

Amherst-Pelham Regional Middle School

ARMS VISION

The ARMS community challenges and inspires students to:

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

ARMS 2021-2022

ARMS Student and Family HANDBOOK



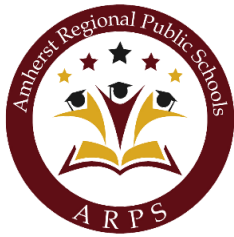
This student handbook contains important information about the school's code of conduct, discipline policies and procedures, and students' rights. Translations of this handbook in your primary language are available upon request.

Table of Contents

WELCOME TO THE 2021-2022 YEAR AT ARMS	1	
ARMS VISION	2	
ARMS PBIS MATRIX	2	
ARMS Map of Classrooms 2021-2022	3	
ARMS Master Schedule 2021-2022	4	
Section I: Foundations of ARMS Education	5	
ARMS VISION	5	
ARMS GOALS	5	
Staff Commitments	5	
Section II: ARMS STAFF DIRECTORY 2021-2022	6 - 7	
SECTION III: Calendar	8	
School Year	8	
School Times	8	
Early Release Once a Month on Wednesdays	8	
Additional Early Release Days due to exams	8	
Progress Reports and Report Cards	8	
Amherst, Pelham and Amherst-Pelham Regional School District Calendar	9	
SECTION IV: Academics: What are we learning today?		10
Course Descriptions	10	
Course Expectations	10	
Honor Roll	10	
Materials	10	
Textbooks	10	
Chromebooks	10	
Digital Citizenship	10-11	
Teaching Teams	11	
Advisories	11	
Social and Emotional Learning guidelines MA DESE	11-12	
Guided Study	12	
Tiered Academic Intervention		
12-13		
SECTION V: Communication & Family Involvement	13-14	
Contact Information for Parent/Guardian Concerns	14	
ARMS Curriculum Leaders	14	
Student Emergency Information	14	
Cancellation of School	14-15	
Homework Communication	15	
Student Announcements	15	
Event Calendar		15
Student Assignment Book	15	
Parent/Guardian Electronic Grade Portal	15	
Cell Phones & Electronic Devices	15-16	
School News	16	
Open House & Team/Parent/Student Meetings		16

Team/Parent/Student Brown-Bag Lunchtime Meeting	16
Open House: Thursday, October 21st 6:30 – 8:00 pm	16
Student Visitors	16
SECTION VI: Attendance & Absence Phone Line: 413-362-1984	16-17
Attendance phone line: 413-362-1984	16
Tardiness	16
Early Dismissal Absence	16
Absences Due to Illness	17
Planned Extended (Vacation) Absences	17
Make-up Work	17
Attendance Issues	17
SECTION VII: Health Services & Preventative Education Programs	17-18
Student Emergency Card	17
Medication	17
Health Screenings	18
Postural Screenings & Height/Weight Screenings	18
SBIRT: Screening, Brief Intervention and Referral to Treatment	18
Health Education & Substance Abuse Resistance and SPIFFY	18
SPIFFY stands for Strategic Planning Initiative for Families and Youth	18
Risk and protective factors	18
SECTION IX: Student Safety	18-19
Safety Planning and Drills	18
Internet and Social Media Safety	18-19
Social Media Safety	19
Cyber-bullying: Monitor children's device usage	19
ARMS Response to Reports of Inappropriate On-line Behavior	19
Internet Safety Tips for Families	19
Screenagers Resources	19
Further resources on internet and digital safety	20
SECTION X: Food Services	20-21
Lunchroom Behavior	20
SECTION XI: Student Life & Activities	20
After School Clubs	21
Vela	21
Athletics	21
Sports Teams	21-22
Technology	22
Library	22
Student ID Cards	22
Lockers	23
Physical Education Lockers	23
Lost and Found	23
Items Delivered to School	23
SECTION XII: Code of Conduct: Creating & Maintaining a Positive School Climate	23
ARMS School Climate	23
Foundation of ARMS Core Values	23-24
Identifying, teaching, and responding to inappropriate behavior	24

Behavioral Interventions	24	
Agreements That Guide Our Behavior	25	
Safe Physical Contact	25	
Consent	25	
Acceptable	25	
Unacceptable	25	
Clothing	26	
Dress Code Guideline ARPS 2017-2018		26
Use of Aerosol Sprays and Fragrances	26	
Restorative Practices and Discipline Procedures	26-27	
Priority on student-learning in the classroom	27	
Restorative Practices within Disciplinary Protocols	27	
In Classroom redirection and guidance		27
Reflection Lunch	27	
Restorative Action	27	
Family Support Day as an alternative to In-School Suspension		28
Out of School Suspension	28	
Tiered Responses to Behavior: A Continuum of Support and Consequences	29-34	
Levels of Disciplinary Responses for Violations of the Code of Student Conduct	34-37	



AMHERST-PELHAM REGIONAL MIDDLE SCHOOL
170 CHESTNUT STREET AMHERST, MA 01002
TEL. (413) 362-1800
FAX (413) 549-9812

WELCOME TO THE 2021-2022 YEAR AT ARMS

Dear ARMS Families,

I am excited to welcome all of you back to school for the 2021-2022 school year!

Over the past seventeen months, our community and nation have experienced tremendous challenges unlike any others in recent memory. Amidst these circumstances, I have been humbled in my role by the tremendous creativity and compassion our staff at ARMS has demonstrated with such passion and vigor. From the collaborative development of an engaging remote curriculum to the transition to in person schooling in the spring, our students and community were profoundly served through their efforts. I have also been moved by the profound caring, integrity and resilience shown by so many of our students. I am convinced that our students have learned more over this past year than perhaps any other year of their lives. We seek to honor them as individuals even as we invite them to join as a community.

Whatever this year brings, I feel curious and prepared, and know that we will lead with the recognition that in addition to the academic and social engagement our students will receive from their school experience, it will also be important for us to provide social emotional learning supports for our students as they reenter schooling after extended times away.

I am deeply grateful for the partnership, guidance and support I have received over this year from Doreen Reid, ARMS Assistant Principal, who has shown grace and tremendous dedication on behalf of our students. Together, we are deeply committed to developing and cultivating a culture that is empowered, inclusive and caring, and in the upcoming weeks I look forward to sharing more details about this and our overall vision for the school's development.

I also want to ask for your engagement as family and community members as we offer opportunities to become involved. We have plans to develop a synergistic partnership with families on behalf of our students and look forward to sharing how we will be doing this soon.

I look forward to seeing all of you in person.

In Learning,

Diego Sharon

ARMS VISION

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

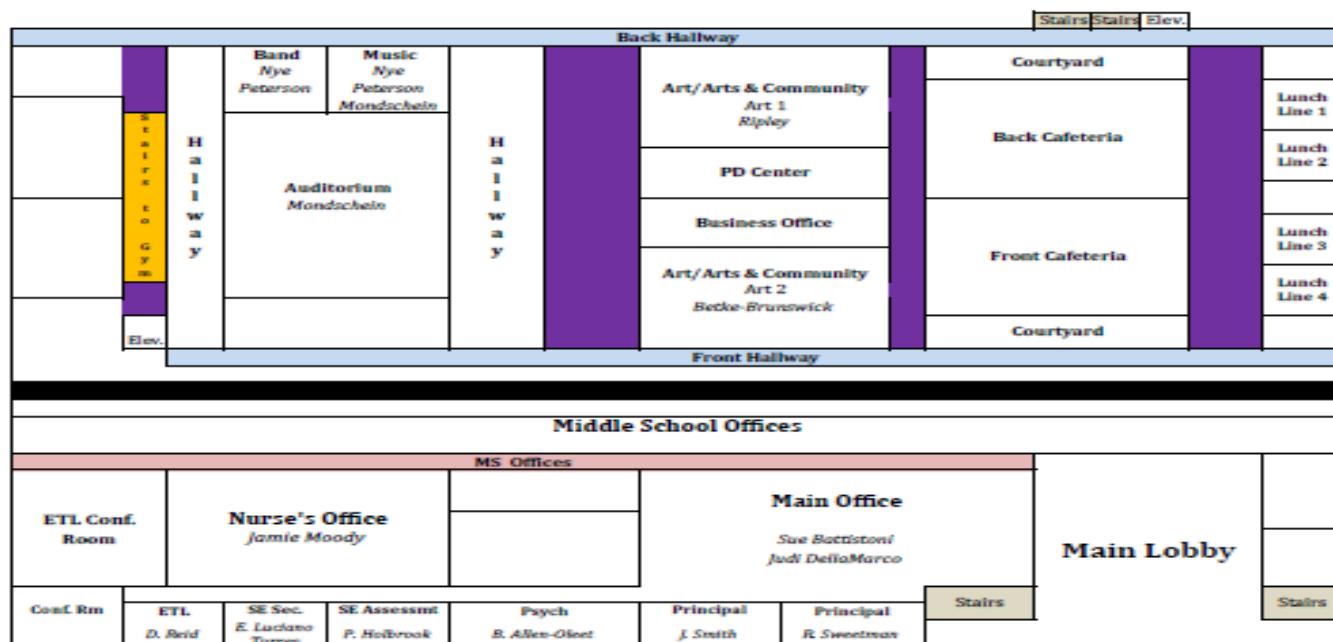


ARMS VISION

The ARMS community challenges and inspires students to:
be engaged and curious learners,
be collaborative and creative problem
solvers,
value diverse perspectives,
care for themselves and each other.

