

Monument Mountain Regional High School



Student/Family Handbook 2024-2025

School Motto: Commitment to the Quest for Excellence

This Student Handbook has been reviewed and approved by the Berkshire Hills Regional School District Committee.

Berkshire Hills Regional School District does not discriminate on the basis of age, race, to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, sex, age, gender identity, religion, national origin, sexual orientation, disability, pregnancy or parenting status, limited English proficiency, or homelessness.

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Translation Services

If you need this Handbook translated into one of the below languages, or any other language, please contact the School Office.

GREEK: Εάν χρειάζεστε αυτό το εγχειρίδιο μεταφράζονται στα Ελληνικά, επικοινωνήστε με το κεντρικό γραφείο.

PORTUGUESE: Se você precisa deste manual traduzido para o português, por favor contacte o escritório principal.

SPANISH: Si necesita este manual traducido al español, por favor póngase en contacto con la oficina principal.

CHINESE: 如果你需要這本手冊翻譯成中文, 請聯繫主要辦公室。

POLISH: Jeśli potrzebujesz niniejszy podręcznik w języku polskim, proszę skontaktować się z głównym biurem

ARABIC: إذا كنت بحاجة إلى هذا الكتيب ترجمة إلى اللغة العربية، يرجى الاتصال بالمكتب الرئيسي

HAITIAN CREOLE: Si ou bezwen manyèl sa-a ke nan kreyòl, souple kontakte Biwo pwensipal la.

URDU: اگر آپ کو اس کتابچہ کا اردو میں ترجمہ کی ضرورت ہے، مرکزی دفتر سے رابطہ کریں

GUJARATI: તમે આ હેન્ડબુક ગુજરાતી અનુવાદ જરૂર હોય તો, મુખ

KHMER

SOMA MANDARIN 若您需要這手冊翻譯成中文, 請聯絡辦事處。

LI

Berkshire Hills Regional School District
Great Barrington | Stockbridge | West Stockbridge
School Committee As of June, 2024

Mr. Stephen Bannon, Chair
Ms. Bonnie Bonn-Buffoni
Ms. Sarah Bourla
Mr. Richard Dohoney, Vice Chair
Mr. William Fields

Mrs. Anne Hutchinson
Diane Singer, Secretary
Ms. Corey Sprague, Assistant Treasurer
Mr. Jason St. Peter
Mr. William Vogt

Berkshire Hills Regional School District Administration

Superintendent of Schools
Director of Student Services
Director of Learning and Teaching
Business Administrator
Director of Operations

Dr. Peter Dillon
Mrs. Kate Burdsall
Mr. Colin Shebar
Mrs. Sharon Harrison
Mr. Steven Soule

Monument Mountain Regional High School Contact Information

Monument Mountain Main Office	413-528-3346, ext. 3100/3101
Monument Mountain Fax	413-528-9267
Nurse	413-528-3346, ext. 3167
Cafeteria	413-528-3410; 413-528-3346, ext. 3164
Athletics	413-528-3346, ext. 3140
Guidance	413-528-3346, ext. 3110/3112
Library	413-528-3346, ext. 3151

Berkshire Hills Regional School District Telephone Numbers

BHRSD Central Office	413-298-4017
Superintendent of Schools	413-298-4017 ext. 719
BHRSD Special Education Office	413-298-4017 ext. 714
Du Bois Regional Middle School	413-644-2300
Muddy Brook Regional Elementary School	413-644-2350

Email Contacts: Email addresses may be found on the district website www.bhrsd.org. Staff email addresses are in the format of first name.last name@bhrsd.org.

Student Assistance Phone Numbers: Counseling, Shelter, and Support

Brien Center	413-499-0412
Department of Social Services	413-236-1800
Berkshire Children and Families	888-742-7443
Key Shelter	413-442-1503
Construct Inc.	413-528-1985
Elizabeth Freeman Center	866-401-2425
Life Line	800-273-8255

MMRHS 24-25 - STAFF DIRECTORY

ADMINISTRATION

Christopher Barnes, Principal
Peter Lurgio, Assistant Principal
Ian Brown, CVTE Assistant Principal

