol							
Under the influence	Use/Possession of Alcohol			X	X		Includes vaping of tobacco or unauthorized substances. The frequency of the violation needs to be considered when assigning the level.
	Use/Possession of Drugs						
Possession or use	Use/Possession of Alcohol			X	X	X	
	Use/Possession of Drugs						
	Use/Possession of Tobacco						
Distribution or sale of	Use/Possession of Alcohol				X	X	
	Use/Possession of Drugs						
	Use/Possession of Tobacco						
False Activation and Threats							
Pulling fire alarm	Bomb Threat/ False Alarm			X	X		
Making a false bomb report or perpetuating a bomb hoax that jeopardizes safety	Bomb Threat/ False Alarm				X	X	
Communicating a terroristic threat, threat of mass	Bomb Threat/ False Alarm				X	X	

violence or perpetuating a terroristic hoax							
Misuse of 911	Bomb Threat/ False Alarm			X	X		
Verbal or written threat involving weapons against school community	Bomb Threat/ False Alarm				X	X	
Tampering with or discharging a fire extinguisher	Property Destruction / Vandalism			X	X		
Tampering with or opening AED boxes	Property Destruction / Vandalism			X	X		
Gambling							
Engaging in any form of games of chance or betting for money or objects of value	Other		X	X			
Gang Related Activity							
Display of affiliation with a gang without actual threat or act of violence	Gang Affiliation/ Display			X	X		Student uses gestures, dress, and/or speech to display affiliation with a gang
Affiliation with a gang with actual threat or act of violence	Gang Affiliation/ Display				X	X	
Behavior Violation		**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
Possession of Inappropriate or Obscene Materials							
Including print, illustrations, or electronic images	Other			X	X	X	This includes all video of sexual acts and child pornography

and video							
Public Space Misbehavior							
Running, excessive noise; play fighting, loitering	No SWIS documentation for Level 1. **Level 2:** *(if persistent)* Disruption	**X**	**X**				Frequency of incidents needs to be considered when assigning level
Recording, photographing, or filming or otherwise documenting other individuals without their consent.	Technology Violation		**X**	**X**			
Obstructing movement in public spaces	No SWIS documentation for Level 1. **Level 2:** *(if persistent)* Disruption	**X**	**X**				
Opening a door to the outside to prop it open, or to allow any individual to enter the building	Other			**X**	**X**		
Obstructing vehicular traffic or parking violations	Inappropriate location / Out of bounds area		**X**	**X**			May include towing of vehicle with repeated violations.
Inciting or participating in a disturbance that disrupts normal operation of the school	Disruption			**X**	**X**		
Sexual Misconduct							
Mutual sexual contact between students	Inappropriate Display of Affection		**X**	**X**			Physical contact including, but not limited to, intimate touching, fondling, and kissing at school or a

							school-sponsored activity between two or more students.
Sexual harassment	Harassment				X	X	Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school system's education program or activities.
Sexual offense	Other				X	X	Sexual intercourse, sexual contact, or other behavior intended to result in sexual gratification without force or threat of force.
Sexual assault	Other					X	Oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes stalking, dating violence, domestic violence, fondling, incest, and rape.
Behavior Violation		**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Notes**
Theft							
Taking another person's property without their consent.	Forgery/ Theft/ Plagiarism		X	X	X		
Weapons Violations							
Possession of a weapon (excluding firearms or powerful explosives)	Use/Possession of Weapon Use/Possession of Combustibles				X	X	Includes knives, other sharp objects such as razor blades, other objects such as brass knuckles, substances such as mace, a BB gun or pellet gun, and any other item being used as a dangerous weapon.
Possession of firearm or any other gun	Use/Possession of Weapon				X	X	Includes handgun, shotgun, rifle, starter gun, flare gun

Possession, sale, distribution, detonation, or threat of detonation of incendiary or explosive device	Use/Possession of Weapon				**X**	**X**	Examples: bomb, grenade, improvised explosive device
	Use/Possession of Combustibles						

Appendix D: Athletic Handbook Supplement

AYER SHIRLEY REGIONAL SCHOOL DISTRICT ATHLETICS 2026-2027

TABLE OF CONTENTS

Welcome To Ayer Shirley Regional Athletics!

ASRSD Athletic Department Philosophy, Mission Statement, and Core Values

Governing Bodies

Interscholastic Sport Offerings and Levels

Pre-Tryout Requirements Necessary for Participation in Athletics

Team Orientated Information

Caregiver Communication Guide

MIAA Rules and Regulations

Ayer Shirley Regional High School Regulations

ASRSD Concussion Policy and Opioid Information

Important Websites

WELCOME TO Ayer Shirley Regional ATHLETICS!

We are excited to have you become a part of the Ayer Shirley Regional Interscholastic Athletics Program. Ayer Shirley Athletics is rich in pride and tradition. For years, Ayer Shirley Regional student-athletes have performed with dedication, skill, intensity and desire. Our athletes have competed well at the high school, college, and a few at the professional level. High school athletics can be a wonderful and exciting educational opportunity. It is our hope that your son/daughter will seize that opportunity and make the most of it. We are also proud of the fact that we offer programs for every student, as we believe athletics should be accessible to all.

The handbook includes information regarding policies, practices and regulations that govern the athletic program and should help to answer many of your questions about interscholastic athletics at Ayer Shirley Regional. It is intended to help you understand what you can expect and what is expected of you as a Panther student-athlete and caregiver.

Our interscholastic athletic program is an extension of the academic day and it is an important part of the educational process. In our pursuit of excellence, we operate and function within the mission of the school district: **"to connect, engage, and inspire all students**." Our athletic department staff is committed to providing everything needed to help all student-athletes achieve their fullest potential, both academically and athletically. We are here to help make your experience as a student-athlete enjoyable and successful.

If your questions and concerns are not answered within this handbook, please speak with a member of our coaching staff or feel free to contact me directly. Please visit our Athletic website at https://www.asrsd.org/domain/47 for schedules, staff contact information and valuable links to related organizations.

Being a part of a sports team at the high school is a major commitment, but one that can also be one of the most rewarding experiences of your life. Best of luck and please let me know if I can ever be of assistance.

Nate Diffin
Email: ndiffina@asrsd.org
Office: (978) 772-8600 ext. 1370
Twitter: @asrhsathletics

ASRSD Athletic Department Philosophy, Mission Statement, and Core Values

The Interscholastic Athletic program at Ayer Shirley is committed to the total physical, emotional, social and mental development of its participants. Athletics are an extension of the academic day where our coaching staff is charged with the responsibility of teaching the values of accountability, citizenship, sportsmanship, confidence, tolerance, accepting success graciously, handling disappointment, leadership, overcoming obstacles, participation within the rules, performing under pressure, persistence, responsibility, sacrifice, self- discipline, striving for excellence, taking instruction and teamwork. Coaches are teachers first, and developing them socially, emotionally and physically is their most important role.

Building self-esteem and self-confidence is an ongoing process, used in both games and practices. Through this process, Ayer Shirley coaches challenge and develop players, both physically and emotionally, in a positive manner, using both praise and constructive criticism. Coaches are encouraged to make praise personal, criticism impersonal.

Ayer Shirley strives to have all athletes “play with class and poise” and this philosophy has become a very important part of the instruction that takes place at each practice session. As members of the Ayer Shirley athletic program, students and coaches are expected to demonstrate proper respect for each other, other teams and coaches, teammates, officials, spectators and equipment. Student athletes and coaches are expected to exhibit the highest level of conduct, both on and off the playing field, as they are, at all times, representatives of their team, school and community.

Tryouts are open to all students, providing they are in good academic standing, are good school citizens, and are physically fit to participate. Participation in the program is a privilege, which students can earn by maintaining these standards.

ATHLETIC DEPARTMENT MISSION STATEMENT

Our mission is to create a positive, inclusive, welcoming and athletic culture that encourages student-athletes to develop character and leadership skills which allow them to be contributing members to our school and our teams, as well as to their families and communities now and in the future.

Ayer Shirley Athletics Core Values

Hungry: Having a growth mindset, always believing there is room for improvement, and actually seeking feedback for growth
Healthy: Making choices that have a positive impact on our body, mind, spirit and soul.

Humble: Never bragging or cocky; understanding that leadership means helping others achieve their goals as well
Honorable: Respecting ourselves, our teammates, our opponents, officials, the fans, and the game.

We expect our students to aspire to these values.
We expect our staff to live these values.
We expect our larger community to support these values

In addition to Ayer Shirley's Core Values, the athletic department has the following goals:

- Encourage participation in a wide variety of offerings for all students.
- Emphasize that respect for human differences and for the diversity of peoples must be at the center of the athletic experience. Students and coaches are expected to demonstrate proper respect for teammates, opponents, officials, spectators and property.
- Require students to meet reasonable standards for, and during, participation. These standards are defined by state association, league and school requirements and guidelines and are enriched by innovative training and coaching.
- Student-athletes and coaches are expected to exhibit the highest level of conduct, both on and off the playing field, as they are, at all times, representatives of their team, school and community.
- Evaluate our athletic, professional, and personal progress regularly. Success is measured by more than wins and losses, as winning and losing become by-products of the quality of our efforts. A dynamic athletic program is vital to the positive social, physical, and educational development of students. It is our responsibility that the program functions at all times as an integral part of the total curriculum.
- Foster moral awareness and civic participation by the example of our daily behavior. We offer opportunities to serve the school and develop fellowship and goodwill. We encourage the qualities of good citizenship and the ideals of good sportsmanship, ethical behavior, and integrity throughout our school and community.

GOVERNING BODIES

- Massachusetts Interscholastic Athletic Association (MIAA):
    - Ayer Shirley Regional High School is a member in good standing of the MIAA. With membership, the Principal and Athletic Department agree to abide by all rules and regulations of the MIAA. When varsity teams qualify for and enter MIAA sponsored post-season tournaments to determine sectional and state champions, we are subject to specific rules and regulations that govern each tournament, as set by the MIAA. The MIAA does not sponsor or sanction any sub-varsity tournament competition. Information about the MIAA and the rules our student athletes must abide by, can be found at www.miaa.net.
- The Midland-Wachusett League:
    - Ayer Shirley Regional High School is proud to be a member of the Midland-Wachusett Interscholastic League (Mid Wach). The Mid-Wach is governed by the MIAA and its own constitution. The Principal of each member school agrees that their school will abide by all league rules and regulations. The following are Mid-Wach sports: basketball, baseball, cross-country, football, boys' golf, lacrosse, soccer, softball, swimming/diving, track and field, and volleyball. The following sports compete in the CMASS League: ice hockey.
- Ayer Shirley Regional School District:
    - Additional policies, regulations and rules are set by the Ayer Shirley Regional School Committee and the Principal. Under MIAA guidelines, local communities are allowed to set additional policies, rules and regulations so long as they are more restrictive than those stipulated by the MIAA.