ARMS PBIS MATRIX

To achieve this vision, ARMS educators and students work within a framework of support known as PBIS, which stands for Positive Behavioral Interventions and Supports. You can see more about PBIS on the national web site at <https://www.pbis.org/>. PBIS is not a canned, pre-determined program, rather it is a positive perspective on teaching students about decorum of behavior that is optimal in a democratic learning community. This requires teaching middle school students about personal responsibility, all-classroom agreements for effective learning, and all-school culture that supports each individual's right to education in a safe and productive environment. Our matrix of "ARMS" helps us take our school name to heart while learning these positive behaviors that keep others and ourselves **A**ccountable, **R**esponsible, **M**otivated and **S**afe.



ARMS Master Schedule 2021-2022

ARMS Master Schedule 2021-2022 7th Grade (Electives: B and F)

Period Times	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
9:05-10:01	A	B2	A	A	A	A	A
10:05-11:01	B1	C	C	B1	B2	B1	B2
11:05-12:01	C	D	D	D	C	C	C
12:05-12:35	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-12:55	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	D
12:55-1:35	Guided Study	Guided Study	Guided Study	Guided Study	Guided Study	Guided Study	
1:39-2:35	D	E	E	E	E	D	E
2:39-3:35	E	F2	F1	F2	F1	F2	F1
	Drop F	Drop A	Drop B	Drop C	Drop D	Drop E	Drop Advisory and Guided study

ARMS Master Schedule 2021-2022 8th Grade (Electives: A and E)

Period Times	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
9:05-10:01	A1	B	A2	A1	A2	A1	A2
10:05-11:01	B	C	C	B	B	B	B
11:05-12:01	C	D	D	D	C	C	C
12:05-12:25	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	D
12:29-1:05	Guided Study	Guided Study	Guided Study	Guided Study	Guided Study	Guided Study	
1:05-1:35	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:39-2:35	D	E2	E1	E2	E1	D	E2
2:39-3:35	E1	F	F	F	F	F	F
	Drop F	Drop A	Drop B	Drop C	Drop D	Drop E	Drop Advisory and Guided study

Section I: Foundations of ARMS Education

ARMS VISION: The ARMS community challenges and inspires students to:

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

ARMS GOALS: By the end of 8th grade, ARMS students will meet or exceed the standards from the Massachusetts Frameworks or an Individual Education Plan. Students will:

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

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

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

Section II: ARMS STAFF DIRECTORY 2021-2022

LastFirst	Title	Ext	Room
Adair, Sue	Computer Lab Paraprofessional	1936	C-3M
Alderman-Shapiro, Kimberly	SE Resource Teacher	1917	C-17
Aldrich, Corey	Night Custodian Supervisor	1969	Custodian
Alexander, Eric	Head Custodian	1969	Custodian
Algarin Luis	SE/Guidance Secretary	1843	Main Office
Alicea Lozada, Naydalia	Office Secretary	1800/1850	Main Office
Allen-Oleet, Rebecca / Peter Shea	School Psychologist	1977	Main Office
Askew, Jessica	BCBA - Behavior Specialist	1959	C-16A
Austin, Mary Lee	Physical Therapy		C-13
Azrilyan, Alla	SLIFE Teacher	1931	C-14A
Bechan, Aimee	AIMS Paraprofessional	1914	C-14
Bermudez, Rosa	Cafeteria	1827	Cafeteria
Betke-Brunswick, Elena / Rodney Madison	Art/Arts Integration/Drama Teacher	1968	ART II
Blais, Olivia	Latin Teacher	1932	C-15A
Chavez, Jonathan	SSP Paraprofessional	1910	C-10 or C-11
Chung, Portula, SC	Chinese 1B Teacher	1931	C-14A
Clifford, Robin L	English/Social Studies Teacher	1908	C-8
Coblyn, Kakas	Reading Tutorial Teacher	1945	C-26A
Cocco, Claire	Social Studies Teacher	1907	C-7
Collins, Sheena	GYM Paraprofessional	1957	GYM
Costello, Joseph	English Teacher	1919	C-19
Crichlow, Angelique	Paraprofessional		
Cullen, Mary	Cafeteria	1827	Cafeteria
Dykes, Delinda	7th Grade Guidance Counselor	1849	C-6A
Edinson, Eli M	Math Teacher	1904	C-4
Fernandez-O'Brien, Remy	Dance Teacher	1957	GYM
Fernandez, Julio	Educational Assessment Specialist	1842	Main Office
Ferro, Danilo	SE Resource Teacher	1950	C-22A
Ferro, Richard (Rich) / Morgan Marcelle	Science Teacher	1927	C-27
Fox, Lisa	AIMS Paraprofessional	1914	C-14
Fuerst, Yael	Speech and Language	1841	C-6M
Gayle-Brissett, Letha	Culture Coordinator	1840	Library
Gomba, Luis	8th Grade Guidance Counselor	1838	C-6A
Gomes, Marcia	Chorus/Music Teacher	1961 / 1964	Auditorium / ART I

Gonzalez, Fernando	7th Math Teacher	1918	C-18
Grignon, Julie	School Nurse	1975	Main Office
Hales, Daniel	SE Humanities	1930	C-13A
Haynes, Corey	AIMS Resource Teacher	1914	C-14
Hopkins, Ingrid	ELL Teacher	1931	C-14A
Hunter, Patrick	English/Social Studies Teacher	1951	C-21A
Jennifer Onopa	Drama Teacher	1928	C-28
Jensen, Jennifer E	Social Studies Teacher	1923	C-23
Johnson, Sibyl	ESP Paraprofessional	1914	C-14
Jones, Emily	AIMS Paraprofessional	1914	C-14
Kelly, Elliot	Science Teacher	1901	C-1
LaRoche, Irene S	Social Studies Teacher	1924	C-24
Lavalle, Corrine	ESP Paraprofessional	1914	C-14
Levy, Benjamin	English Teacher	1909	C-9
Lopez, Alicia M	ELL Teacher/Curriculum Leader for ELL	1921	C-21
Luciano Cortes, Edgardo	Administrative Assisstant	1847	Main Office
Madison, Eileen	Spanish Teacher	1921	C-21
Magee, Lamikco	SE Resource Teacher	1935	C-4M
Martinez, Mildred	Family Center	1871	Family Center
Mayfield, Karrita	Science Teacher	1925	C-25
McDowell, Kimberly	English Teacher	1905	C-5
Melendez Torres, Evelyn	Spanish Teacher	1916	C-16

SECTION III: Calendar

School Year

The 2021-2022 academic year starts Monday, August 30th. On the first day of school, 7th and 8th graders should arrive at school at 8:45 a.m. The earliest last day of school is Wednesday, June 15th. Every snow day pushes back the end of the school year; if we have 5 snow days, school will end on June 23th. The next page shows the Amherst-Regional Public School (ARPS) District Calendar, which contains all dates when the schools are officially closed.

School Times

Students are allowed to go to their lockers and classrooms at 8:50 am. First period starts at 9:05 am. Students are considered tardy for school if they are not in their first period class by 9:05 am. School ends at 3:35 p.m. Clubs run from 3:45 until 5:00. There is a late bus that takes students home on Monday & Wednesday 3:35-5:30pm and Tuesday & Thursday 3:35-5:00pm. Our Vela 21st Century after-school program runs Monday & Wednesday 3:35-5:30pm and Tuesday & Thursday 3:35-5:00pm.