ART DEPARTMENT

Krista Dalton
Neel Webber

AUDIO VISUAL SPECIALIST

Paul Kakley

CAREER/VOCATIONAL DEPARTMENT

John Curletti, Family Consumer Sciences
Betlinn Young-Taft, Family Consumer Sciences
Christopher D'Aniello Automotive Technology
April Hoskeer, Horticulture
John Hartcorn, Woodworking
Thomas Roy, Technology

ENGLISH DEPARTMENT

Tara Birkett
Shari Cahill
Vincent Chen
Holly Freadman
Michael Mooney
Michael Rosenthal
Jolyn Unruh

LIBRARY MEDIA SPECIALIST

Kara Staunton-Shron

WORLD LANGUAGES DEPARTMENT

Audrey Console
Rachel Siegel
Valeri Zantay

MUSIC DEPARTMENT

Julie Bickford
Jacob Keplinger
Matthew Schneider

ADMINISTRATIVE ASSISTANTS

Doreen Hughes, Assistant to the Principal
Shelina Gonzales, Assists to Assistant Principal's
Rebecca Campetti, Guidance
Dede Norton, Guidance

GUIDANCE DEPARTMENT

Nicole Cast, Clinician
Sean Flynn, Counselor
Pamela Morehouse, School Adjustment Counselor
Michael Powell, Counselor
Marcie Velasco, Counselor
Casey Wilton, Clinician

MATHEMATICS DEPARTMENT

Edward Barrett
Susan Bilodeau
Kathy Erickson
Stephen Estelle
Maria Knox
Math TBD

PHYSICAL EDUCATION/ HEALTH DEPARTMENT

Michelle Campbell
Kayleigh Selino
Colleen Seward

SCIENCE DEPARTMENT

Marnell Allen
Christopher Manley
Heather Boyko
Jamie Downer
Aaron Fisher
Elsa Herraes Hernandez
Valri Ivy

SOCIAL STUDIES DEPARTMENT

Edward Collins
Lena Diller
Gordon Soule
Brian Leslie
Holly Troiano

SPECIAL EDUCATION DEPARTMENT

Rebecca Augur
Anne D'Aniello
Gary Kapchinske
Kelsey Romano
Jacqueline Sugrue

ENGLISH SECOND LANGUAGE

Carrie Heck
Karen Luttenberger

GREENHOUSE ASSISTANTS

Gail Guarda
Chris Guarda

SUPPORT STAFF

Maria Borucka-Gurdek
Christine Colon
Nina deLuca
Carole Hammer
Trezinha Hyvernaud
Laura Passetto
Kelly Kennedy
Suzan McCauley
Linda Vermilyea

DIRECTED STUDY SUPERVISOR

Sarah Mead-Mason

FOOD SERVICE

Kathleen Sullivan, Food Service Director
Jody Hall, Head Cook
Stacy Hogue
Muriel Chisholm
Charlotte Rand

CUSTODIANS

Matthew McDermott, Head Custodian
Richard Austin
Thomas Mead
Jamie Slavinsky
Matthew Kerichenko

SCHOOL NURSE

Rhonda Patrick

IT DEPARTMENT

Rob Horner
Ulrich Kohlhase
Peter Robertson

CO-CURRICULAR and ATHLETIC DIRECTOR

Karl Zigmand

Dear Monument Mountain Regional High School Community,

Welcome to the 2025 – 2026 school year. As the new Principal at Monument Mountain Regional High School, I feel incredibly fortunate to be here and excited for the opportunities that lie ahead throughout the school year. I am confident that the MMRHS staff and administration will maintain the incredible work and traditions that have been in place, and we will look for additional ways to enrich academics and student life. In the short month that I have been a member of this community, I have learned many things, but one of the most important is the strength of the relationships between our staff and students. I was informed by many staff members that one of our strongest attributes is the work that we do to connect with students, and as one staff member put it, “if we grab their hearts, their minds will follow.”

As we begin the new school year, you can depend on the MMRHS staff to maintain our focus on motivating and supporting our students to reach their full potential. To this end, we commit to providing a rigorous and rewarding education and an enriching school experience. We will also challenge our students to work hard each day so that they may reach their personal goals and prepare for their postsecondary experience.

This *Family and Student Handbook* is designed to guide you and your student in navigating expectations for school life at Monument Mountain Regional High School. In this handbook you will find information about the school year, academic requirements, extra-curriculars, where to go for help, and much more. There is also a lot of information which explains our guidelines, policies, and the laws which provide the structure by which we can most effectively create an environment that is safe, productive, and welcoming. Additionally, the handbook provides some of the particulars of how we support students through restorative approaches when harm has been done. Together, we will create the conditions in our school that foster opportunity, instill respect, and promote excellence.