INTERSCHOLASTIC SPORT OFFERINGS AND LEVELS

Fall (Tryouts may start as early as the second Thursday preceding Labor Day. Football conditioning will begin on August 17, 2018. Football Cheer tryouts may be held in June.) * pending MIAA waiver approval (annually)

Sport	Varsity	JV	Middle School
Cheerleading	X		
Cross country -- boys and girls	X	X	Grade 8 for V+JV; Grades 6-8 MS
Field Hockey - Girls (co-op with Littleton)	X	X	
Football (co-op with Bromfield and Parker)	X		Grade 8 may participate*
Golf	X	X	
Soccer -- Boys and Girls	X	X	Grade 8 may play JV *
Unified basketball	X		MS team in winter
Volleyball	X	X	Grade 8 may participate in JV*

Winter (Tryouts start Monday after Thanksgiving for all sports)

Sport	Varsity	JV	Middle School
Basketball -- Boys and Girls	X	X	Teams for Grades 6-8 for boys and girls
Ice hockey -- boys (co-op with Lunenburg)	X	X	
Ice hockey -- girls (co-op with Leominster)	X		
Indoor Track	X	X	
Swimming -- boys and girls (co-op with Bromfield)	X		

Spring (Tryouts start the third Monday in March for all sports)

Sport	Varsity	JV	Middle School
Baseball	X	X	Team for grades 6-8
Boys' lacrosse (co-op with Lunenburg)	X	X	
Flag Football - Girls (non-MIAA)	X		Open to Grades 8-12
Girls lacrosse (co-op with Groton-Dunstable)	X	X	
Softball	X	X	Team for grades 6-8

Track -- Boys and Girls	X	X	Team for Grades 6-8
Unified Track -- Boys and Girls	X		Grades 6-8 may participate

PRE-TRYOUT REQUIREMENTS NECESSARY FOR PARTICIPATION IN ATHLETICS

A student must be declared eligible by the Athletic Director according to the standards listed in this section before they will be allowed to try out for a team.

1. Athletics Participation Permission Form – Online Form

For each season of participation, a student must submit and complete an online participation form through Final Forms prior to their first practice session. The consent portion of the form MUST be completed by a caregiver. The link to the online registration can be found on the Ayer Shirley website (contact the Athletic Director if you do not have access to a computer). By registering online, caregivers and students provide your consent to participate in athletics, your acknowledgement of the student-athlete handbook, transportation permission, and your acknowledgement that you have been provided concussion education materials. This online form must be completed for each athletic season of involvement.

2. Athletic User Fee

The Ayer Shirley Regional School Committee has authorized the Department of Athletics to collect an Athletic Fee from each student-athlete. The fee for the academic year is $250.00 per participant per season for high school sports, $150.00 per participant per season for middle school sports, and a $1000.00 total family cap per school year. There will be an additional fee for ice hockey, girls' ice hockey, and swimming participants.

Registration is through FINAL FORMS at https://ayershirley-ma.finalforms.com/students/ecards/ . Payment can also be made there OR make checks payable to Ayer Shirley Regional HS ATHLETIC DEPARTMENT. Please include your child's name and sport on the memo part of the check.
User fee due dates for the current school year: All user fees are due prior to the first day of practice .

3. Physical Examinations

All students who plan to participate in athletics must submit written proof of a current physical exam to the athletic director or school nurse prior to the start of the sport season. Physical examinations must be performed by a duly registered physician, physician's assistant, or nurse practitioner. Per DPH and MIAA regulations, physical exams are valid for 13 months to the day. A student athlete will NOT be allowed to participate once an exam has expired (new physical regulations). Athletes will NOT be allowed to participate without the completion of a physical exam and participation forms.

4. Student Emergency and Health Record

Students must submit the required Ayer Shirley Regional School District Student Emergency and Health Record form to the school nurse ASAP to participate in interscholastic athletics. This form is sent home with students on day one of school and only needs to be submitted once per academic year.

5. Health insurance

All student-athletes must be enrolled in a health insurance plan. The school has supplemental insurance that can help cover expenses suffered at athletic events. All injuries must be reported immediately to the athletic trainer or your coach and an injury report placed on file with the school nurse. It is the family's responsibility to file all claims under its own plan, or

supplemental policy. Filing forms are available from the school nurse. The trainer or nurse will assist in filing these claims if needed.

TEAM ORIENTATED INFORMATION

Tryouts / Team Selection

Students should understand that participation in athletics is a privilege. Students try out voluntarily and for some programs, there is a risk of not being selected to a team. It is the judgment of the coaches, which dictates the selection and number of participants for teams. We will encourage coaches to keep as many students as they can without compromising the integrity of their sport. That number is based on several factors, such as, but not limited to, time, space, facilities, equipment, personal preference, etc., which will place limitations on the most effective squad size for any particular sport. Cutting students is a difficult process, and all coaches realize that sensitivity and communication are essential. All students are given fair and ample opportunity to demonstrate their abilities prior to the start of game situations. During the tryout period, the coach will provide an explanation of his or her expectations and tryout criteria. It is the student's responsibility to demonstrate that they can meet those expectations.Students who do not make a team will be informed as to the reasons by the coach. Students are encouraged to try out for another team if there is space and if final cuts have not yet been made. After tryouts begin, no athlete may voluntarily leave a team and try out for another without the consent of both coaches and the Athletic Director.

Varsity Teams (Very Competitive / Instructional)

At the varsity level, we look for our teams to compete against opponents at the highest possible level. This is the highest level of interscholastic competition, and players, coaches, caregivers, and staff members want Ayer Shirley Regional High School's varsity teams to be successful on the field of play. As long as the score is being kept, Ayer Shirley Regional High School varsity teams should attempt to win the contest. In order to accomplish this, there are many instances when the major burden of the contest will be carried by the most competitive, skilled team members. However, teams cannot and will not be successful without committed substitute players. These players have to be ready at all times to step forward and shoulder the burden when called upon. It is these athletes whose hard work in practice every day prepares the team for the upcoming contest. Success should never be measured in wins and losses, but in the performance of the athletes. If our athletes perform to the best of their abilities, they will always be successful no matter what the final score might be.

Junior Varsity (Competitive/Instructional) and Middle School Teams (Instructional)

The JV and Middle School teams are considered to be development levels where athletes learn skills and strategies to prepare them for varsity competition. The coaching staff will play all team members for as much time as is practical. There are many factors that govern an individual's playing time. Some of the most important are: attendance at practice, effort, attitude, commitment, and athletic skill. This is the level for athletes to show their potential and demonstrate to the coaching staff that they are willing to work to prepare for varsity level competition. Note: Seniors are not permitted to play on a Junior Varsity Team.

"Senior Day" Celebrations

If a team is participating in a "senior day" celebration at the end of a season, students and caregivers can expect for all seniors to be recognized prior to the start of the contest. Starting lineups and playing time are completely separate from these celebrations and are at the discretion of the coach. These activities are organized by the coach.

Commitment to the Team

When trying out for a team, and after being selected to be a member of a team, Ayer Shirley students athletes are expected to attend all practices and games of that team. Weekend practice sessions vary by sport and should be expected. Interscholastic athletics demands much more commitment than a club or recreational activity.

School / Family Vacations, Extended Absences

Every team member is expected to be present for all team practices and games. Because of scheduling parameters, many of our teams practice and play during scheduled school vacations. Student-athletes who plan to be absent for an extended period due to vacation or a planned extended absence, must discuss this situation with the coach prior to tryouts. Student athletes who choose to go away on vacation and miss part of their season, may be suspended from contests the following week. Suspensions will be determined by the head coach after being discussed with the Athletic Director.

Daily Team Attendance

It is extremely important that a coach be notified in advance if a student athlete is not going to be present at a practice or game. Practice is where plans for upcoming contests are developed and perfected. The coaches in our program expect their athletes to be present at all team activities. Suspension or dismissal from the team may take place as a result of such absences. Student-athletes are excused from team activities for academic or religious reasons, family emergencies, illness or injury. Prior notification to the coach is strongly recommended and expected of the student athlete!

Playing Time

Perhaps the most emotional part of a student-athlete's involvement in high school athletics centers around playing time. Factors such as, but not limited to, practice attendance, attitude, commitment and athletic skill enter into the playing time decisions of the coach. It is the coach's responsibility to decide which athletes should start a contest, who should play what position, and how long each athlete should play. These coaching decisions, often difficult to make, are made only by the coaching staff and are approached very seriously after having observed the athletes in practice sessions, game-like situations, scrimmages and actual game competitions.

Team Captains

Coaches decide how team captains are selected based on identified criteria. Criteria may include character, coachability, communication skills, athletic ability, etc. They may be elected by the team or appointed by the coach prior to the first regularly scheduled contest. Captains may also be elected or appointed on a game-by-game basis. It is expected that Team Captains be leaders of their team and should be ready to assume duties as outlined by their coach. Captains are expected to communicate with the coach, team and Athletic Director in the event of any problems that may affect the team or its members. Captains may be asked to meet with the Athletic Director during the school year to discuss the athletic program. Captains of teams may be relieved of their position for violation of team, athletic department or school rules.

Captain's Chemical Health Rule

If an athlete has been found to violate the MIAA Rule 62: Chemical Health or the ASRHS Chemical Health policy, he or she will not be allowed to be a captain for at least one calendar year. If he or she is currently a captain, his or her captaincy will be revoked as well. The revocation of captaincy shall be for one calendar year (12 months) from the date of the violation of the first offense.

Team Rules and Regulations

At the start of the season a coach, with the approval of the Athletic Director, may issue a set of team rules. It is recommended these be written and distributed to all team members. These rules, which are not to be in conflict with any school or MIAA policies, may vary to reflect the program philosophy, the nature of the sport and the practice/competition schedule. Violations of these rules may result in temporary or permanent suspension from the team.

User Fees

Upon registration, caregivers agree to pay the user fee, determined by the school committee, to participate in athletics. These fees help defray the many costs associated with athletics, including but not limited to equipment, training supplies, officials, game administration, uniform reconditioning, and transportation. Players unpaid after the due date may be suspended from game participation until pai

CAREGIVER COMMUNICATION GUIDE

The Role of Caregivers, Student Athlete, and Coaches

The following section is designed for caregivers of athletes participating in the Ayer Shirley Athletic Program. Being a caregiver or a coach are extremely difficult vocations. By establishing an understanding of each position, we are better able to understand each other's roles, accept the actions of the other, and thereby provide greater benefit to students. As caregivers, when your children become involved in our program, you have a right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child's program. To be successful, communication is vital and requires involvement, dedication, sacrifice, and commitment from caregivers, student athletes, and coaches.