Early Release Once a Month on Wednesdays

Once a month, students are dismissed early, so that staff can work to plan curriculum, instruction and assessment. On **early release days**, the school day will begin at the regular time and end at 1:20 p.m. Lunch will be served prior to dismissal. Below are the early release dates for 2021-2022:

September 16, October 20, December 8, January 12 & 13, February 16, March 9, March 23, April 6, May 11
Also the last three days of school will be ½ day.

Additional Early Release Days due to Middle School assessments and High School exams:

January 12 and January 13...also: The last three days of school in June.

Two Full-day Curriculum Dates: No school all day due to teacher work days:

November 2, 2021 and January 28, 2022

Progress Reports and Report Cards:

Progress reports are viewable to students and parents/guardians on PowerSchool. Hard copies are also mailed to families who do not have an email on file. Report cards are mailed home twice a year at the end of each semester. Approximate dates for mid-semester progress reports and end-of-semester report cards are:

- **First Semester** extends from August 30-January 21
- First Semester ends on January 21, 2022 - marks close for Report Cards
- February 4, report cards are mailed home through US postal services
- **Second Semester** extends from January 24 through the last day of school
- Second Semester ends June 23, last day of school - this date includes 5 snow days (June 15 is the earliest possible last day).
- The week of July 4, 2022 report cards are mailed home through US postal service.

Amherst, Pelham and Amherst-Pelham Regional School District Calendar

Amherst, Pelham & Amherst-Pelham Regional Calendar

2021 to 2022

Aug 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sep 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Oct 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Nov 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Dec 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Feb 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Mar 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Apr 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jun 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Jul 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug 24 & 25: New Teacher Orientation

Aug 26: All Teacher Curriculum Day

Aug 27: All Staff Orientation

Aug 30: First Day of School—Half-Day (Kind. orientation 8/30-9/1)

Sep 2: PreK and K First Day of School

Sep 6: Labor Day

Sep 16: PreK-12 Early Release

Oct 11: Indigenous Peoples Day (No School)

Oct 20: PreK-12 Early Release

Oct 21 & 22: Elem. Early Release--Parent Conf.

Nov 2: All Teachers Curriculum/Work Day (No School)

Nov 11: Veterans Day (Observed) (No School)

Nov 24-26: Thanksgiving Break

Dec 8: PreK-12 Early Release

Dec 24-Jan 2: Winter Break

Jan 6: Three Kings Day (No School—Budgetary Reasons)

Jan 12 & 13: MS/HS Early Dismissal (HS Exams)

Jan 17: MLK Holiday (No School)

Jan 28: All Teacher Curriculum/Work Day (No School)

Feb 16: PreK-12 Early Release

Feb 21-25: Winter Break

Mar 9: PreK-12 Early Release

Mar 23: PreK-12 Early Release

Apr 6: PreK-12 Early Release

Apr 15: Good Friday (No School—Budgetary Reasons)

Apr 18-22: Spring Break

May 11: PreK-12 Early Release

May 30: Memorial Day (No School)

June 20: Juneteenth Observed (No School)

June 23: Last day with 5 snow days (June 15 earliest possible last day. Last 3 days are ½ days at the MS/HS due to HS exams. Last day is ½ day at all schools.

SECTION IV Academics: What are we learning today?



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

Course Descriptions

Course descriptions for our classes are in the ARMS Program of Studies which can be found on the school website.

Course Expectations

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

Materials

Materials that are required for each class will be explained by your child's teachers during the first days of school. A detailed supply/material list will be sent home with students.

Textbooks

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

Chromebooks

Each student at ARMS is issued a chromebook electronic device, and they may carry it to and from school every day. This is the fourth year of our one-to-one initiative to supply every student with a chromebook. Chromebooks and other electronic resources are increasingly replacing hard copies of textbooks, worksheets and other educational materials. Students are responsible for chromebooks loaned to them. If a chromebook is damaged, families will be asked to pay for the damage or replacement. See other information in this handbook regarding acceptable use policy, and student privileges within ARPS technology services.

Digital Citizenship

ARMS students participate in a Digital Citizenship curriculum with their teachers and Kenny Ramos, ARMS librarian. Our curriculum uses the resources of the nonprofit group: *Common Sense Education* which can be accessed at www.commonsense.org. In addition to this rich curriculum, Kenny Ramos supplements with lessons that are pertinent to our ARMS community and uniquely tailored to ARMS student needs. These lessons provide essential skills for our youth in the realm of 21st century digital life. The topics include: internet safety; privacy & security; relationships & communication; cyberbullying & digital drama; digital footprint & reputation;

self-image & identity; information literacy; creative credit & copyright and more. This also includes teaching students to embrace the [Digital Civility Challenge](#):

Digital Civility Challenge

I embrace the challenge to be a leader in making the internet a better and safer place. I commit to do my part every day by living up to the four Digital Civility Challenge ideals:

1. *Live the Golden Rule. I will act with empathy, compassion and kindness in every interaction, and treat everyone I connect with online with dignity and respect.*
2. *Respect differences. I will appreciate cultural differences and honor diverse perspectives. When I disagree, I will engage thoughtfully and avoid name-calling and personal attacks.*
3. *Pause before replying. I will pause and think before responding to things I disagree with. I will not post or send anything that could hurt someone else, damage my reputation, or threaten my safety or the safety of others.*
4. *Stand up for myself and others. I will tell someone if I feel unsafe, offer support to those who are targets of online abuse or cruelty, report activity that threatens anyone's safety, and preserve evidence of inappropriate or unsafe behavior.*

Teaching Teams

Research shows that it is age appropriate for Middle School students to be grouped into teaching teams to cultivate learning communities smaller than the full grade. The Association for Middle Level Education includes “organizational structures that support meaningful relationships and learning” in their findings of characteristics of exemplary middle schools. Teaching Teams provide a transition between the single core teacher model in the elementary schools and the department-based teachers in the high school. Team teachers meet several times per week to discuss individual student progress and cross-curricular opportunities to optimize your child’s learning experiences. Students are grouped on teams based on individual needs. See research published by the Carnegie Council on Adolescent Development:

Jackson, A. & Davis, G. (2000). *Turning Points: Educating Adolescents in the 21st Century*. New York, NY: Carnegie Corporation of New York.

Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York.

Association for Middle Level Education: https://www.amle.org/Portals/0/pdf/research_summaries/Exemplary_Schools.pdf

Advisories

Middle school life requires a great deal of navigation and juggling multiple demands to maintain academic success and social-emotional stability. To help guide these efforts, each student is assigned to a daily advisory group led by the student’s Advisor. Advisory Groups are comprised of 12-15 students from the same team, and they meet for 20-minutes everyday, in the middle of the school day, just before Guided Study period. We think of advisory meeting as a “nesting space” where students can regroup, get grounded and organized for a productive work period ahead of them. We follow the recommendations of the Association of Middle Level Education (AMLE) and the Carnegie Council on Adolescent Development. See research from the AMLE:

https://www.amle.org/Portals/0/pdf/research_summaries/Advisory_Programs.pdf

Advisors get to know each student individually and support their academic progress as well as their social and emotional learning. We are keenly aware that early adolescence presents a great opportunity for cultivating healthy social-emotional perspectives, which support and enhance academic achievement. Each team has a weekly schedule for advisory activities, which are designed to support the social and emotional learning (SEL) guidelines of the Massachusetts Department of Elementary and Secondary Education (Mass DESE). To meet the Mass DESE Social and Emotional Learning Guidelines, our curriculum for advisory period aims to develop social-emotional competencies by following our ARMS theme of “*Solidarity and Empathy*” throughout the year, as we shape more responsibility for ourselves and our place in the world.

Social and Emotional Learning guidelines Massachusetts DESE

ARMS is committed to meeting the goals of Curriculum and Instruction in Social and Emotional Learning guidelines by the Massachusetts Department of Elementary and Secondary Education. The following is stated on the Mass DESE web site at <http://www.doe.mass.edu/candi/SEL/>. Developing students' social emotional competencies can provide an opportunity to develop a sense of positive self-worth in connection to a student's race, color, sex, gender identity, religion, national origin, and sexual orientation. Educators are encouraged to develop examples and illustrations of these competencies that are congruent with the social and cultural

experiences of their students. In addition to contributing to academic success, SEL programs can also support the development of students' sense of autonomy, agency, and social justice.