Please read this handbook carefully, as each year there are adjustments and changes. The handbook outlines not just rules to follow, but how to connect and be part of the life of the school. We will be reviewing this information during the opening weeks of school. Feel free to discuss any aspect of the handbook with faculty, guidance counselors and administration.

Respectfully,

Christopher J. Barnes

Christopher Barnes
Principal

Peter Lurgio
Assistant Principal

Ian Brown
Assistant Principal

Monument Mountain Statement of Philosophy

We, the faculty and administration of Monument Mountain Regional High School, seek to provide an educational experience that promotes intellectual growth, fosters a love of learning, and prepares students for the challenges, responsibilities and opportunities that they will face. Through cooperation with the home and the community, the school encourages students to know and understand themselves, their associates, their communities and the world. We nurture both individuality and respect for human dignity within a safe yet open environment.

The school offers diverse programs to cultivate our students' physical and mental awareness, to develop critical and creative thinking, and to encourage active involvement in society. Students have a voice in formulating school policies, in developing curricular and co-curricular activities and in designing independent learning experiences. Based upon the principles stated above, we believe that an important component of the educational process is to offer students the knowledge and experience to empower them to shape their own values and conclusions.

Berkshire Hills Regional School District Mission Statement

To ensure all students are challenged through a wide range of experiences to become engaged and curious learners and problem solvers who effectively communicate, respect diversity, and improve themselves and their community. For more, go to <https://www.bhrsd.org/wordpress/wp-content/uploads/2014/09/District-Mission.pdf>

Monument Mountain Mission Statement

The MMRHS community creates opportunities that foster intellectual and personal growth and challenge all to become courageous learners, engaged citizens, and individuals of integrity.

BERKSHIRE HILLS REGIONAL SCHOOL DISTRICT

2024 - 2025 Calendar

SC approved: 1/25/24

July, 2024

0 Instructional Days

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

January, 2025

21 Instructional / 21 Staff Days

S	M	T	W	T	F	S	Payroll #
			H	2	3	4	New Yrs. day
5	6	7	8	9	10	11	#14
12	13	14	15	16	17	18	
19	H	21	22	23	24	25	#15 MLK Day
26	27	28	29	30	31		

August, 2024

3 Instructional Days / 5 Staff Day

S	M	T	W	T	F	S	Payroll #
				1	2	3	Floating Day-Fiscal Year staff
4	5	6	7	8	9	10	#3
11	12	13	14	15	16	17	#4
18	19	20	21	22	23	24	
25	PD	PD	28	29	30	31	8/28-1st day students

February, 2025

15 Instructional / 15 Staff Days

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

September, 2024

20 Instructional / 20 Staff Days

S	M	T	W	T	F	S	Payroll #
1	H	3	4	5	6	7	#5 9/2-Labor Day
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	#6
22	23	24	25	26	27	28	
29	30						

March, 2025

20 Instructional / 21 Staff Days

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

October, 2024

22 Instructional / 22 Staff Days

S	M	T	W	T	F	S	Payroll #
		1	2	3	4	5	#7 10/3-Rosh Hashana
6	7	8	9	10	11	12	
13	H	15	16	17	18	19	#8 10/14-Indigenous
20	21	22	23	24	25	26	People's Day
27	28	29	30	31			#9

April, 2025

17 Instructional / 17 Staff Days

S	M	T	W	T	F	S	Payroll #
		1	2	3	4	5	#20
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	#21 4/13-Passover
20	H	22	23	24	25	26	Patriots Day/April Break
27	28	29	30				

November, 2024

16 Instructional / 17 Staff Days

S	M	T	W	T	F	S	Payroll #
					1	2	
3	4	PD	6	7	8	9	full day PD
10	H	12	13	14	15	16	#10 11/11 Veterans Day
17	18	19	20	21	22	23	
24	25	26	27	H	29	30	#11 11/28 - Thanksgiving

May, 2025

21 Instructional / 21 Staff Days

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

December, 2024

15 Instructional / 15 Staff Days

S	M	T	W	T	F	S	Payroll #
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	#12
15	16	17	18	19	20	21	
22	23	H	H	26	27	28	#13 Christmas Eve
29	30	31					Christmas day /Hanukkah