Communication You Should Expect From Your Child's Coach

1. Philosophy of the coach
2. Expectations the coach has for your child as well as all the players on the squad
3. Locations and times of all practices and contests
4. Team requirements, i.e., practices, special equipment, out-of-season conditioning
5. Procedure followed should your child be injured during participation
6. Disciplinary offenses that may result in the denial of your child's participation

Communication Coaches Expect From Caregivers

1. Concerns expressed directly to the coach
2. Notification of any schedule conflicts, well in advance
3. Specific concerns with regard to a coach's philosophy and/or expectations

As your child becomes involved in the programs at Ayer Shirley Regional, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you or your child wishes. At these times, discussion with the coach is encouraged.

Appropriate Concerns To Discuss With Coaches

1. The treatment of your child, mentally and physically
2. Ways to help your child improve
3. Concerns about your child's behavior

Coaches make judgment decisions based on what they believe to be the best for all students involved. As you have seen from the list above, certain things can and should be discussed with your child's coach. Other things, such as those that follow, must be left to the discretion of the coach.

Issues that are Not Appropriate To Discuss With Coaches

1. Playing time
2. Team strategy
3. Play calling
4. Other student-athletes

Communication Protocol / Conflict Resolution

There are situations that may require a conference between the coach, athlete, and the caregiver. These are to be encouraged. It is important that both parties involved have a clear understanding of the other's position.

Please use the following communication protocol to resolve conflicts regarding student athlete team participation:

Step 1: Student athlete goes directly to coach

Step 2: Student athlete & caregiver go directly to coach

*Please DO NOT confront a coach before, during or after a practice or game. These can be emotional times for both the caregiver and the coach. Meetings of this nature do not promote resolution.
Step 3: Student athlete goes directly to Athletic Director
Step 4: Student athlete & caregiver go directly to Athletic Director
Never hesitate to follow the above procedures to make your concerns known.

Retribution
Students and caregivers must be confident that the voicing of an opinion or a concern, using the proper forum and method, is not only free from penalty or retribution, but also is strongly encouraged. The Athletic Director and coaches are committed to ensuring that after a student or caregiver raises an issue or concern, there shall be no "retribution" in any form within the athletic department at Ayer Shirley Regional High School. If at any time, a student or his / her caregiver suspects that some form of retribution is surfacing as a result of the voicing of a concern, opinion, or issue, using the proper forum and method, he or she should contact the Athletic Director immediately.

MIAA RULES AND REGULATIONS

All Ayer Shirley athletic teams will follow the rules set forth in the current MIAA handbook, which is available on the MIAA website at www.miaa.net. The entire handbook is also available in the athletic office. Student-athletes, coaches, and caregivers are responsible for adhering to all MIAA rules and regulations. Below are some key rules:

Rule 28 — Inclusive, Diversity and Leadership
28.1 The values of female role models and future opportunities for women are important to high school athletic programs and their governance. This role modeling will demonstrate to girls' that they can become leaders who will have an impact upon the lives of others. Adult women should inspire female student-athletes in a manner that will ensure broadened participation of women in future programs. Female student-athletes should have female role models in leadership and decision-making positions.
28.2 It has been resolved by the MIAA Assembly that coaches' and game officials' organizations encourage and recruit women with leadership interests or abilities. The names of such women should be forwarded to the MIAA Nominating Committee as potential committee members for service on MIAA administrative and standing Committees with responsibilities for female student athletes.

Rule 40 – Out of Season Activity
A coach may not directly or indirectly require a student-athlete in a sport or a training program outside of the MIAA defined sports season. "Captains Practices" are not in any way sanctioned, encouraged,recognized or condoned in any sport by the MIAA or Ayer Shirley Regional High School

Rule 43. Gender and Participation
43.1 No student shall be denied in any implied or explicit manner the opportunity to participate in any interscholastic activity because of gender. A school may establish separate teams for males and females for interscholastic competition in a sport provided that both teams receive equal instruction, training, coaching, access to available facilities, equipment, opportunities to practice and compete.
43.2 If a school offers a single team in a particular sport, it may not restrict eligibility based on gender unless such a restriction is necessary to ensure that the school's gendered designation of athletic opportunities complies with Title IX (either by demonstrating proportionality or the absence of unmet interest among members of the underrepresented sex).
43.3 If a school offers a girls' team and a boys' team in a particular sport (including offering the same sport in two different seasons), it may restrict eligibility based on gender.
43.3.1 A student shall not be excluded from participation on a gender-specific sports team that is consistent with the student's bona fide gender identity.

43.3.2 When a school district submits a roster to the MIAA, it is verifying that it has determined that the students listed on a gender-specific sports team are eligible to participate either based on the gender listed on their official birth certificate or based on their bona fide gender identity and that no students are included on the roster solely for the purpose of gaining an unfair advantage in competitive athletics. The MIAA shall defer to the determination of the student and the student's school regarding gender classification.
43.3.3 Nothing in this policy shall be read to entitle a student to selection of any particular team or to permit a student to transfer from one gender-specific team to another team of a different gender during a single sports season.
43.3.4 It is a recommended best practice that schools communicate with their opponents as necessary about the gender-specific needs of their team in order to promote inclusion – e.g. to ensure that appropriate locker room facilities are available, that the announcer uses athlete's correct pronouns, etc.

Rule 45 – Loyalty to the High School Team: Bona Fide Team Members
A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. First Offense: Student athlete is suspended for one contest (see chart on Rule 62). Second Offense: Student athlete is suspended for five games, and is ineligible for tournament play immediately upon confirmation of the violation.

A student must not miss a high school practice or competition to compete in any MIAA recognized sport for non-high school teams. A coach does not have the right or authority to excuse a team member from practice or a contest so that he / she may practice or compete with a non-school team. A waiver may be requested once a season for extreme circumstances. Weekend practices are exempt from the bona fide rule, though the coach could still institute consequences for a missed practice. Waivers are not permitted for playoffs.

Rule 51 – Student Eligibility: Baseline Eligibility Requirement
For a student to practice with, or to represent a MIAA member school in athletic competition, the student must be duly enrolled in that school. Additionally, the student must be a candidate for that school's diploma, subject to the jurisdiction of that school's Principal (i.e. the Principal must have the authority to suspend the student from classes), and under the supervision of that school Principal (i.e. the Principal must have control and knowledge of the student's daily attendance and achievement).

Rule 58 – Student Eligibility: Academic Requirements
58.1 A student must secure during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility) a passing grade, and full credit, in the equivalent of four traditional yearlong major English courses. A transfer student may not gain academic eligibility if the student was not, or would not be, eligible at the sending school, unless transfer was necessitated by a move of caregivers and then eligibility would be determined by receiving schools eligibility standards.

MIAA eligibility rules require that every student athlete have passed and received full credit in four (16 credits) major subjects (a major subject is one whose meeting time is equivalent to English) in the most recent reporting period. In addition, ASRHS requires that students maintain a cumulative passing average (60 or higher) in all courses in the most recent reporting period. Additionally, students are required to have passed and receive full credit for the previous academic quarter, the equivalent of four (4) major academic courses (i.e. English, math, science, social studies) and five (5) of seven (7) required courses. A student who passes five (5) of seven (7) may participate as long as the student brings a weekly progress report to each of their teachers and to the coach, and makes progress in all classes -- especially those the student is failing.

58.2 A student cannot at any time represent a school unless that student is taking courses, which would provide Carnegie units equivalent to four traditional yearlong major English courses. (this means that if a student, at any time drops a course and no longer carries the equivalent of four major subjects, that student is ineligible immediately)

58.3 To be eligible for the fall season, students are required to have passed and receive full credit for the previous academic year, the equivalent of four (4) major academic courses (i.e. English, math, science, social studies) and five (5) of seven (7) required courses. A student who passes five (5) of seven (7) may participate as long as the student brings a weekly progress report to each of their teachers and to the coach, and makes progress in all classes -- especially those the student is failing.

58.4 Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking period are to be issued to the caregivers of all students within a particular class.

58.5 Incomplete grades may not be counted toward eligibility until they are made up following school policy.

58.6 A student who repeats work for which he / she has once received credit cannot count that subject a second time for eligibility.

58.7 A student cannot count, for eligibility, any subject taken during the summer, unless that subject was pursued and failed during the immediately preceding academic year

Rule 59 – Student Eligibility: Time Allowed for Participation After Completing Grade Eight
59.1 A student shall be eligible for interscholastic competition for no more than 12 consecutive athletic seasons beyond the first completion of grade 8.

Rule 60 – Student Eligibility: Age Limitations
60.1 A student shall be under 19 years of age, but may compete during the remainder of the school
year, provided that his / her 19th birthday occurs on or after September 1 of that year.
For Freshman competition, a student shall be under 16 years of age but may compete during the remainder of the school year, provided that their 16th birthday occurs on or after September 1 of that year.

Rule 62 – Student Eligibility: Chemical Health / Alcohol / Drugs / Tobacco
From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer.”

If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.
First Violation: When the Principal confirms, following an opportunity for the student to be heard that a violation has occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season in which the student will participate.

# of Events/Season	# of Events/Penalty

1-7	1
8-11	2
12-15	3
16-19	4
20+	5

Second and Subsequent Violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.
If after the second or subsequent violations the student of their own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that student is attending or issue a certificate of completion. If a student does not complete a program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season. See the chart on the next page.

# of Events/Season	# of Events/Penalty	# of Events/Season	# of Events/Penalty
1-3	1	12-13	7
4	2	14	8
5-6	3	15-16	9
7-8	4	17-18	10
9	5	19	11
10-11	6	20+	12

At the discretion of the coach, the student-athlete may continue to practice with the team during a suspension. Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

After serving the suspension in the next season of participation, the athlete must also complete the season as a member of that team.

Rule 63 – Good Citizen Rule
Student-athletes may not represent their school if they are on in-school or out-of-school suspension.

AYER SHIRLEY REGIONAL HIGH SCHOOL REGULATIONS

At Ayer Shirley, student athletes are expected and encouraged to maintain the highest level of scholastic achievement possible. They are also expected to maintain the highest level of citizenship. To promote these goals, the following are in effect:

ASRHS Expansion to Chemical Health and "Good Citizen" Expectations

Participation in athletics and extracurricular activities is a privilege, and we hold high expectations for our athletes and activity participants; one of those expectations includes an alcohol- and substance-free lifestyle. To that end, any student athlete or activity member who, at any time, either on or off campus, uses, consumes, possesses, buys/sells, or gives away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance, will be penalized with consequences that may include the loss of participation in athletic and/or extracurricular events, the loss of leadership positions or opportunities, and the loss of certain recognition opportunities. Student athletes or activity members who commit these offenses on school grounds will additionally face serious school-related consequences,as detailed in the corresponding sections of the school's Student Handbook.

The investigatory process for suspected transportation, use, possession, distribution, and/or sale of alcohol, drugs, or drug paraphernalia that occurs on school property or at school-sponsored activities is detailed within each school's Student Handbook. Upon receiving or encountering credible evidence that a possible violation of any of the stated provisions has or may have taken place off-campus, the administration will investigate and assign disciplinary consequences where sufficient evidence is available.