Five Core Competencies of Social and Emotional Learning in Massachusetts:

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

Guided Study

To help students manage the multiple academic demands of middle school life, each student will be assigned to a 40-minute guided study everyday. Guided study is a time for students to cultivate academic identities and polish their studentship skills and behaviors. Student goals during Guided Study Period may include:

- organize and prioritize assignment tasks,
- meet deadlines to complete academic work,
- engage in library research,
- investigate electronic resources and expand skills to validate research sources (within the information-age overload),
- schedule time to make-up missed quizzes and tests after absenteeism,
- re-do and revise assignments, quizzes, tests to improve grade,
- work in small groups with specific academic teachers on targeted learning goals,
- meet with collaborative study groups,
- make progress with project-based student groups,
- complete independent reading and documentation of reading logs.

Special events during Guided Study:

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

Academic Intervention

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

When a student receives a grade of D+ or lower in a course the following steps will be activated:
--

<i>Step</i>	<i>Intervention</i>	<i>Person Responsible</i>	<i>Step Movement</i>	<i>Monitoring Schedule</i>
1	- Family is contacted. - Student is invited to attend Guided Study with teachers	-Teacher will inform family, team, and Guidance Counselor	- If student raises grade to C- or higher, no longer on a step - If grade of D+ or lower remain after 2 weeks move to Step 2	2 weeks
2	- Family is contacted. - A schedule for support during Guided Study with teacher is created.	-Guidance counselor contacts family/teachers to create support schedule -Guidance counselor meets with student to create a support contract with goal for improvement	- If student raises grade to C- or higher and maintains for 3 weeks the contract is discontinued - If grade of D+ or lower remain after 3 weeks move to Step 3	3 weeks
3	- Family is contacted. - A parent/guardian meeting will be scheduled with team teachers	-Teachers share updates during Kid Day Meeting with Guidance Counselor. -Guidance Counselor then contacts family to schedule a meeting during Kid Day team meetings -Guidance counselor meets with student to review a contract with goal for improvement	- If student raises grade to C- or higher and maintains for 6 weeks the contract is discontinued - If grade of D+ or lower remain after 3 weeks the guidance counselor will review the plan and student input to determine whether to move to step 4 or to revise the plan	3 weeks
4	If after the meeting and the school contract is still not being followed and student is not being successful, then student is referred to Student Intervention Team	-Team Teachers complete SIT referral form providing data/information on student performance and gives to Guidance Counselor - Guidance Counselor schedules Student Intervention Team meeting		
5	Student Intervention Team Meets and Reports Out	-Student Intervention Team meets to review student and teacher data to determine additional responses/interventions. -Student Intervention Team reports out at CST meeting with updates on students who need additional interventions	Student Intervention Team determines whether additional academic interventions are needed (e.g. Advisory change) and creates a plan for intervention. Intervention progress is monitored by teachers and periodically reviewed by SIT to determine whether student is responding, intervention needs to change, or student may be referred for further evaluation	

SECTION V: Communication & Family Involvement

When students begin middle school, they are reaching the stage of human development called early adolescence. Many professionals in the fields of education and health care call this the “turning point” between childhood, when youngsters are fully dependent on adults and the independence that comes with being a young adult. The partnership between school and family is critically important at this time of early adolescence, to maintain a safety net of support around our students as they grow, test boundaries and reimagine who they can become. Amherst-Pelham Regional

Middle School is committed to working with families to build a bridge that will help students meet success during this critical phase of life. No matter or question is too small. Please contact the staff listed below with your concerns.

Contact Information for Parent/Guardian Concerns

Concern	Contact Person
Student's performance/behavior in a particular course	Teacher
General questions about curriculum for a course	Curriculum Leaders (see table below)
Student's overall performance	Guidance Counselor (Delinda Dykes - 7, Luis Gomba-8)
Personal concerns affecting performance	Guidance Counselor (Delinda Dykes - 7, Luis Gomba-8)
If you have contacted a teacher or counselor and you feel your concern has not been adequately resolved	Diego Sharon, Principal or Doreen Reid, Assistant Principal
Student's overall behavior, discipline or general safety in school	Letha Gayle-Brissett, Culture Coordinator
If you have spoken to the Principal or Assistant Principal and you feel your concern has not been adequately resolved	Diego Sharon, Principal or Doreen Reid, Assistant Principal
If you feel that your concern still has not been resolved adequately at the building level	Mike Morris, Interim Superintendent of Schools
School Records or Registration to middle or high school	Erika Grundstorm, Registrar (Grades 7-12)

ARMS Curriculum Leaders

Department	Curriculum Leader	Email
Exploratories	Ms. Marcia Gomes	gomesm@arps.org
English	Heather Sullivan-Flynn	sullivan-flynnh@arps.org
English Language Education	Alicia Lopez	lopeza@arps.org
Mathematics	Eli Edinson	edinsone@arps.org
Science	Kerrita Mayfield	mayfieldk@arps.org
Social Studies	Irene LaRoche	larochei@arps.org
Special Education	Lamikco Magee	mageel@arps.org
World Languages	Cindy Stankiewicz	stankisc@arps.org

Student Emergency Information

Your updated, accurate contact information is an essential component of our partnership. During the first few days of school, your child will bring home an **Emergency Contact Card**. Please complete it accurately and return it to the Main Office. Please notify the Main Office (362-1800) when there are changes in your family's home, work phone numbers, home and email address. It is critical that we have the ability to contact you if an emergency arises please email Naydalia Alicea at alicealozadan@arps.org with updated info.

Cancellation of School

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

WRNX/WTTT – Amherst	1430 AM
WHMP – Northampton	1400 AM or 99.3 FM

WHA1 – Greenfield	1240 AM or 98.3 FM
WHYN – Springfield	93.1 FM
WMAS – Springfield	94.7 FM
WPVQ – Greenfield	93.9 FM
Channel 22 – Springfield	Channel 40 – Springfield
Superintendent's Hotline	362-1898 (24 hours)
Sports Cancellation Line	362-1798
District Website	www.arps.org

Homework Communication

All teams will have a website where the homework assigned for team core classes can be viewed by parents/guardians. The goal of this service is to provide information to parents so that they can support their child's academic growth. It is not intended as a replacement for student responsibility to record daily homework in assignment books. This service will begin by the first week in October.

Student Announcements

Student announcements are read each day during advisory period. These announcements inform students of club meetings, athletic and social events or general information. Copies are available in the Main Office.

Event Calendar

The Event Calendar for the Middle School can be located at arms.arps.org. The calendar contains information such as concerts, vacation days, late start days, school wide testing including MCAS, etc.

Student Assignment Book

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

Parent/Guardian Electronic Grade Portal

All teachers use an online grading system called Power School (<http://powerschool.arps.org/public/>), which allows you and your child to check assignment grades and overall grades at any point. Teachers update their online grades weekly. Parents/Guardians may get sign-up information and password for online access in the ARMS Main Office, so you may check your student's progress.

Cell Phones & Electronic Devices

We recognize that for many – but not all students – cell phones play a central role in communication with friends, family and also support many productive social practices among teens. However the propensity to record photos, video and audio of others without their consent and to post these online is so prevalent, we have chosen to make a firm rule to protect the privacy of your child and your family. Students are **not permitted** to use or view cell phones/electronic devices during the school day (9:00-3:35 pm) unless granted permission by staff. There are occasions when teachers invite students to use cell phones as part of an assignment, which is an exception to this rule. If a student is using the cell phone without permission the phone, we will follow this procedure:

1. Student receives one reminder to put it away.
2. If student does not put it away, or repeats the behavior of cell phone use, the student will be asked to place the phone in a "cell phone envelope" and the teacher will store the cell phone in the school office in a locked cabinet. Please note that it is not our practice to touch the phone or to review the media content; the phone is stored in a locked cabinet to remove the distraction from the student.
 - a. If that was the first time the student's phone needed to be stored in the office, the student may pick it up after school.

- b. If it happens more than once parent/guardian will be contacted to create a support plan to ensure that the phone doesn't continue to be a distraction.

If a parent/guardian must contact a child during the school day, please call the Main Office (362-1800). ARMS is not responsible for lost or stolen cell phones or other electronic devices. Furthermore, since chromebooks are issued to every ARMS student, all students will have access to electronic media for educational purposes. We also teach a wide range of digital citizenship responsibilities in our Digital Citizenship curriculum.

School News

The ARMS school news is disseminated in a wide variety of electronic platforms. Every month, we will email some notes about important events, activities and tasks to remember that month, with some general school news. Please email Mr. Luciano (luciano@arps.org) if you **do not** wish to be included in electronic newsletters.

FISS

We are proud to be working with Family Institute for Student Success, also known as PIQE (Parent Institute for Quality Education- piqe.org) and will be inaugurating this exciting partnership in January of 2022. Stay posted for details about how you can become involved in our school soon.