June, 2025

10 Instructional / 10 Staff Days

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

School Not In Session - Buildings Closed Offices Open - No School
 - First Day of Classes - All Students
 all day staff prof development
 1/2 day inservice indicates 1/2 day of school
 Indicates Payroll

Earliest Last Day - June 13, 2025 1/2 day - (Student's 180th Day/Staff - 184 days)
 June 23, 2025 - 1/2 day (If 5 snowdays are used)
 school committee meetings
 school committee meetings - meet & confer or reserved for subcommittees

**September 5, 2024 will be the first payroll of FY25 for
 Unit A, Extended School Year and School Year Staff**

2024-2025 Bell Schedule

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY																							
1st 8:00 - 8:43		1st 8:00 - 9:19		1st 8:00 - 8:43		2nd 8:00 - 9:19		1st 8:00 - 8:43																							
<i>Remain in class for announcements 8:43 - 8:46</i>		<i>Remain in class for announcements 9:19 - 9:23</i>		<i>Remain in class for announcements 8:43 - 8:46</i>		<i>Remain in class for announcements 9:19 - 9:23</i>		<i>Remain in class for announcements 8:43 - 8:46</i>																							
2nd 8:49 - 9:32		ADVISORY 9:28 - 9:58		2nd 8:49 - 9:32		ADVISORY 9:28 - 9:58		2nd 8:49 - 9:32																							
3rd 9:36 - 10:19				3rd 9:36 - 10:19				3rd 9:36 - 10:19																							
4th 10:23 - 11:06		3rd 10:03 - 11:22		4th 10:23 - 11:06		4th 10:03 - 11:22		4th 10:23 - 11:06																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">5th (1st Lunch)</td> <td style="width: 50%;">5th (2nd Lunch)</td> </tr> <tr> <td>Lunch: 11:09 - 11:39</td> <td>Class: 11:09 - 11:52</td> </tr> <tr> <td>Class: 11:42 - 12:25</td> <td>Lunch: 11:55 - 12:25</td> </tr> </table>				5th (1st Lunch)	5th (2nd Lunch)			Lunch: 11:09 - 11:39	Class: 11:09 - 11:52	Class: 11:42 - 12:25	Lunch: 11:55 - 12:25	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">5th (1st Lunch)</td> <td style="width: 50%;">5th (2nd Lunch)</td> </tr> <tr> <td>Lunch: 11:09 - 11:39</td> <td>Class: 11:09 - 11:52</td> </tr> <tr> <td>Class: 11:42 - 12:25</td> <td>Lunch: 11:55 - 12:25</td> </tr> </table>		5th (1st Lunch)	5th (2nd Lunch)	Lunch: 11:09 - 11:39	Class: 11:09 - 11:52	Class: 11:42 - 12:25	Lunch: 11:55 - 12:25	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">6th (1st Lunch)</td> <td style="width: 50%;">6th (2nd Lunch)</td> </tr> <tr> <td>Lunch: 11:27 - 11:57</td> <td>Class: 11:27 - 12:46</td> </tr> <tr> <td>Class: 12:02 - 1:21</td> <td>Lunch: 12:51 - 1:21</td> </tr> </table>		6th (1st Lunch)	6th (2nd Lunch)	Lunch: 11:27 - 11:57	Class: 11:27 - 12:46	Class: 12:02 - 1:21	Lunch: 12:51 - 1:21	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">5th (1st Lunch)</td> <td style="width: 50%;">5th (2nd Lunch)</td> </tr> <tr> <td>Lunch: 11:09 - 11:39</td> <td>Class: 11:09 - 11:52</td> </tr> <tr> <td>Class: 11:42 - 12:25</td> <td>Lunch: 11:55 - 12:25</td> </tr> </table>		5th (1st Lunch)	5th (2nd Lunch)
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Class: 11:42 - 12:25	Lunch: 11:55 - 12:25																														
6th 12:28 - 1:11		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">5th (1st Lunch)</td> <td style="width: 50%;">5th (2nd Lunch)</td> </tr> <tr> <td>Lunch: 11:27 - 11:57</td> <td>Class: 11:27 - 12:46</td> </tr> <tr> <td>Class: 12:02 - 1:21</td> <td>Lunch: 12:51 - 1:21</td> </tr> </table>		5th (1st Lunch)	5th (2nd Lunch)	Lunch: 11:27 - 11:57	Class: 11:27 - 12:46	Class: 12:02 - 1:21	Lunch: 12:51 - 1:21	6th 12:28 - 1:11		6th 12:28 - 1:11																			
5th (1st Lunch)	5th (2nd Lunch)																														
Lunch: 11:27 - 11:57	Class: 11:27 - 12:46																														
Class: 12:02 - 1:21	Lunch: 12:51 - 1:21																														
7th 1:15 - 1:58		7th 1:26 - 2:45		7th 1:15 - 1:58		8th 1:26 - 2:45		7th 1:15 - 1:58																							
8th 2:02 - 2:45				8th 2:02 - 2:45				8th 2:02 - 2:45																							