First Violation Minimum Penalties

When the Principal confirms, following an opportunity for the student to be heard, that a student athlete has violated the chemical health policy, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, penalties will be determined by the current or next season of participation. In addition, the student may be removed from or lose the ability to hold leadership positions in the school, and may lose opportunities for recognition. For students involved in extracurricular clubs or activities, the adviser will take steps that mirror, as closely as possible, the above standard.

Second and Subsequent Violation Minimum Penalties

When the Principal confirms, following an opportunity for the student to be heard, that a subsequent violation of the chemical health policy has occurred for a student athlete, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, penalties will be determined by the current or next season of participation. Any fractional part of an event will be dropped when calculating the 60% of the season. In addition, the student may be removed from or lose the ability to hold leadership positions in the school, and may lose opportunities for recognition. Extracurricular advisors will take steps that mirror, as closely as possible, the above standard.

Nothing in this policy prevents a principal, coach, or extracurricular adviser from taking additional steps, up to and including permanent removal from a team, club, or activity, based on individual school policies or team/activity/club expectations.

Ayer Shirley "Good Citizen" Policy

Participation in athletics and extracurricular activities is a privilege, and both athletes and activity participants represent themselves, their team or club, their school, and their community when they compete or participate in athletic or extracurricular events. We hold high expectations for our athletes and activity participants, and we expect that they will act as "good citizens" in the school, at school- sponsored events, and in the community at all times.

For purposes of this policy, a “good citizen” is defined as a student who follows all school rules, who displays integrity at all times, and who follows all applicable community and state laws.
When administration receives substantiated evidence that a student athlete or activity participant may have acted in a manner contrary to this “good citizen” expectation, administration will investigate the incident.

When the Principal confirms, following an opportunity for the student to be heard, that a violation of the“good citizen” expectation occurred, administration will meet with the corresponding coach and/or club adviser and determine appropriate consequences. Depending on the severity of the behavior, consequences may range from a written warning to removal from the team or club. School officials may suspend a student from participation in extracurricular activities who has been charged with a misdemeanor or felony involving violence or weapons until disposition of the charges.

Academic Achievement
Scholastic “extra help” sessions and make-up work are expected to be completed as soon as possible. On a practice day, students should stay after school to complete work whenever necessary. Coaches should be informed by students, in advance, when practice time will be missed due to academic obligations. Once the obligations are completed, students are expected to report to practice on that day, as soon as possible. If students did not give advance notification to the coach, students should ask their teacher for a note explaining the tardiness. Students arriving late to practices due to make-up work or extra help will not suffer any athletic team penalty. The athletic department reserves the right to remove a student from a team for poor academic performance and may reinstate the student upon sufficient evidence of improvement. Coaches may place athletes on written “Academic Progress Reports” when it becomes known that a student is performing poorly in the classroom.

School Discipline Obligations
A student athlete with a school disciplinary obligation (either office or teacher detention) is expected to fulfill the disciplinary obligation before reporting to an athletic practice and/or game. Students cannot expect, and should not request, disciplinary consequences to be postponed or cancelled for any athletic reason. The athletic department reserves the right to remove or suspend a student-athlete from a team for a disciplinary offense. It is expected that our athletes be model citizens both in and out of school; they will be held to high standards and should set a positive example for all students.

School Attendance and Tardiness
Any student absent from school may not participate in or attend practice or competition that day, unless prior approval of the Principal, or designee, has been given. Coaches must be notified of these absences in advance as well. Examples of approved absences include funerals, lengthy doctor’s appointments, or college visits.

Students must be in attendance at school before 9:30 AM to participate in any meeting, practice or game unless prior approval for absence is granted by the Principal or designee. In addition, student-athletes may not be dismissed prior to 12:30 PM unless prior approval of the Principal, or designee, has been given.

On an early release day or half-day, students must be in attendance for the entire school day in order to participate in any meeting, practice or game unless prior approval for absence is granted by the Principal or designee. Students dismissed from school due to illness, may not return to school for participation in practices or athletic contests.

Athletic Trainer/Training Room
Ayer Shirley has a part-time, licensed Athletic Trainer (ATC) to evaluate, treat, and rehabilitate athletic injuries as they occur. The Athletic Trainer provides medical coverage for most athletic contests and practices. The Athletic Trainer is available to student athletes on most days from 2:45 PM until 6:45 PM. There are exceptions to this, such as on Friday night football nights or during the winter season. On weekends and school vacations, the Athletic Trainer will be on site for home contests and scrimmages. In the event of injury, the Athletic Trainer will evaluate and recommend the direction of care, and clearance

level. Athletes may see the Athletic Trainer for evaluation/treatment whenever he or she is available. For specific questions regarding student-athlete health care, please contact the Athletic Trainer, Nate Diffin, at ndiffin@asrsd.org

Athletic Injuries

All injuries must be reported to the Athletic Trainer or the coach immediately, and an injury report placed on file. Subsequent to any serious injury and prior to further participation in a sport, students must provide a signed medical release from a physician if a game or day of practice has been missed due to injury. All school related head injuries or serious injuries that occur outside of the school day will be reported by the Athletic Trainer or coach, to the school nurse, the next day school is in session.

Physical Education/Wellness

All athletes are required to participate in regularly scheduled Physical Education/Wellness classes. Students being medically excused from Physical Education will not be allowed to participate in team practices or games on that day. All class attendance rules apply to Physical Education classes. A note to the Athletic Director / Coach from the class instructor is requested whenever a student athlete is absent or late for class.

Transportation

All participants are required to travel to and return from all athletic events in transportation provided by the school district. In certain situations, students may be excused from using school-authorized transportation provided they receive prior approval from the head coach. If a situation does arise where a student absolutely must be transported by a private vehicle or arrive/leave with a caregiver, a transportation permission form must be on file in the office of the athletic director AND the head coach must approve each occurrence.

Hazing

Any conduct or method of initiation into any student organization or team, which willfully or recklessly endangers the physical or mental health of any student or person, is not allowed. Such conduct is a crime under Massachusetts Law and will not be tolerated. (for further information, refer to Mass. State Law- Chapter 536, Sect. 16-19). There is to be no initiation of any kind to be a member of any team at Ayer Shirley Regional High School. Students and coaches found in violation will be dismissed from participation in the athletic program. It is the responsibility of all coaches to inform team members of the hazing law and guidelines.

Bullying/Cyberbullying

Ayer Shirley Regional is committed to providing a safe, positive and productive educational environment where students can achieve their full potential. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying. (See School Committee Policy JICFB).

Athletes found responsible for bullying or cyberbullying; for failing to report such bullying or cyberbullying; or for retaliating in any way against any other student who reports such bullying or cyberbullying, are subject to removal from participation on their team for a period up to and including the duration of their time at Ayer Shirley Regional High School. This penalty is in addition to any and all student disciplinary consequences, which is imposed in accordance with the bullying/cyber-bullying policy and applies regardless of whether the bullying/cyber-bullying occurred in connection with athletic programs or, instead, in any other context regulated by the bullying/cyber-bullying policy.

Sportsmanship

Ayer Shirley Regional expects all parties at a contest to display the highest possible level of sportsmanship before, during and after the competition. Players, coaches and spectators are to treat opponents, game officials, and visiting spectators with the respect and “class,” we speak about in our philosophy.

The MIAA reserves the right to “warn, censure, place on probation, or suspend up to one calendar year any player, coach, game or school official, or school determined to be acting in a manner contrary to the standards of good sportsmanship.” Students, coaches, and spectators can be ejected or suspended from a contest(s) for taunting, intending to injure another player, fighting, or other unsportsmanlike conduct. Ayer Shirley Regional High School in turn, reserves the right to impose the same penalties on spectators displaying poor sportsmanship at any of our contests, home or away.

Sportsmanship is an expectation at Ayer Shirley. Let the players play. Let the coaches coach. Let the officials officiate. Let the spectators be positive and watch the game. The Panther Way!

Language or gestures
Profane, derogatory and abusive language or gestures during any team related or school activities are strictly prohibited.

Disciplinary Consequences
Students found in violation of this handbook, any MIAA regulations, or a school policy, may face disciplinary consequences. Infractions must be reported to the Athletic Director or other Ayer Shirley Regional High School administrator. Reported infractions will be thoroughly reviewed.

The Athletic Department (Head Coach, Athletic Director, School Administrator or designee) may impose appropriate disciplinary consequences for violations established in this Student Athlete/Caregiver Handbook. Consequences may vary depending on the type and circumstances of a violation, but may include suspension and/or loss of student athlete eligibility.

A coach and/or Athletic Director shall determine if a violation of the athletic rules and regulations has occurred. In all cases, infractions of any type must be reported to the Athletic Director, whether action is taken or not. If disciplinary consequence is applied, (including temporary or permanent suspension, censure, or reprimand) an athlete may have his or her case reviewed upon request.
Review Procedure:

1. The student/caregivers may meet with the Coach/Athletic Director. This request must occur within two school days of the assigned disciplinary consequence by the Coach/Athletic Director.
2. If not satisfied, the student/caregivers may ask to meet with the Principal, Athletic Director and Coach.
3. Final decision on these matters rests with the Principal.

Athletic Facilities/Building Access
No student will be allowed access to any of the athletic facilities (fields, gyms, weight room, etc.) without supervision by a school staff member. The fitness/weight room is run by the Wellness and Athletic Department. When open and supervised, it is available for all students unless it has been reserved as an in-season site for a practice session. Student athletes are not allowed in the weight room unless it is supervised by a staff member.

Student athletes are expected to respect the locker room facilities, showers, and general areas of the athletic wing. We expect the student athletes to take pride in their facilities by using trash barrels and keeping their athletic facilities in good condition. Glass containers of any kind are not allowed in the locker rooms or gymnasiums at any time.

At no time should shoes with cleated soles or spikes be worn inside the building. Serious injury can occur from slipping on the concrete or tiled surface, as well as causing damage to the flooring.

Inclusion
We believe that all students would have access to athletics and encourage students to participate in all of our programs.Coaches and students must take the NFHS Implicit Bias course and sign the MIAA/MSAA DEI Pledge.

Locker Room/Security
Students have an obligation and responsibility to care for all athletic equipment issued to them, as well as personal belongings. The athlete is responsible for the proper care of this equipment from the date of issue, to the date of return. Equipment and uniforms should be stored in a locked locker at all times (locks are provided for each athlete) when not in use. Experience has shown that most losses are due to carelessness in securing or locking lockers. Ayer Shirley Regional cannot be responsible for the personal belongings of student athletes. If a student loses school equipment or fails to return the assigned equipment in satisfactory condition, they are responsible to meet the current replacement cost of the equipment. Please lock all belongings brought into the locker rooms.

Adult supervision
COACHES are responsible for locker room supervision. A staff member must be present anytime a student or students goes into the building or a locker room. Students are not to be unsupervised at any time in or out of the building. This is the responsibility of the coach.