Open House & Team/Parent/Student Meetings

The ARMS staff encourages all families to become involved in the school community. All are welcomed to participate and become involved in family events. Please see the website and newsletter for event dates.

SECTION VI: Attendance & Absence Phone Line: 413-362-1984

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

Attendance phone line: 413-362-1984

- Parents/guardians must report all absences on the day(s) of the absence by calling 362-1984 before the official start of school (9:05 am).
- Schools excuse absences based on illness/quarantine, religious observance, court appearance and major family emergency (accident, illness, death). If a student is absent for reasons other than these, absences will not be excused and will be recorded as "unexcused". At five and eight unexcused absences, we will send you a letter of alert, as is legally required.

Tardiness

Students who arrive after the start of school must report to the Main Office immediately upon arrival. Three tardies are counted as an unexcused absence. Discipline consequences begin at the third tardy. See information below under "attendance issues."

Early Dismissal Absence

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

Absences Due to Illness

- A parent/guardian is required to please notify the school the day of an absence. The number to call to report an absence is 362-1984.
- If parents/guardians do not notify the school, the absence is considered unexcused.

Planned Extended (Vacation) Absences

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

Make-up Work

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

Attendance Issues

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

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

SECTION VII: Health Services & Preventative Education Programs

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

Student Emergency Card

The Health Office **must** have an **accurate** and **current** emergency contact card. Contact the Health Office (362-1974) immediately if home numbers, work numbers, home address or email address change.

Medication

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

Health Screenings

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

Postural Screenings & Height/Weight Screenings

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

SBIRT: Screening, Brief Intervention and Referral to Treatment

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

Health Education & Substance Abuse Resistance and SPIFFY

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

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

Risk and protective factors. To teach protective factors, ARMS uses a substance abuse and violence prevention program based on more than 30 years of rigorous scientific research. "LifeSkills Training" by Gilbert J. Botvin, PhD is an exceptionally well-designed, research-based curriculum endorsed by the Massachusetts Department of Public Health.

All ARMS students are enrolled in health class for one quarter of the school year. A substantial portion of this class is dedicated to substance abuse education.

SECTION IX: Student Safety

Masking Policy

In order to ensure the safety of students and staff in school, proper wearing of masks is required at all times while in the school building.

Safety Planning and Drills

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

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

Internet and Social Media Safety

The internet is a wonderful and wide reaching tool for adults and children alike. In many cases children and teens are fully involved in experimenting and exploring the web and social media. It is important that children are supported in a supervised and productive way when they are online, so that they will be safe and grow to be responsible digital citizens. In our experience, unsupervised access to the web through the use of computers, tablets and especially cell phones put both your child and your own data at risk. We would like to share some of what we have learned in working with students over the past few years as use of social media has expanded significantly. As explained in Section IV of this handbook, under “Academics,” we have a curriculum at ARMS called “Digital Citizenship” taught by our librarian, in which every student is educated throughout the year. We expect all ARMS students to follow our acceptable use policy with electronic devices in school.

Social Media Safety

Social networking sites like Facebook and social media apps such as Twitter, Instagram, Snapchat, Vine and more have become especially popular with children and teens and can have both benefits and hazards which should be addressed. Students use social media in positive ways to stay connected to friends and family, share experiences, and sometimes even work on school assignments. Students do not always understand the implications of information they share. Young people often post photographs, videos and audio recordings of self and others including full names, contact information and other revealing facts. While there are safety features on social networking sites that can prevent strangers from viewing some information, teens (and children) often do not use these privacy options and even when they do, their information is never completely private. In addition, information from these sites can be used for identity theft and other more serious crimes that infringe on your child’s health and safety both physically and social-emotionally.

Cyber-bullying: Monitor children’s device usage

We want to reiterate that the internet can be an empowering tool with which to collaborate and build knowledge. Just as we would never send our child on a bus or train without any awareness of its destination, we would not want our children to be wandering the online world without adult support. There are many areas online where students can be exposed to confusing, inappropriate, and hurtful material. It is important to be actively involved in your children’s online life and be aware of what sites they are members of and how they are presenting themselves in their “digital life.” Many parents report that it has been helpful to regularly monitor the content of their child’s texts and social media accounts as well as the times in which children are online to help teach children about safe use of these tools and the potential consequences of misuse. This uncensored online environment can be the site of ‘cyber-bullying,’ in which students are harassed online (or by cell phone) by other young people – or adults. This can take the form of emails, texts, chats, personal quizzes, or photos/videos posted to make another person uncomfortable or worse. If you are concerned that your child or another child may be the victim of any form of ‘cyber bullying’ please contact the Principal or Assistant Principal for help. Please see the section of this ARMS Handbook that explains Tiered Responses to Behavior, and also see the ARPS District Pages at the back of this handbook that addresses these issues.

ARMS Response to Reports of Inappropriate Online Behavior

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

Internet Safety Tips for Families

Please consider the following internet safety tips for families, and for more information on keeping your child and yourself safe online, visit some of the sites listed at the bottom of this section.

- Students should only be permitted to sign up for social media when they are of proper age. (Although many social networking sites do have age limits, children as young as 7 and 8 have been known to violate the age limits by signing up with false birth dates and/or names.)

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

Further resources on internet and digital safety

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

- **Wired Safety:** Since 1995, the volunteers at Wired Safety have been working to keep families and communities up to date on the challenges and means of responding to the challenges in our digital lives at: www.wiredsafety.org/
- **The National Cyber Security Alliance's** site: www.staysafeonline.org
- **The National Center for Missing and Exploited Children's Netsmartz** site (recommended by the Massachusetts Northwestern District Attorney's Office): <http://www.netsmartz.org/Parents>
- **The Massachusetts Northwestern District Attorney's Office's Internet Safety** site: <http://northwesternda.org/internet-safety>
- **Bridgewater State's Massachusetts Aggression Reduction Center's Bullying and Cyberbullying Research, Programs, and Resources** page at: <http://marccenter.webs.com/>
- **The Pew Research Center's May 2103 report on Teens, Social Media and Privacy** at: <http://www.pewinternet.org/Reports/2013/Teens-Social-Media-And-Privacy/Summary-of-Findings.aspx>

SECTION X: Food Services

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

Breakfast and Lunch are Free to All Students for School Year 2021-2022.

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

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

Lunchroom Behavior

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

- Be on time to the cafeteria
- Make sure your eating area is clean
- Be polite (greet others, use kind language)
- Welcome others to sit with you
- Be considerate of others' food and possessions
- Pitch in and help out
- Recycle, Compost, Place uneaten items such as apples, oranges, bananas in our "sharing bowl"
- When your area is clean, join an activity such as games & cards, drawing/coloring, dance corner, outdoor time

- Follow adult instructions
- Get a pass when leaving the cafeteria. Sign out and sign back in
- Remain seated until it is time to clean up or go outdoors
- Tell somebody if you see unsafe/unkind behavior. We will help. We teach kindness at ARMS.

SECTION XI: Student Life & Activities

We are committed to providing opportunities for students, which nurture their intellectual, social and physical development. We aim to build a positive, engaging environment for students to develop a variety of skills. To that end, we offer a range of student resources, athletics and after school clubs. More information about our after school clubs and athletic programs will be distributed during the first few weeks of school. An informational Club Fair is held in early October during lunch. After school clubs will begin in mid October.

After School Clubs

From year to year, different clubs are offered. Here is a list of some recent ARMS clubs; this is just an example of the possibilities that may be offered in the 2021-2022 school year:

CODING CLUB
DEBATE CLUB
ENVIRONMENTAL ACTION CLUB
LATIN CLUB
ART CLUB

STUDENT VOICE
LEO CLUB
MAGIC: THE GATHERING
YEARBOOK

Vela

Vela is our after school program funded by a federal 21st Century grant for “out of school time” programs. The ARMS Vela program runs Monday & Wednesday 3:35-5:30pm and Tuesday & Thursday 3:35-5:00pm. VERY Limited Transportation will be provided free of charge to students who live in Amherst.