Graduation Requirements: [See Program of Studies](#)

Scholastic Information

Grading System

MMRHS uses a numerical grading system to evaluate student performance. A grade of “65” is required to pass any course. No student will be given a quarterly grade lower than 50 for the first two marking periods of a full year course, or for the first marking period of a one-semester course. Grades lower than 50 may be given during the remaining marking periods, on final examinations, or as final grades. Report cards are issued at the end of each quarter. The final grade is an average of the four quarterly grades.

Monument Mountain is in the process of shifting to Proficiency Based Grading. In doing so students will receive feedback in their classes aligned to rubrics. Teachers will be building their grading systems to align to the following expectations:

- Rubrics will use the terms ***beginning***, ***developing***, ***meeting*** and ***exceeding***. Each grading category can be translated into two or three possible numeric grades as follows:

Exceeding	100	Solidly exceeding
	95	Mostly exceeding with a small component meeting
Meeting	90	Mostly meeting with a small component exceeding
	85	Mostly meeting with a small component exceeding
	80	Mostly meeting with a small component developing
Developing	75	Mostly developing with a small component meeting
	70	Solidly developing
	65	Mostly developing with a small component beginning
Beginning	60	Mostly beginning with a small component developing
	55	Solidly beginning
	50	Mostly beginning with a small component incomplete or missing

- Late, Missing and incomplete work
 - Evidence of rationale (sick, family crisis, personal issue) is needed to make up work without consequence.
 - Absent rationale, the consequence of missing or incomplete work can be reflected in the Habit of Work grade.
 - Students must be allowed to make up formative work prior to submitting the final assessment of the unit. Summative assessments must be submitted within two weeks of the due date.
- There are three grading categories that will be weighted within ranges described below:
 - ***Habits of Work*** 10 to 20% of the quarter grade.
 - ***Formative assessments*** 0 to 20% of the quarter grade.

- Summative assessments 70 to 80% of the quarter grade.
- Retakes and revisions in formative and summative assessments are essential to a proficiency-based system. MMRHS encourages all teachers to allow students to retake or revise their work.
 - All retakes/revisions will be completed no later than two weeks after receiving the grade. Shorter timelines may be used at the teachers' discretion.
 - Teachers will **choose at least one** of the four options listed below around revision and retakes and clearly communicate it in their syllabus with students, families, and liaisons.
 - Students can revise/retake formative and summative assessments.
 - Students can only revise/retake summatives if all teacher-specified formatives are completed.
 - Students can revise their formative and summative assessments with justifications and/or explanation of process for a percentage of lost credit.
 - Students can retake/revise an assessment for a teacher-determined maximum grade.
- Extra credit is not permitted.
- Late submission of a summative/formative assessment will be reflected as a habit of work grade, while the assessment itself will reflect the actual grade a student earns (this gives us an accurate picture of where students are in their learning process).
 - Teachers will craft their own policy around late work and clearly communicate it in their syllabus with students, families, and liaisons.
 - Exceptions must align with student IEP & 504 accommodations.

Make-up of Missed Work

It is the responsibility of the student to make arrangements with their teacher either in person (if the absence is known in advance) or through email to gather class assignments and arrange a timeline for completion..

Student Academic Support Center

Support will be provided to students who exhibit the need for academic reinforcement. Students will be afforded the opportunity to regain an academic approach to their studies through tutoring and relationship building techniques.