Equipment/Uniforms
Equipment and uniforms are handed out to the student athletes by their coaches. For specific questions regarding equipment or uniforms, please contact the team coach. Payment for lost equipment or uniforms is required at the time of the loss, and prior to the next season of athletic involvement or graduation, whichever comes first. No student will be allowed to tryout for another sport until all outstanding equipment/uniforms has been returned or payment to replace lost equipment has been made to the Athletic Department. Athletes are not permitted to wear school issued uniforms at any time other than for practices or game competitions. If a student-athlete leaves the team during the season due to injury, academics, disciplinary offense, or quitting, it is their responsibility to return all school equipment immediately.

Athletic Awards
Prior to the beginning of the season, coaches will clearly define and communicate criteria for earning a Varsity Athletic Letter. These criteria are sport specific and in general, a student must complete a full season of participation as a member in good standing to be eligible for a letter. Other individual awards may be given at the discretion of the head coach. The following awards are provided through the athletic department.

Level	Award
Junior Varsity and Middle School	Certificate of Participation
Varsity Year 1	Varsity Letter
Varsity Year 2	Sport Specific Pin
Varsity Year 3	Bar Pin
Varsity Year 4	Plaque
Special Awards	

• **Varsity jackets** can be earned by playing two seasons of the same varsity sport or three of the same JV sport. This is operated by the ASRHS Booster Club.	• **Twelve-season Award:** If a student-athlete completes four high school seasons of the same three sports, they will receive an eight-season plaque (EX: 4 years of soccer, 4 years of ice hockey and 4 years of softball)

College/Career Guidance

One of the most important decisions facing the high school athlete is what to do with their lives after high school. The members of the Ayer Shirley Athletic Staff are willing to assist all of their students with this extremely difficult decision. Staff members fully understand the importance of this assistance. They may be able to answer questions, contact schools or coaches, send video tapes, if available and write letters of recommendation. If a student's goal is to compete athletically at the collegiate level it is very important to be aware of the ever-changing NCAA regulations. The Athletic Director and High School Guidance Department has a wealth of information on the NCAA regulations. They also have information regarding the NCAA Clearinghouse registration, which must be completed by all students planning to participate at the college level.

The Massachusetts Secondary School Athletic Directors Association (MSSADA) offers a FREE Recruiting Webinar to assist families of High School Athletes with the recruiting process.

The MSSADA Recruiting Webinar (http://www.formstack.com/forms/?1059381-6Q12R0i03U) addresses these topics:

• Three rules of being a caregiver • Scholarship myths and facts • NAIA and JUCO education • Scholarships, do they differ? • The Name Game • Negotiate/Cooperative Education	• Dangers of social networking/cell phones • National Letter of Intent • NCAA/NAIA Eligibility Centers • Recruiting Services • NCAA core course requirements

NCAA Clearinghouse: www.eligibilitycenter.org NCAA: http://www.ncaa.org/

ASRSD Concussion Policy and Opioid Information

The Commonwealth of Massachusetts Executive Office of Health and Human Services requires that all high schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law:

Student athletes and their caregivers, coaches, athletic directors, school nurses, and physicians must learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their caregivers inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious, or is suspected of having a concussion, during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for return to play.

At the beginning of every sports season, no student will be allowed to participate in athletic activities until all required forms, including the Ayer Shirley Regional School District Consent and

Release/Pre-participation Head Injury/Concussion Reporting Form for Extracurricular Activities has been signed, submitted by a caregiver, and reviewed by school nursing and athletic department staff.

Caregivers and student-athletes who plan to participate in any sports program at Ayer Shirley Regional High School or Ayer Shirley Regional Middle School must also take one free online course about concussions per school year. Two free online courses have been made available and contain all the information required by the law. The first online course option is offered through the National Federation of High School Coaches.

You will need to click the *order here* button and complete a brief information form to register. At the end of the course, you will receive a completion receipt, a copy of which should be submitted to the school. The entire course, including registration, can be completed in less than 30 minutes by visiting the following website: http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000.

The second online course option is offered through the Centers for Disease Control and Prevention at the following website: http://www.cdc.gov/concussion/HeadsUp/online_training.html.

A third option, review of written materials, will be provided upon request for caregivers and student athletes without Internet access.

If a student athlete becomes unconscious, or is suspected of having a concussion, during a game or practice, the caregiver must submit to the school nurse the Ayer Shirley Regional School District Post Sports Related Head Injury Medical Clearance and Authorization Form signed by a medical professional, as well as a signed Post Concussion Graduated Return to Play Schedule Form.

Please visit www.asrsd.org > ASRSD Policies > ASRSD Policy Manual > File JJIF-R for the complete ASRSD Sports Related Head Injury Policy. *If you require a hard copy of any of these policies, please contact the office of the Assistant Superintendent in Support of Teaching and Learning.*

The following links provide additional information regarding concussions as well as updated information regarding OPIOID awareness.
https://www.mass.gov/sports-related-concussions-and-head-injuries

http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/dvip/injury-prevention/substance-use-disorder.html

Here you will find information on substance use and misuse, where to get help for your child, resources and a link to the Dept. of Public Health Bureau of Substance Abuse Services.

Important Websites

Ayer Shirley Regional High School - https://www.arbiterlive.com/Teams?entityId=1066

Ayer Shirley Athletics Twitter @ASRHSathletics	Ayer Shirley Athletics Instagram: asrsdathletics
Ayer Shirley Athletics Booster Club	Ayer Shirley Friends of Football

MIAA – www.miaa.net

- MIAA Rules and Regulations Handbook
- News and Announcements
- MIAA Tournament information
- Current events for high school students/sports

Appendix E: Extended Day Enrichment Program Addendum

AYER SHIRLEY REGIONAL SCHOOL DISTRICT
EXTENDED DAY ENRICHMENT PROGRAM

Early Childhood (ages 3&4)
Kindergarten-Grade 5

FAMILY HANDBOOK
2026-2027

"A Fun, Safe, & Enriching place to meet with friends."

LOCATIONS	
Lura A. White Elementary School 34 Lancaster Rd., Shirley MA 01464 Telephone: 978-772-8600 ext. 1128	Page Hilltop Elementary School 115 Washington St. Ayer, MA 01432 Telephone: 978-772-8600 ext. 1404

A MESSAGE FROM THE DIRECTOR & ASSISTANT DIRECTOR

Welcome to the Ayer Shirley Regional School District Extended Day Enrichment Program!

We're so glad to have you join us!
This handbook is designed to provide caregivers with an overview of the ASRSD Extended Day Enrichment Programs (EDEP) offered at both Lura A. White and Page Hilltop Elementary Schools. Inside, you'll find important information about our program's activities, expectations, and procedures. We encourage you to read it carefully and keep it handy for easy reference throughout the school year.

At EDEP, our goal is to create a welcoming environment where children can learn, grow, and have fun. We place a strong emphasis on cooperative play, positive peer interactions, and mutual respect. Our program celebrates each child's unique capabilities, talents, and cultural background.

We believe that open communication is key to your child's success. Your suggestions and ideas are always welcome, and we encourage you to share them with us at any time.

We would like to extend our sincere thanks to the ASRSD School Administration, School Committee, principals, teachers, and staff at Lura A. White and Page Hilltop for their continued support of EDEP. A heartfelt thank-you also goes to our dedicated program staff for the energy and enthusiasm they bring to the children each and every day.

And of course, we thank you—the caregivers—for your support and encouragement. The children benefit greatly from the partnership we share in creating a safe and enriching experience for all.

If you have any questions about this handbook or our program, please don't hesitate to reach out to me at 978-772-8600 ext. 1467.

I look forward to the time we'll spend together this year.

Warmly,

Beth Lewis, Director
Sarah Gibbons, Assistant Director

CONTENTS

A Message from the Director & Assistant Director 1
Table of Contents 2
Extended Day Enrichment Program Teachers & Staff 3
Our Mission 4
General Information 5
- Ayer Shirley Regional School District Statement of Nondiscrimination 5
- Hours of Operation 5
- Dates Closed 5
- Before School 5
- After School 5
- Early Childhood Enrichment Program 6

Responsibilities and Expectations 6-7
Behavior Guidelines
Program Policies and Procedures 7
- Application Process 7-8
- Payment/Tuition 8
- Late Pickup Fees 8
- Tax Reporting Statement 8
- Schedule Changes 9
- Switching Days 9
- Extra/Emergency/Delayed openings/Early Release Days 9
- Withdrawal from Program 9
- Absences 9
- Emergency Contacts 10
- Transportation 10
- Sign-in/out Procedure 10
- Release of Children 10
- Extra Activities during Extended Day 10
- Snacks 10
- Early Release Days 11
- Mobile Phones 11
- Telephone Usage by Children 11
- Personal Property 11
- Toys/items from Home 11
- Inclement Weather Dress 11
- Homework Procedure 11
- Inclement Weather/Emergency Dismissal 11-12

Health and Safety 12
- Child's health Information 12
- Sickness Plan 12
- Medication Policy 12
- Accidents & Acute Illness 12

Abuse & Neglect _____ 12
Bullying/Notification of Bullying _____ 12-13
caregivers Involvement _____ 13

EXTENDED DAY ENRICHMENT PROGRAM TEACHERS & STAFF

Ayer Shirley Regional School District Main Number: 978-772-8600, or dial 411 for the directory look up
Email and staff member: (First initial) (Last name) @asrsd.org (i.e. Jane Doe, jdoe@asrsd.org)

ADMINISTRATION			
Beth Lewis	Director	elewis@asrsd.org	ext. 1467
Sarah Gibbons	Asst. Director	sgibbons@asrsd.org	ext. 1484
Marilu Bailey	Site Coordinator - Page Hilltop	mbailey@asrsd.org	ext. 1404
Linsey Ludwig	Asst. Site Coordinator - Lura A. White	lludwig@asrsd.org	ext. 1128
EDEP General Email Address		edenrich@asrsd.org	

SUPPORT STAFF - Extended Day Enrichment Program (Grades Kindergarten - Grade 5)				
Lura A. White - Shirley		Page Hilltop - Ayer		
Before School	After School	Before School	After School (K & 1)	After School (2 - 5)
Mailinda Aliskeviz Ken Dow	Malinda Aliskevicz Linsey Ludwig Ken Dow	Becky Campaner Sarah Gibbons	Diane Anger Carolyn Jones	Shannon Forestell High School Students

SUPPORT STAFF - Extended Day Enrichment Program (Early Childhood Only) @ Page Hilltop	
Before Public Preschool (Room 37)	After Public Preschool (Room 40)
Becky Campaner Barbara Waite	Linsey Ludwig Judy Schafer

OUR MISSION

ASRSD Extended Day Enrichment Program provides a safe, inclusive, and enriching space for children to learn

and grow. Through social interactions, play, and relationship building, children will develop the skills needed to be a positive participant in our extended day community and beyond.