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

[English- Apply Now Online](#)

[Español- Aplicar en linea ahora](#)

Athletics

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

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

Sports Teams

Fall Program: Boys & Girls Cross Country; Field Hockey; Volleyball; Girls Soccer (if enrollment yields enough participation)

Winter Program: Girls & Boys Alpine Skiing; Boys & Girls Nordic Ski (if enrollment yields enough participation)

Spring Program: Softball; Boys & Girls Track; Coed Ultimate Frisbee; Girls Lacrosse (if enrollment yields enough participation); Boys Baseball (if enrollment yields enough participation), Girls Tennis (if enrollment yields enough participation)

Most sports teams practice everyday. Please contact Athletic Director Victoria Stewart (362-1747) with questions about the athletic program at ARMS. To access sports information including registration, coaches contact information, sport specific information and sports schedules, please go to the Sports tab of the ARHS website (this covers both the high school and the middle school) <http://arhs.arps.org/sports>.

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

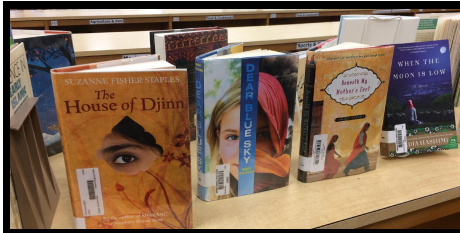
Technology

Chromebook computers 1:1 program. In the 2021-22 school year, all ARMS students will be assigned a chromebook computer, and may bring it to and from school everyday, subject to our ARPS acceptable use policy and guidelines. In technology education this is known as a “1:1 program,” or “one-to-one,” which means “one student, one computer,” because we distribute one computer to every student. The Amherst-Pelham Regional School District aims to provide equitable access to technology to all students. Digital engagement supports new instructional strategies and cultivates responsibility as digital citizens. We launched a 1:1 program that started in September 2016, to provide Chromebook laptop computers to ARMS 7th grade students to enhance teaching and learning. This 2021-2022 year is the second year of our 1:1 chromebook program.

ARMS also has a computer lab, a computer in each classroom and many in the Library. All computers are networked and have Internet capability. Computers are available throughout the day for writing assignments, research assignments and other teacher assignments that use technology. Computers are available after school with adult supervision.

Library

ARMS has a wonderful collection of books and other resources in the library which is located on the 2nd Floor. Students are encouraged to utilize the library and its contents in a respectful and meaningful way. Please become familiar with library rules and procedures. Be quiet and respectful of others while working in the Library. If you need assistance, please ask our librarian, Mr. Kenny Ramos.



Student ID Cards

All students have their picture taken on Picture Day in September. All students receive a photo ID card, which should be carried at all times during the school day.

Lockers

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

Physical Education Lockers

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

Lost and Found

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

Items Delivered to School

If a family member must bring an item such as a musical instrument, lunch or homework to school, please deliver the item to the Main Office. The Main Office will contact students when the item arrives. Please avoid contacting your student by cell phone during the day since we ask them to keep cell phones put away during school hours.

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

ARMS School Climate

What is School Climate? In 2016 the National School Climate Center published their definition of school climate on their web site <http://www.schoolclimate.org/climate/> as follows:

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal

relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes:

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

Foundation of ARMS Core Values:

We teach ARMS norms, values and expectations that support people feeling socially, emotionally and physically safe. In order to support student growth and success we are guided by our collective commitment to the ARMS core values of being **Accountable, Respectful, Motivated and Safe.**

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

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

Collective Commitment To Helping Students Fulfill the ARMS Core Values:

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

- Students and staff work together to agree upon expectations in each classroom. Staff members teach students skills and strategies to successfully meet classroom expectations including perseverance, effective effort, active listening, etc.
- Staff members teach routines and expectations to make sure all parts of our school including the cafeteria, hallways, auditorium, etc. are safe and welcoming. Instruction is provided during Advisory, Class Meetings, and in specific settings such as the cafeteria.
- Students examine social skills including prevention of bullying, effective communication, healthy relationships, reporting and refusal skills, etc. in health classes.
- Staff encourages students to share ideas and concerns in order to address issues that arise for them which are sometimes not evident to adults in the building.

Identifying, teaching, and responding to inappropriate behavior

ARMS implements school-wide Tiered practices (see p. 37) for ***defining, teaching, and supporting appropriate student behaviors to create positive school environments***. Our strategies identify and teaching expectations, acknowledge appropriate behavior, and respond to inappropriate behavior. When staff members see or hear about behavior that is disruptive to the learning environment or that creates an unsafe environment, they are committed to helping students understand and learn from these moments. The goal of our interventions is to collaborate with students to help them:

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

Behavioral Interventions:

When students engage in behavior that does not meet our code of conduct we are committed to intervening to help them learn by ***defining, teaching, and supporting appropriate student behaviors to create positive school environments***. Our intervention response is tiered and progressive based upon the type of behavior demonstrated by the child. See Tiered Responses to Behavior on page 37.

Many behaviors that require adult intervention are minor behaviors and can be addressed in the moment. In these cases, staff will talk individually with a student to help them recognize the way in which their behavior was not conducive to their own learning and/or the learning of others. When talking with a

student, we typically begin by naming the behavior that was of concern. Then, we try to understand the circumstances that led to the behavior and identify responses. In all cases, we attempt to help students learn behaviors that would help them be more successful in fulfilling the core values of our school.

When a major infraction occurs or the minor behavior continues despite our initial interventions, students may be referred to the Student Support Center (SSC) for restorative action. When a student arrives in the SSC the paraeducator takes similar steps. They work with students to discuss and name the behavior, understand what happened that led to the behavior, identify a plan to deal with similar situations in more effective ways, make amends if necessary and if needed, discuss consequences.

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

Agreements That Guide Our Behavior around Physical Contact, Clothing and Personal Hygiene Products. Define, teach, and support appropriate student behaviors to create positive school environments.

Safe Physical Contact

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

Consent

In order to ensure that all members of the community feel safe and respected we believe that it is essential that each individual take responsibility for their own behavior. First, we must make sure that any kind of physical contact/touch is welcomed, meaning that the recipient has stated consent to be touched. We must not assume that another person is open to physical contact, such as a high five, a hug, etc. We must all learn to ask for permission to give a high five or a hug, to say no if we are uncomfortable, and accept the will of the other person in these exchanges.

Acceptable

We must also recognize what behaviors are acceptable and what behaviors are unacceptable in school. Acceptable physical contact includes: High fives, fist bumps, shaking hands. Brief, consensual, friendly hugs are acceptable. Given the global pandemic, obviously these standards for what is acceptable have shifted somewhat. In general, we encourage students to maintain distanced when indoors.

Unacceptable

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

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

Clothing

We value the fact that students express themselves through their choice of clothing and, at the same time, we feel that it is important for students to recognize and choose clothing that is appropriate for the formal school setting. Students should have the ability to express themselves through their clothing options without negatively impacting or interfering with the learning environment. If a staff member considers clothing inappropriate or unsafe, the student will be referred to the administrator for a conference. The student will be asked to change or, if necessary, call home for a change of clothing.

Dress Code Guideline ARPS 2021-2022*

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

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

*The Building Principal will make final decisions about the implementation of the dress code.

Also see Commonwealth of Massachusetts General Law Section 83 regarding “Dress and Appearance of Students Protected” <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section83>

Use of Aerosol Sprays and Fragrances

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

Restorative Practices and Discipline Procedures:

Define, teach, and support appropriate student behaviors to create positive school environments. Restorative practices also referred to as “Restorative Justice” is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. *“Implemented well, Restorative practices shift the focus of discipline from punishment to learning and from the individual to the community. ... Restorative Justice is an alternate method of disciplining students that seeks to balance the process between being too permissive and being too punitive. The goal of Restorative Justice is to work with students (the victims and the accused) to come to a solution rather than simply handing down punishment. Restorative justice seeks to fix the problem, impose fair punishment, foster understanding, and adjust student behavior.”* This information is sourced from teachers and school staff who are explaining the process to their communities:

(http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2016/02/response_how_to_practice_restorative_justice_in_schools.html)

In addition to sharing the philosophy of the Amherst Regional Code of Conduct and our expectations for student behavior, we also provide specific rules, disciplinary protocols and potential consequences for

inappropriate behavior through restorative perspectives. These sources provide more information about restorative practices:

- Ashley, J. & Burke, K. (2009). *Implementing Restorative Justice: A Guide for Schools*. Chicago, IL: Illinois Criminal Justice Information Authority. Retrieved from <http://www.icjia.state.il.us/publications/implementing-restorative-justice-a-guide-for-schools>
- Davis, F. (2014, Sept 26). 8 Tips for Schools Interested in Restorative Justice on Edutopia [Blog post]. Retrieved from <https://www.edutopia.org/blog/restorative-justice-tips-for-schools-fania-davis>
- International Institute for Restorative Practices. (2011). *Safer Saner Schools: Whole-School Change Through Restorative Practices*. Retrieved from <http://www.iirp.edu/pdf/WSC-Overview.pdf>
-

Priority on student-learning in the classroom

Define, teach, and support appropriate student behaviors to create positive school environments. Our primary emphasis is on student learning. We aim to keep students in the classroom learning with their teacher and keeping up with the academic content. We follow PBIS/Positive Behavior Interventions & Supports (see <http://www.pbis.org/>) to teach positive behavior and maximize time on learning. We do have rules and guidelines to teach and practice civility and maintain classroom decorum so that all students may concentrate on their academic, artistic and athletic goals. These rules apply at all times while students are on the school campus and/or in proximity to campus, on school-sponsored field trips, on school buses, at school bus stops, while traveling to or from school, while in attendance at school-sponsored events and activities, and at any other time or place that your conduct may affect the safety and/or wellbeing of other students and/or staff.

Restorative Practices within Disciplinary Protocols

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

In Classroom redirection and guidance:

Teachers are experts with student engagement, and middle school students are experts at letting us know when they need attention. We provide multiple ways of learning to try to maximize every student's potential. If students let us know that they need more attention through some kind of disruptive behavior, our first effort is to maintain academic focus and listen to our students. We focus on redirecting behavior and adjusting our teaching to meet every learner's needs within the classroom setting. Students may receive reminders or simply get a little more teacher attention to support their schoolwork. They may be asked to regroup their seating arrangement or to try a different phase of a project or learning activity. Each teacher provides many opportunities for students to re-join the classroom goals. Our goal is to keep all students in class whenever possible.

Reflection Lunch:

Maintaining our goal to keep all students in class, when a student is exhibiting behaviors that require more reflection and more time to thoughtfully process classroom decorum, they may be assigned to *Reflection Lunch*. Our guidance counselors facilitate the Reflection Lunch assignment. It provides a space for students to discuss their perspective about the classroom dynamics and learn what behavior is expected to maintain the most productive learning environment. The student brings their lunch to the Quiet Learning Center for some dedicated time to meet with the counselor. They may have a follow up meeting with their counselor during an advisory period. Taking this time during the lunch period protects their classroom learning time, and maintains their academic schedule.

Student Support Center Restorative Action:

Our goal is to keep all students in the classroom to maximize their learning opportunities with their teachers. We provide many learning experiences for students to take responsibility for one's learning and maintain classroom decorum. However, if a student is disrupting their own learning and the learning of others, a student may be referred to the Student Support Center (SSC) for restorative actions. In the SSC they will be lead through a brief reflection process by the paraeducator on duty regarding the incident, reflect on their actions and make some effort to restore productive classroom participation.

Family Support Day as an alternative to In-School Suspension*

We place a high priority on all student learning. Being removed from a full day of class work is not usually productive to maintain academic achievement. For this reason, we have developed an alternative to "In-School Suspension." (See *District Pages, beginning on District Page 17*). If a student's behavior requires the traditional response of "In-School Suspension," we will call home and give you, the adult a choice. The student may have a traditional "In-School

Suspension,” or alternatively, they may have a **Family Support Day**, whereby an adult from home attends school for the day with the student. Rather than the student being excluded from attending regular team classes and participating in team activities, they attend all classes with their parent/guardian at their side. We see this as a fruitful alternative. If a *Family Support Day* cannot be arranged, an “In-School Suspension” must be assigned. An in-school suspension is held during the regular school day in the QLC. Students must complete assigned schoolwork while serving in-school suspension and will receive appropriate credit

Out of School Suspension*

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

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

**For procedures regarding behavior that may result in suspensions, whether in-school suspension or out of school-suspensions, please see District Pages, beginning on District Page 17.*

Administrator(s) responsibilities in cases involving suspension:

- Contact parent/guardian regarding disciplinary consequences.
- Process referral form and re-entry plan.
- Notification of student’s guidance counselor, teachers, administrators, liaison, athletic director or club advisor as necessary regarding the terms of the suspension.
- Request that academic assignments be forwarded to the main office for parent/guardian to pick-up in cases of external suspension.
- Schedule a re-entry meeting to include student, parent/guardian, administrator, guidance counselor and other appropriate staff.
- Arrange for translation at meetings for students and/or parents/guardians whose primary language is not English.

Guidance counselor responsibilities in cases involving suspension:

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

Teacher responsibilities in cases involving suspension:

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

Tiered Responses to Behavior: A Continuum of Support and Consequences

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

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

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

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Police May be Informed
Assault physical (see Physical Aggression) Student engages in actions involving serious physical non-mutual contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) Participation in offense involving physical violence. Fighting. - Threat of Assault. Verbal or electronic threat to commit assault.			X	X	X
Bomb Threat Student delivers a message of possible explosive materials being on campus, near campus and/or pending explosion. - Falsifying threat: Student falsely reports harm/potential harm. Using phrases such as "bomb in school," "school shooter" or other statements in verbal, electronic or written form that mislead and misdirect authorities.				X	X
Bullying The repeated use by one or more students of a written, oral or electronic expression, or a physical act or gesture or any combination thereof, directed at another individual. - Refer to Bullying Prevention and Intervention Plan for further definition. - Only administrator or designee will enter Bullying in EH, once an investigation and determination has been completed.			X	X	X
Cheating (see academic dishonesty) Student engages in copying from another student or uses another means to have improper access to answers.	X possible loss of credit	X possible loss of credit	X loss of credit		
Combustibles: Use/Possession of Student in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid and others).			X	X	X
Defiance Student engages in brief or low-intensity failure to follow directions or talks back (M-Defiance)m- Student engages in refusal to follow directions or talks back (Defiance).	X	X	X		
Disrespect Student delivers socially rude or dismissive messages to adults or students.	X	X	X		
Disruption - Student engages in low-intensity, but inappropriate disruption (M-Disruption) - Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.(Disruption).	X	X	X		

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Police May be Informed
Dress Code Violation Wearing clothing that does not fit within the school/district dress code guidelines.	X	X			
Drugs: Use, Possession, Distribution Student is in possession of, or is using illegal drugs/substances or imitations. Note: It is illegal for middle school student to possess or use tobacco, alcohol, all controlled substances/drugs on school grounds or at school related event. <ul style="list-style-type: none"> ● Illegal Substances: Alcohol possession and/or use. Possessing alcohol in one's pocket(s), bag(s), car, locker, etc. Use -consuming alcohol. Evidence of having consumed alcohol. ● Illegal Substances: Marijuana Possession - Possession of marijuana in one's pocket(s), bag(s), car, locker, etc. ● Illegal Substances: Marijuana Use - using marijuana. ● Other Illegal/Controlled Substances Possession - Possession of other illegal/controlled substances including prescription medication. ● Illegal Substances: Other Illegal/Controlled Substances Use—Illegal use of other substances excluding alcohol, marijuana, and tobacco. ● Illegal Substances: Distribution and/or Sale of Illegal Drugs and/or controlled substances – Selling/distributing illegal drugs and/or controlled substances. ● Illegal Substances: Possession with Intent to Distribute and/or Sell -Possession of an illegal drug/controlled substance with the intent to distribute and/or sell. ● Imitation Illegal Substances: Possession, use, intent to distribute imitations of illegal drugs/controlled substances. 				X	X
Fighting Mutual participation in offense involving physical violence. No victims, only offenders.			X	X	
Gang Affiliation Display Student uses gesture, dress, and/or speech to display affiliation with a gang. (See District Handbook Pages).	X	X	X	X	X
False Alarm Pulling fire alarm or any other alarm to emergency services.			X	X	X
Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	