GENERAL INFORMATION

ASRSD Extended Day Enrichment Program (EDEP) offers before and after school care for children Early Childhood Program (ages 3&4) – Grade 5. The program is located in the Lura A. White Elementary School & Page Hilltop Elementary School. Our hours of operation are 7:00 a.m. to 5:30pm. Monday through Friday following the ASRSD regular school calendar.

Our staff is Site Coordinators, Head Teachers, Assistant Teachers and High School Aides. All of whom have, at minimum, a Bachelor's, Associate's degree in Education or related field experience. Our High School aides who work in the afternoon program, are directly supervised by the adult teachers under the direct supervision of the adult teachers. Each late afternoon classroom has a Head Teacher, an Assistant Teacher, and at least one High School Aide. All adult staff are required to have a current First Aid/CPR certificate. Our students to staff ratios generally vary from 8:1 to 11:1. Our maximum ratio is 13:1. Our field trip ratio is 10:1, or lower.

EDEP children are grouped by grade levels, with separate staff members assigned to each group. We have designated space in both elementary schools, access to the playground, gym and cafeteria if needed.

ASRSD EDEP is designed to allow children freedom to choose among such activities as arts & crafts, nature & science, games, cooking, and sports. A quiet area is available for students in grades 2-5 who wish to do homework. Outdoor recreation periods (weather permitting) are scheduled daily.

This handbook presents guidelines for EDEP. Knowing these guidelines allows a more beneficial experience for both you and your child. Any suggestions you have for inclusion in this handbook are welcomed. The staff of the Extended Day Program looks forward to a safe and successful year working with you and your child.

SCHEDULE AND HOURS OF OPERATION

BEFORE SCHOOL HOURS	AFTER SCHOOL HOURS
Early Childhood (ages 3 & 4) - Grade 5 Monday - Friday, 7:00am - 8:45am	Early Childhood (ages 3 & 4) - Grade 5 Monday - Friday, 3:15pm - 5:30pm *Early Release Days - 12:15pm - 5:30pm
ASRSD EXTENDED DAY ENRICHMENT PROGRAM WILL BE CLOSED OR CLOSE EARLY:	
November 3 (CLOSED) December 24, 2025 - January 1 (CLOSED) January 22 (CLOSED)	December 23 (Close at 3:00pm) Last Day of School (Close at 3:00pm)

The Before School Program offers an open-ended time between 7:00am-8:45am when children in early childhood, kindergarten-Grade 5 can be brought to school. During this time, children may complete their homework, play games, create craft projects, socialize, or simply relax. Please feel free to feed your child at home before they arrive or send a meal from home. **If you prefer to send a meal from home, please be aware of any restrictions that the school has with regard to peanut products.**

Tentative Daily Schedule for before school;

- 7:00am: Arrival, free play, finish homework, eat their breakfast

- 7:45am: Outside time (weather permitting)
- 8:00am: Get ready to go to school

The After School Program is designed to allow children freedom to choose among such activities as arts & crafts, nature & science, games, cooking and sports. A quiet study area is available for students who wish to do homework. Outdoor recreation periods (weather permitting) are scheduled daily.

Tentative Daily Schedule for After School;

- 3:15pm: Dismissal from school, attendance, snack
- 3:45pm: Outside time (weather permitting)
- 4:00pm: planned activity (arts & crafts, cooking, science, nature etc. for more information see calendar)
- 5:00pm: Clean area, quiet reading and get ready to go home

Early Childhood Extended Day Enrichment Program

Tentative Daily Schedule Ms. Campaner & Ms. Jones Room 37

- 7:30-8:30am Table games and outside
- 8:30-9:10am Center Time
- 9:15-9:40am Circle Time/Morning Meeting
- 9:40-10:15am short circle time, Projects & activities
- 10:15-11:10am Bathroom, snacktime
- 11:15-12:00pm Bathroom, playground/walk around school grounds
- 12:00-12:35pm Wash hands/bathroom & lunch
- 12:35-12:45pm Mindful/yoga/quiet time
- 12:45-3:15pm Public Preschool time

Tentative Daily Schedule Ms. Judy & Ms. Linsey Room 40

- 11:00-12:15pm: Circle time, structured centers
- 12:15-1:00pm: Wash hands, lunch, and bathroom break
- 1:00-1:45pm: Rest Time
- 12:45-2:00pm: Clean up, and Bathroom break
- 2:00-2:45pm: Manipulatives/free play in centers/Nature walk
- 2:45-3:15pm: Wash hands, Snack and bathroom break

Early Childhood Supply List

- To make your child's days with us as much like home as possible, we recommend you provide the below items to us prior to your child's attending for the first time. Please make sure all supplies are labeled and extra clothing is placed in a labeled, Ziploc® plastic bag!
- All children will need to have one box of wipes regardless of if they are potty trained or not. These come in handy for clean-ups, face washing etc.
- All students will need a bag, or backpack, to bring supplies back and forth to school. When choosing a bag, please note that we have found that the best bags to use are the recyclable "green" type bags found at the supermarket for about $1.00. These bags fit nicely in the cubbies, hold large art projects, and can usually accommodate blankets. They are also easy to replace when needed.
- Please provide lunch, snacks and a water bottle daily.
- All children need at least one complete change of clothing including socks. If your child is potty training, we will need several sets of clothing. Please send clothing in a labeled, Ziploc® plastic bag. It will be kept in their cubby, if space is available
- We discourage any extra toys or games at school. We find these items tend to get lost, broken or create

conflict. We are very respectful of the fact that many children enjoy bringing "loveys" or special blankets with which to sleep. This is fine, but if an object is especially precious (or is used daily); we encourage you to send a duplicate or have a spare at your house. We will do everything we can to ensure the safe return of a "lovey" to your home.

❏ We will be sending home emails weekly or bi-weekly, to families that attend the program, giving you information about what they did that week, upcoming activities/special projects and some pictures of your children in action at the program. We will also inform you when you are running low on supplies and if something out of the ordinary, or really special, occurs!

RESPONSIBILITIES AND EXPECTATIONS

Enrollment in ASRSD Extended Day Enrichment Program (EDEP) assumes an understanding that caregivers and children will abide by the responsibilities and expectations of the program.

Caregiver Expectations

- ❖ Your child will receive an enriching opportunity in a supportive environment.
- ❖ You are welcome to speak with the Teacher or Program Director at any time about concerns regarding your child or the program. Suggestions are welcomed.
- ❖ You can expect an appropriate response to concerns or suggestions brought forth.
- ❖ You will be informed of all behavioral issues and can confer with the Director or Teacher. ❖

You will be informed immediately if your child does not arrive after school as scheduled. ❖
You will be informed about program activities.

Caregiver Responsibilities

- ❖ You will pay tuition and fees on time.
- ❖ You will keep your children's information current.
- ❖ You will pick up your children on time.
- ❖ You will follow the health and safety policies.
- ❖ You will contact the Director if your child will not be attending on a scheduled day.
- ❖ You will pay attention to any information from the Teachers or Director regarding your child's behavior and make every effort to improve the situation.

Children's Expectations

- ❖ You will have fun while learning new concepts and developing and honing social skills. ❖

You will have a safe and supportive environment.

- ❖ You will use the program equipment and participate in activities on a fair and equal basis.
- ❖ You will receive and give respect to all persons and property in the program.
- ❖ You will treat all program staff in a respectful manner at all times

Children's Responsibilities

- ❖ You will be responsible for your actions.
- ❖ You will respect the rules of the school and the program.
- ❖ You will remain with your group at all times.
- ❖ You will take proper care of all materials and return them when finished.
- ❖ You will arrive promptly.

BEHAVIOR GUIDELINES

Our professional staff is experienced in handling various behavioral situations. We incorporate a variety of positive techniques such as:

- encouragement
- problem solving
- conversation
- “cooling off time”
- redirection to a more positive activity
- humor
- starting each day anew

It is anticipated that children will cooperate with our general rules of respect for self, others and property, and will comply with teacher directions regarding safety issues.

Refusal to do so may result in a child having to be picked up immediately, and/or miss at least one day of the program. Other actions that may result in missing at least one day of the program are:

- hurting another child
- hurting a teacher
- endangering the wellbeing of themselves or others
- leaving the program without a caregiver or specific permission from a caregiver
- chronic refusal to comply with the general behavioral expectations of the program

Chronic refusal to comply with the general behavioral expectations of the program may result in the temporary removal from the program. These matters are decided by the teacher and the director, with input from the caregivers.

PROGRAM POLICIES/PROCEDURES

Application Process

- Enrollments will be accepted throughout the school year and children will be placed based on space availability.
- Children must be in the ASRSD public preschool through fifth grade
- caregivers must complete and return all necessary forms including an emergency/pick-up & release form prior to a child’s first day of attendance.
- Applications are accepted for all children.
- ASRSD Extended Day Enrichment Program does not discriminate in providing services to children and their families on the basis of race, religion, gender, national origin, cultural heritage, political beliefs, sexual orientation, disability, or marital status.

Payment and Tuition Policy

- **Tuition Schedule:**
  - Tuition is based on the **181-day public school calendar**.
  - Payments are divided into **ten equal monthly installments** as indicated on the registration form.
  - The monthly payment amount remains **consistent each month**, regardless of the number of school days.

- **Financial Agreement:**
  - Upon enrollment, families will sign a **financial agreement** completed by the program director.
  - The agreement will outline the child's schedule, program, and monthly tuition.
- **Payment Deadlines and Late Fees:**
  - Tuition is due on the **1st of each month**.
  - Payments made after the **15th of the month** will incur a **$30.00 late payment charge**.
- **Account Delinquency:**
  - The program reserves the right to **suspend families with overdue accounts** at the end of the month.
  - Families may return to the program once their outstanding balance has been paid in full.
- **Returned Checks:**
  - Any check returned due to insufficient funds will incur an additional charge.
- **Tuition and Attendance:**
  - Tuition is due regardless of **attendance, holidays, program closings**, or **school vacations**.
  - **Vacation programs** and **field trips** will require an additional charge.
- **Tuition Adjustments:**
  - Tuition fees will be reviewed annually.
  - Families will receive at least **one month's notice** of any adjustments.

Late Pickup Fees Policy

The **Extended Day Enrichment Program** closes promptly at **5:30 p.m.**, and pick-up deadlines must be adhered to. Late pickups are taken seriously, as they impact the staff's schedule, the children's well-being, and the smooth operation of the program.

- **Timeliness is Crucial:**
  - Missing pick-up deadlines places unnecessary strain on staff and children.
  - A child left waiting can feel anxious and isolated.
- **Communication:**
  - If you anticipate being late, please call the staff to inform them and reassure your child.
  - While late fees will still apply, notifying staff can help prevent more severe consequences.

Late Pickup Fines:

- **Starting at 5:30 p.m.**:
  - **$1.00 per minute**: Initial infractions.
  - **$2.00 per minute**: Chronic lateness (5+ late pickups).
  - **$4.00 per minute**: Continual chronic lateness (7+ late pickups).
- **Enrollment Consequences:**
  - After **7 late pickups**, your child's enrollment may be at risk of termination.