					Police May be Informed
False Alert of Harm Student falsely reports harm/potential. Using phrases such as “school shooter” or other statements in verbal, electronic or written form that mislead and misdirect authorities.			X	X	X
Forgery Student falsifies a signature or submits counterfeit documents. Student has signed a person’s name without that person’s permission or claims someone else’s work as their own.	X	X	X	X	
Harassment <ul style="list-style-type: none"> Harassment: Non-Sexual—The delivery of disrespectful messages in any format related to gender, gender identity, ethnicity, race, religion, disability, physical features or other protected class (Multiple instances will prompt bullying investigation) Harassment: Sexual—Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. 	X	X	X	X	X
Hazing Student engages in conduct or method of initiation, which willfully or recklessly endangers the physical or mental health of another student.				X	
Health Hazards Student creates a health hazard with substances, school materials, furniture, and other behaviors.	X	X	X	X	
Language: Inappropriate Student engages in low-intensity instance of inappropriate language.	X	X	X		
Location Inappropriate: Out of Bounds Area Student is in an area that is outside of school boundaries (as defined by school)	X	X	X	X	x If not located in adequate time
Lying Student delivers message that is untrue and/or deliberately violates rules. Making misleading statements.	X	X	X		
Other Behavior Student engages in any other inappropriate behaviors that do not fall within categories listed.	X	X	X	X	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Police May be Informed
Physical Contact Student engages in non-serious, but in inappropriate physical contact.	X	X			
Physical Aggression Student engages in actions involving serious physical non-mutual contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)			X	X	X
Plagiarism/ Academic Dishonesty Taking someone else's work or ideas and passing it off as one's own. Student engages in plagiarism, cheating, attempts to cheat, falsification of materials.	X loss of credit on assignment	X loss of credit on assignment	X	X	
Privacy Invasion Photographing, video recording, audio recording an individual without consent.	X	X	X	X	X
Propagation of Harmful Messages Distributing and/or spreading messages: verbal, written, and/or electronic through words, drawings, photographs, videos, audio recordings that are disrespectful or otherwise harmful.	X	X	X	X	X
Property Misuse Student engages in low-intensity misuse of property including all technology equipment.	X	X	X		
Property Damage/Vandalism Student participates in an activity that results in destruction or disfigurement of property, including all technology equipment.			X restitution or work in kind	X restitution or work in kind	X restitution or work in kind
Public Display of Affection Student engages in inappropriate, consensual or non-consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult	X	X	X	X	
Skip Class - Truancy Student leaves or misses class without permission. Student receives an "unexcused absence" for ½ day or more.	X	X	X	X	
Tardy to Class Student arrives in class after the class has started.	X	X	X		
Tardy to School Student arrives after the start of the school day.		X	X		
Theft The unlawful taking of property belonging to a school, a school staff member, or a student without threat, violence or bodily harm.		X	X	X	X
Truancy Student leaves or misses class without permission. Student receives an "unexcused absence" for ½ day or more.	X	X	X	X	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Police May be Informed
Technology Violation - Computer Student engages in inappropriate use of school computer or other technology as defined by the Acceptable Use Policy. See District Pages.	X	X	X (loss of computer privileges)		
Technology Violation - Cell Phone Student engages in inappropriate use of cell phone or other personal electronic device during school hours.	X	X device stored in office. Student pick	X device stored in office. parent pick up		
Tobacco: Use/Possession of Student is in possession of or is using tobacco. Use - Smoking, chewing or otherwise using tobacco (cigarettes, e-cigarettes, cigars, pipes or smokeless tobacco) Possession - Student is in possession of tobacco Distribution - Student is distributing tobacco or intending to distribute tobacco	X	X	X	X	X
Weapons: Use/Possession of Student is in possession of knives (>6", <6") and guns (<i>real or look alike</i>), or other objects readily capable of causing bodily harm. <ul style="list-style-type: none"> ● Weapons: Knife—The weapon involved was a knife or cutting instrument ● Weapons: Gun/Firearm-Handgun—The weapon involved was a handgun or pistol ● Weapons: Gun/Firearm-Rifle—The weapon involved was a rifle ● Weapons: Gun/Firearm-Shotgun—The weapon involved was a shotgun ● Weapons: Gun/Firearm-Other Firearm—The weapon involved was another type of firearm excluding handguns, rifles, and shotguns, but including zip guns, starter guns, and flare guns ● Weapons: Explosive or Incendiary Device—The weapon involved was a bomb, grenade, rocket, missile, mine or other incendiary device ● Weapons: Other Weapon—The offense involved a weapon other than those described above, such as firecrackers or fireworks ● Look-alike weapons – The object is designed to look like weapon and may be interpreted as an object intended to cause harm ● Electronic imagery of weapons or sound of weapons – Apps, games, images and sounds that imitate weapons are not permitted 				X	X

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

Level	Levels of Disciplinary Responses for Violations of the Code of Student Conduct Framework-PBIS & Restorative Practices	
1	Classroom Interventions/Consequences <i>Teachers use these intervention/consequences to help students change behavior in the classroom. Typically used when no or limited prior incidents have occurred. If the behavior continues to occur (3 or more times), Educator's Handbook <u>documentation</u> is highly recommended.</i>	
	Classroom Interventions	Consequences for students who engage in the negative behavior
	<ul style="list-style-type: none"> • Give behavioral choices • Use planned ignoring of negative behavior • Review core values/expectations • Modify classroom environment (seat change, proximity) • Provide Take A Break-in space • Teach and practice self-regulation strategies • Incentive for appropriate behaviors 	<ul style="list-style-type: none"> • Reinforce appropriate behaviors • Provide rule reminders or redirection • Give a warning • Loss of privileges (connected to behavior) • Seat change • Apology/repair • Take Lunch Reflection • Written reflection about incident • After-school teacher conference with student • Parent contact
2	Used when frequency/duration of the behavior increases or when the intensity of the behavior poses significant physical/emotional harm. <i>Referral to support staff personnel or the administrator is necessary when level 1 intervention and consequences have been put in place in the classroom to address the behavior and have not been effective. Quiet Learning Center Restorative Actions will be practiced. The behavior is continuing and interfering with the students or classroom learning. Educator's Handbook <u>documentation</u> is required.</i>	
	Classroom/Individual student Interventions	Consequences for students who engage in the negative behavior

3	<ul style="list-style-type: none"> ● Parent/guardian involvement (Daily home/school communication) ● Conference with counselor ● Give behavioral choices ● Conflict resolution ● Schedule change ● Peer mediation ● Restorative problem solving circle meeting ● Student support plan including: <ul style="list-style-type: none"> ● Scheduled breaks ● Check In/Check Out ● Social/emotional/behavioral or academic skill building ● In-class coaching by counselor or paraprofessional ● Implement Class-wide behavior goal/incentive ● Grade-level Guidance meetings ● Child Study Team ● Functional Behavior Assessment Behavior Intervention Plan Short Form ● Observation – Consultation with counselor or psychologist ● Consultation with outside service providers/agencies 	<ul style="list-style-type: none"> ● Conference with parent/guardian ● Phone call/letter to parent or guardian ● Behavior contract with counselor and/or administration (with incentive as needed) ● Teacher and/or administrator conference with student and/or parent ● Office referral /Office time out (student comes with work) ● Restorative practices (problem solving circle meeting, repair/community service) ● Working lunch
	After school conference or In School Suspension/Family Support Day: Parent/Guardians may choose to attend school all day with their student as an alternative to In School Suspension <i>Used for extreme or intensive disruptive behavior that poses significant physical/emotional harm to self and/or others. Educators Handbook <u>documentation</u> is required.</i>	
	Classroom/Individual student Interventions	Consequences for students who engage in the negative behavior
<ul style="list-style-type: none"> ● Behavior/EH documentation review ● Functional Behavior Assessment and Behavior Intervention Plan ● Observation and consultation with Behavior Specialist ● Referral for Special Education evaluation ● Consultation with District Programs ● Consultation with outside service providers/agencies 	<ul style="list-style-type: none"> ● In-School Suspension ● Parent/guardian notification required ● Conference with parent/guardian ● Phone call/letter to parent or guardian ● Behavior contract with counselor and/or administration (with incentive as needed) ● Teacher and/or administrator conference with student and/or parent ● Office referral ● Restorative practices (problem solving circle meeting, repair/school service) ● Restricted participation in an activity 	

4

Out of School Suspension or Expulsion

Used for extreme or intensive behavior that seriously disrupted the learning environment and created a safety risk in the school. *Used very rarely at administrator's discretion. Parent/guardian notification is required. Upon re-entry the following interventions and/or consequences should be considered.*

Classroom/Individual student Interventions	Consequences for students who engage in the negative behavior
<ul style="list-style-type: none"> • Re-entry plan with school staff that includes specified interventions supports. • Follow protocols for Manifestation Determination for students with an IEP. • Risk Assessment if necessary • Behavior/EH documentation review • Observation and consultation with Behavior Specialist • Functional Behavior Assessment and Behavior Intervention Plan • Referral for Special Education evaluation • Consultation with District Programs • Consultation with outside service providers/agencies 	<ul style="list-style-type: none"> • Behavior contract with counselor and/or administration (with incentive as needed) • Parent/guardian notification required • Teacher and/or administrator conference with student and/or parent • Office referral • Restorative practices (problem solving circle meeting, repair/school service) • Restricted participation in an activity • Referral to STEP