If We Cannot Reach You:

- Staff will contact the individuals listed on your **registration form**.
- If no one can be reached within **30 minutes** of your scheduled pickup time:
  - It may become necessary to contact the **Ayer Shirley Police Department** or **Shirley Police Department**.
  - This could lead to the filing of a **51A report** with the Department of Social Services.

Repeated Late Pickups:

- Persistent lateness may result in the program requesting that you **withdraw your child** from enrollment.

PLEASE NOTE: We will do everything in our power to avoid severe action in the case of a late pickup. Please help us by calling if you have an unavoidable emergency, providing responsible people on your registration form, and most of all by thinking of your child. A child left behind when everyone else has gone home feels terribly alone.

Tax reporting Reporting Statement
A yearly statement for tax purposes can be accessed via Icare. If you are experiencing any issues please contact Sarah Gibbons via email at sgibbons@asrsd.org.

Schedule Changes
All schedule changes need to be submitted before the 15th of each month. All changes will be effective the following month. Please fill out the schedule change form and send it to sgibbons@asrsd.org as a PDF. ***The last day to give notice of a change for the current school year will be April 1st (effective May 1st).***

Switching Days (temporary)
Although we try to be responsive to your needs. Switching days plays havoc with your child's peace of mind as well as teacher's schedules and staff ratios. Therefore switching days in a week due to special circumstances is allowed **ONLY** when space is available **AND** arrangements are approved by the Director in **ADVANCE** of the days in question. Extended Day, your child, and your child's classroom teacher need to be able to be very clear as to where your child is supposed to be. Switching days will not be allowed when one of the days involved is a holiday, early release days, or to cover absences that have already occurred.

Extra/Emergency/Delayed Openings/Early Release days (occasional)
Additional days will be allowed only when space is available and arrangements are made in advance. Tuition for additional days must be paid in advance.

School Delay openings:	$30.00 per student/day
Extra Days/Emergency:	AM only-$30.00 per student/day
	PM only- $45.00 per student/day
	AM & PM-$85.00 per student/day
Half Day (12:15-5:30) or 2hr. Early Release (1:15-5:30):	$86.00 per student/day

Note: If you know that you are going to be late due to an emergency situation and you may not make it home in time to meet the bus: **CALL**. We will hold your child until you get to the school. We do not want your child going home to an empty house.

Withdrawal
If withdrawal from the program is necessary, one month's notice to the director is required and will be effective the following month. The last day to give notice of withdrawal for the current school year will be **April 1st** (effective May 1 st).

Absences
A major responsibility of the Extended Day Staff is to know if a child is legitimately absent. ***It is imperative that***

the caregiver notify the Director by leaving a message on the Extended Day telephone, (978)772-8600 ext. 1404 (PHT) or ext. 1128 (LAW) at least one hour prior to the start of the program. You will also need to make an additional call to your child's school to notify the main office personnel that s/he will be absent. This will assure the staff of the safety and whereabouts of the child. (**Do not assume that if you inform the main office personnel, the EDEP staff will automatically be made aware of an absence.)** Please identify yourself, give your child's name and grade, the date of the absence. **If your child is dismissed from school, you must notify EDEP that s/he will not be attending. Please do so by calling the Director or leave a message at the EDEP site your child attends as soon as possible.**

If your child attends school but will not be at EDEP, s/he must provide notification to the classroom teacher and to EDEP. Caregivers may also call EDEP at (978) 772-8600 ext. 1404 (PHT) or 1128 (LAW).

If a child does not report to EDEP on a scheduled day their caregivers will be immediately notified. The phone numbers for EDEP are 978-772-8600, ext. 1404 (PHT) or 1128 (LAW).

Emergency Contacts

It may be necessary to contact you during your workday in case of emergency. It is imperative that you keep your child's emergency record updated. Please notify the Program Director, **in writing**, when changes occur in your address, phone numbers, change of work positions, doctors, health information, etc. Also, it is imperative that you have a friend or neighbor designated to serve as back up to the caregivers and in emergency situations.

Transportation

Transportation between home and EDEP before school and after school is the responsibility of the caregivers.

For the safety of your child: If anyone arrives to pick-up a child and appears to be under the influence of alcohol or drugs, the staff will offer to contact someone else to pick them up. If the driver refuses, the staff member is required by law to contact the Dept. of Children and Families, and the Police Department.

Sign-In/Sign-Out Procedures

Caregivers must sign out their child on the attendance sheet each afternoon. Caregivers must report directly to a staff member in charge prior to dismissing their child/children from the program. Caregivers must show picture identification when asked. Dismissal time is a good time to check on your child's progress.

Please park in designated spots at pickup and drop-off. Please do not leave children unattended in your car and be certain to turn your car off while you are away from it.

Release of Children

Children will only be allowed to leave the program with persons listed on the registration form and on the pick-up & release form. If anyone not listed on the form is to pick up your child you must supply us with written authorization in advance. **If someone other than yourself is picking up your child, you must notify the Director or Teachers.** Give the name of the person who will be picking up your child, please be sure to let that person picking up your child know that they will be required to show identification. Your child must be picked up by an adult, with a valid ID, who is at least 18 years of age. Children will not be permitted to leave the program alone.

If there is someone who may not pick up your child, or someone with whom you do not want your child to come into contact, please inform the Director at the Extended Day Enrichment Program in addition to the school. **Please**

provide legal documentation to the Program Director (in addition to your child's school) if there are caregiver restrictions. We must have legal documentation on file in order to deny a caregiver's access to their child. Do not assume that Extended Day is aware of any information shared with the school office.

Extra Activities during Extended Day (chorus, music lessons, gymnastics, enrichment, etc...) If your child will be attending any extra activities during their time with Extended Day, caregivers need to fill out the permission form provided by the Extended Day teacher.

A child will not be permitted to sign into a program if they did not attend school on a given day.

Snacks
Afternoon snack time is a time for nourishment, communication, and relaxation. It is a transitional time from the school day to play and is a regular part of each child's day. **You must provide snacks for your child on scheduled days.**

Half Days & 2hr. Early Release days
The ASRSD Extended Day Enrichment Program will be open on all half days (12:15-5:30) and 2 hr. early release days (1:15-5:30pm) following the ASRSD school calendar. We plan a wide variety of activities, events, and field trips. In order to have adequate supervision during our field trips all students who attend on early release will go on the trip, there is NO on-site option.

Mobile Phones
EDEP is a mobile-free zone. We request that all caregivers finish their calls prior to entering the building.

Telephone Use by Children
The staff will be happy to convey messages to children when necessary but it is not possible for children to make or receive telephone calls at EDEP. Caregivers are welcome to call the program at any time to speak to the Director or teachers about questions or concerns regarding their child

Personal Property
Children are responsible for taking all of their belongings with them at the end of the day. Any personal property that remains will be taken to the lost and found. Staff will help children to keep their belongings organized, but will not be responsible for lost property. Any items brought to school (lunch box, backpack, books, toys) should be labeled clearly with the child's name.

Toys or Items from Home
Since we cannot guarantee the safe return of personal belongings, EDEP asks that any personal possessions be left in backpacks during a child's time in the program. Children may bring toys from home on early release days only. Responsibility for the safekeeping of toys brought from home remains with the child. EDEP does not allow the use of toy weapons, or trading cards at any time. Kindles or tablets may be used at the end of the day during quiet reading time or when working on homework.

Inclement Weather Dress Policy
Please be sure to label your child's clothing (hat, mittens, coats, jackets) with their first and last names. **In the cold weather, children may be reminded to dress properly before they can participate in outdoor activities.**

Homework Procedure
All students are asked daily if they have homework, but we do not check backpacks. or folders. If your child has homework, they will be able to complete it during EDEP . Our staff will certainly encourage children to do it, but we will not be responsible for a child's homework.

INCLEMENT WEATHER/EMERGENCY DISMISSAL

School Closing

If school is closed for the day due to inclement weather for Ayer Shirley Regional School District (ASRSD), *THE EXTENDED DAY ENRICHMENT PROGRAMS WILL ALSO BE CLOSED.*

Emergency & Weather Early Dismissal

If school closes early due to inclement weather or an emergency, Extended Day Enrichment Program will close as follows:

- **EXTENDED ENRICHMENT PROGRAM WILL BE OPEN FOR 1 HOUR AFTER CAREGIVERS HAVE BEEN NOTIFIED (for instance if school closes at 1:00 we will remain open until 2:00pm). PLEASE CALL THE DIRECTOR OR SITE COORDINATOR IF YOU WOULD LIKE TO SEND YOUR CHILD HOME ON THE BUS or SEND THEM TO CAREGIVER PICK-UP.**

If ASRSD dismisses on time, and the school cancels after school activities, We will remain open **BUT WE ENCOURAGE CAREGIVERS TO PICK-UP AS SOON AS POSSIBLE.** There will be no credits given for snow days, delayed openings or early dismissals.

HEALTH AND SAFETY

Child's Health Information
If a child has a known health condition (asthma, diabetes, seizure disorders, etc.), please be sure to make us aware of what may cause the condition and the proper protocol should an incident occur when your child is in our care. Please be sure that any required medication is provided to our program (in addition to your child's school) and the appropriate forms have been completed. (if necessary ask the director for the health protocol form).

Child Sickness Plan
ASRSD Extended Day Enrichment Program abides by the same health rules as the School. To provide for the safety and health of all children, we request that caregivers take responsibility for providing transportation home as soon as possible if your child has a temperature or contagious disease.

If your child stays home or is sent home sick during the regular school day, **s/he may not return to ASRSD Extended Day Enrichment Program.**

If your child has an allergy, or is taking medication, it is essential that the staff have all the details in writing. If your child has a communicable disease, such as chicken pox, please notify the Director. Should your child come to the Extended Day Program with signs of mild discomfort (slight headache), quiet rest time will be provided. caregivers, however, will be alerted.

It is the responsibility of the caregivers to alert the Director, in writing, of any specific medical needs.

Medication Policy

If your child must take medication while at the program, it must be in the original prescription container and accompanied by a Physician's order, and a program form signed/dated by the caregivers giving the child permission to administer their own mediation under the **DIRECT** supervision of an adult staff member. Please contact the Director for a medical form **BEFORE** sending in medication. **No medication will be accepted or administered unless accompanied by the necessary completed form.**

Toileting

While we know that many preschool-aged children are toilet trained, we understand that some children will require assistance with toileting. Bear in mind that time spent in toileting takes time away from learning, playing and socializing. We strongly encourage families to consistently work with their preschool-aged child in becoming successful in 'toileting'. If your child is still going through the toilet training process, caregivers MUST SUPPLY ALL MATERIALS FOR THE ENTIRE PRESCHOOL DAY. This includes pull ups, wipes, training pants, extra changes of clothing, etc. We will send home any soiled clothing in plastic bags for you to clean and return with your child. All staff will take universal precautions and wear sterile gloves when assisting a child, changing pull ups or handling soiled clothing. All staff and children will also use antibacterial soap at the time of toileting.

Accidents or Acute Illness

There is no nurse on call before or after school hours. In the event of an accident or acute illness, every effort will be made to notify the child's caregivers. If a situation requires immediate attention, 9-1-1 will be called and the child will be transported to the nearest hospital by ambulance.

CAREGIVER INVOLVEMENT

Partnerships with families are a very important part of our program. Therefore, we make every effort to keep you informed of our activities at the Extended Day Enrichment Program. The Director will send out monthly newsletters. Our teachers will send out weekly or bi-weekly email reminders and information. Monthly calendars will be included in the monthly newsletters. Check out our bulletin boards at drop off and pick times; they are awesome! Drop off and pick up are good times to discuss your child's individual needs with our staff.

In addition, we invite you to join our program at any time to share your special interest or talent with our children on a regular basis or for a one time special event. Please schedule a visit with the Director or Site Coordinator.

Donations of gently used and new games, recyclables, scrap paper, etc. are welcome. If you have any items that you would like to donate, please be sure to check with the Teachers or Director to see if it is something that we can use as our storage space is limited.

Questions, Comments, or Concerns may be directed to the Teachers or to the Director of the program at any time.

Appendix F: Student Technology Responsible Use Policy

Overview of 1:1 Program

The 1:1 (one-to-one) technology program aims to empower students and educators by integrating digital tools into everyday learning. The objectives of the program are as follows:

1. **Improve Learning for Every Child –** Use tools and strategies that meet each student's needs.
2. **Build Important Life Skills –** Help students think critically, be creative, work well with others, and use technology wisely.
3. **Provide Equal Access to Resources –** Make sure all students can use learning materials and online tools in and out of school.
4. **Teach Safe and Respectful Technology Use –** Show students how to be responsible and kind online.
5. **Encourage Independent Learners –** Help students set goals, stay motivated, and take charge of their learning.
6. **Use Technology to Support Learning –** Blend technology into lessons in ways that make learning easier and more engaging.
7. **Ensure Access for All –** Close the gap so every student has the technology they need to succeed.

How to Receive a School Issued Chromebook or Ipad

The following criteria must be met in order for a student to receive a chromebook or ipad.

1. Caregiver and student read the "*Ayer Shirley Regional School District 1:1 Chromebook Ipad Guide Responsible Use Policy and Family Agreement"* as included in the annual ASRSD Student Handbook and sign the digital or paper form which will also include consent for the following:

    a. If the student is under the age of 13, the caregiver provides consent to the use of Google Workspace for Education.
    b. For all students under the age of 18, the caregiver provides consent to the use of additional Google Services.

Student Protection

Student accounts are managed, monitored, and controlled by ASRSD and are used solely for educational purposes. Student accounts are not accessible by outside advertisers or for commercial use.

ASRSD uses Google Workspace for Education which is compliant with the Children's Online Privacy Protection Act (COPPA) and FERPA. **Google does not own student data, does not use student content for advertising, and does not sell student data.**

Ayer Shirley Regional School District is also a member of The Education Cooperative Student Data Privacy Alliance (TEC SDPA) which provides the following:

- Gives school districts ownership & control of student data
- Defines how a vendor may & may not use student data
- Prohibits “targeted” advertising to students
- Gives school districts the right to audit a vendor
- Defines minimum acceptable data security requirements
- Requires timely district notification in the event of a data breach
- It’s a LEGAL and enforceable agreement between a vendor and the school district

Caregiver consent is required to use technology in ASRSD in accordance with COPPA. To create accounts for students, ASRSD will share basic student information with Google that includes first and last name, school email address, and a username/password. No other personally identifiable information is shared. Google Workspace for Education includes tools such as Gmail, Drive, Docs, Classroom, and Calendar, and other educational tools. Caregiver consent is required for students under the age of 18 to access additional Google Services such as YouTube, Google Earth, and Google Maps, etc. ASRSD annually reviews and confirms caregiver consent to ensure continued access to these services.

Review COPPA Law here:
https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa

Review FERPA Law here:
https://studentprivacy.ed.gov/ferpa

Review Google’s Privacy and Security policies here:
https://edu.google.com/privacy/

Caring for Your Chromebook/Ipad

Purpose

Students at ASRSD are responsible for the care, security, and proper use of their assigned Chromebook. This includes keeping the device in good condition, bringing it to school charged each day, and reporting any loss, damage, or technical issues immediately. Students and caregivers may be responsible for repair or replacement costs if the device is damaged, lost, or not returned. Below includes a list of guidelines to care for your device and ensure it works effectively.

1. General Care

- Chromebooks are school property and should be treated with respect and care at all times.
- Use both hands when carrying your Chromebook. Never carry it by the screen.
- Keep food, drinks, and liquids away from the device to avoid spills and damage.

- Do not place heavy items on top of your Chromebook, even when closed.

- Never leave your Chromebook in places with extreme temperatures (like cars or direct sunlight).

2. Screen Care

- Always close the lid gently from the center.
- Never place anything on the keyboard before closing the lid (e.g., pens or papers).
- Clean the screen only with a soft, dry cloth. Do not use cleaning sprays or chemicals.
- Avoid touching the screen with fingers, pencils, or other objects.

3. Charging and Battery Care

- Charge your Chromebook every night at home so it is ready for use at school.
- Use only the charger provided by the school district.
- Do not pull or twist the charging cord. Plug and unplug it carefully.
- Do not charge Chromebooks in walkways or places where someone might trip over the cord.

4. Storage and Transport

- Always store your Chromebook in a protective case or backpack when not in use.
- Do not leave your Chromebook unattended in classrooms, hallways, or other public places.
- When transporting the Chromebook, make sure it is closed and secure.

5. Digital Responsibility

- Chromebooks are for educational use. Follow all school rules and internet safety guidelines.
- Do not download unauthorized apps, games, or extensions.
- Use your school account responsibly and never share your passwords.

6. Personalization and Stickers

- Do not write on or place stickers on your Chromebook without school permission.
- Each Chromebook is labeled with a school ID tag. Do not remove or alter it.

Damage and Repairs

Student/Caregiver is responsible for any damage, loss, or issues with a Chromebook. Student/Caregiver must report any damage, loss, or issues with the Chromebook to a teacher or IT staff member immediately. Please do not try to repair or take apart your Chromebook. Damage, abuse, neglect, or unpaid fees may result in disciplinary consequences including caregiver conference, loss of device privileges, loss of extracurricular/athletics privileges, consequences outlined in “Damage to School Property,” and financial responsibility as outlined below.

Types of Damage and Financial Responsibility

Type of Damage	District Action	Student/Caregiver Responsibility
Accidental Damage	Reviewed case-by-case; may incur fees	Partial to full repair/replacement cost may be charged

Intentional Damage or Negligence	Investigation required	Partial to full repair/replacement cost may be charged
Lost or Stolen Chromebook	Must be reported immediately	May be responsible for full replacement cost
Lost or Damaged Charger	Student is responsible	Replacement fee (set by district)

Some examples of manufacturer issues that ASRSD may cover:

- Battery will not hold a charge.
- Touchpad not working correctly.
- Chromebook/iPad will not power on.
- Keyboard not typing correctly.
- Display not working at all with no evidence of a cracked screen or pressure point damage.
- Charger no longer works.

Some examples of student neglect or abuse that ASRSD will not cover:

- Cracked or pressure point damaged display screen.
- Keyboard keys removed from the keyboard.
- Damage to the body/shell of theChromebook/iPad that is beyond normal wear and tear.
- Liquid damage to keyboard and/or other parts of the Chromebook/iPad.
- Food residue causing damage to the Chromebook/iPad.
- Damage to hinges
- Loss of Chromebook/iPad charger.

Repair and Fee Process

- Repairs must be handled through the district's technology department.
- Caregiver(s) will be notified in writing with an invoice if a fee is assessed.
- A payment plan may be available for families in need.
- Students may be issued a loaner device while repairs are completed (if available).
- Estimated repair costs (adjustable based on current cost of parts)
    - Replacement Keyboard $60
    - Replacement Screen $40
    - Replacement Charger $30
    - Complete Chromebook $200
    - Broken or Missing Hinge $10
    - Damage to Bottom Plastic $40
    - Damage to Top Plastic $40

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. All student data in Google Drives is subject to review by ASRSD administrators.

Student Technology Use and Privacy

District-owned technology resources are provided to support teaching, learning, communication, and school operations.

Students should have a limited expectation of privacy when using District-owned devices, networks, email accounts, or other technology resources. The District reserves the right to monitor, access, inspect, or retrieve information stored on or transmitted through District technology when necessary to maintain system security, investigate potential policy violations, comply with legal obligations, or support educational operations.

The District will continue to protect student records and personally identifiable information in accordance with the Family Educational Rights and Privacy Act (FERPA), applicable Massachusetts law, and District policies.

While the district is developing an Artificial Intelligence (AI) policy, it is important to note that all work produced with AI must follow school guidelines for honesty, accuracy, and originality in compliance with school policy and teacher guidelines. Students are expected to think critically about AI-generated content, give proper credit where required, and never use AI to produce inappropriate, harmful, or misleading material. Misuse of AI tools may result in loss of technology privileges and disciplinary consequences in accordance with the code of conduct.

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 school network and Google account 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 or a building administrator.
- Not to reveal any personal contact information relating to themselves or other students or staff members that consists of names, addresses, social media names 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, social media, and various forms of multimedia technology. The District employs the use of specialized filtering software that monitors Internet traffic and blocks inappropriate Websites.

ASRSD will continue to use video conferencing tools (Zoom and Google Meet) for situations requiring it. As such, in addition to attending in person school, students will be made aware of the expectations for video conferencing outlined in the disclaimer below, and conduct themselves according to the following norms.

Recording of Classes and School Activities

To protect the privacy of students and staff, audio or video recording of classroom instruction, meetings, or school activities by students or caregivers is prohibited unless specifically authorized by the school administration or required as part of an approved accommodation.

The District may record educational programs, virtual meetings, performances, or school events for instructional, educational, safety, or communication purposes in accordance with applicable law and School Committee policy.

Photographs and recordings used for public communication, including district publications, websites, and social media, shall be governed by the District's media release procedures.

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

Appendix G: Handbook Sign Off

Please click on the link below to sign off on the student handbook. The sign-off form acknowledges receipt of the handbook and agreement to follow all policies, consent for student use of technology as outlined in the responsible use section of this handbook, and consent for the use of student work and images on publication.

Click here to sign off: https://forms.gle/KERwa2xBUntu857V9

The Ayer Shirley Regional School District is committed to administering this handbook in a manner that is fair, consistent, respectful, and compliant with all applicable federal and Massachusetts laws. School administrators will exercise professional judgment in applying handbook provisions while ensuring that decisions are objective, equitable, and focused on maintaining a safe, orderly, and inclusive learning environment.