Extra Help

If a student feels that they need help in a particular area, they should have a discussion with the teacher. The teacher may request that a student come in for extra help if he/she feels that the student

needs it; students are required to make arrangements for this help if their teacher asks them to stay for additional help.

Grade Point Average

The unweighted cumulative grade point average is used to determine placement on the honor and high honor rolls.

Valedictorian and salutatorian are selected using the unweighted cumulative grade point average at the end of the first semester senior year for any students in the graduating class that have completed at least 4 semesters at Monument Mountain Regional High School.

Progress Reports

MMRHS teachers will update student grade reports using the online program PowerSchool. Each student and parent(s)/guardian(s) will have access to the student's grade reports using their own username and password. Contact the main office should you have questions about getting access to PowerSchool.

Honors Designation

Some courses provide the opportunity to earn Honors Designation (see the Program of Studies). In these courses, all students will be invited to do more complex tasks and dig deeper into the curriculum. These tasks will **directly relate** to the content of the unit and be aligned to the prioritized Performance Indicators. The intent is to provide all students with more **rigorous** learning opportunities.

Teachers will provide a description of the specific course requirements for "on track" each quarter and ultimate earning of Honors Designation for the year in the course syllabus and provide feedback to students on the depth of their work by indicating honors proficiency has been met on summative assessments throughout the course of the year. As student's engage in and complete these extensions or challenges, the teacher will keep a record of the work meeting honors distinction or have students create a **portfolio** of their progress. Student's work over each quarter will be used to identify students who receive an "on track for honors designation" comment on their quarterly report card.

End of course Honors Designation grades will receive a 1.10 weighted GPA calculation.

Examples:

- IN MATH: Students will be invited to solve more complex problems, apply problem solving to a more complex situation, or make connections between concepts.
- IN SCIENCE: Students will be introduced to a deeper application of a concept and complete a more complex experiment or will be invited to solve more complex problems and/or apply content to more complex situations or make connections between concepts.
- IN SOCIAL STUDIES: Students will be invited to dig into an additional reading, video, current event or primary sources to compare and contrast their learning about the central idea of the unit.

- IN ELA: Students will be invited to apply their knowledge and learning in a piece of creative writing, compare and contrast to an additional text, create a presentation or address an added layer of complexity to an essay prompt.
- IN WORLD LANGUAGE: Students will regularly demonstrate intermediate and/or advanced levels of proficiency in reading, writing and speaking on summative assessments.
- IN ANY AREA: Students will be invited to further research or investigate a deeper level of **connected** content.

Extensions and Grade Changes

If a student needs an extension due to extenuating circumstances, the request for additional time for work completion must be submitted to the course teacher. If the teacher agrees that additional time is appropriate based on the student's unique circumstances then a work plan and timeline will be established. Upon completion or when the deadline passes, the teacher will complete a grade change in PowerSchool to reflect the student's performance. In rare instances, when the student and teacher are unable to negotiate an extension, the student may appeal for an administrative review of the student's unique needs and circumstances. Based on this assessment additional time may be granted. A determination of the IEP or 504 Team may also result in the opportunity for an extension for work completion.

Homework and Test Guidelines

When students are absent, it is their responsibility to obtain and complete homework and class assignments. Should a student be absent more than two days, the Guidance Department, upon request, will assist in obtaining assignments. Assignments may be picked up in the Guidance Office 48 hours after the request is made.

Teachers should give advance notice for any major tests or assignments. In keeping with this practice, teachers should not give major or excessive assignments during a vacation week, and they should avoid giving major tests and assignments to tenth grade students during ELA and math MCAS testing weeks, and to ninth grade students during biology MCAS testing week. In addition, teachers should give a minimum of fifteen (15) school days notice for completion of research or term paper projects. Students may petition teachers, department project leaders, or the administration should they feel a violation or breach of good faith has occurred.

Teachers will post assignments for student and parent(s)/guardian(s) information.

Honor Roll / Graduation with Honors

To qualify for the Honor Roll, a student must have an 85% average in all courses with no grade below 80%. To qualify for the High Honor Roll, a student must have an average of 90% with no grade below 85%. All pass/fail courses must be passed to qualify for the Honor Roll or High Honor Roll. The Honor Roll is published at the end of each term.

To be eligible to graduate with honors, a student must have maintained a cumulative average of 85% or better for four years.

Course Changes

Students may add or drop a class within the first two weeks of the course beginning. After two weeks, students must fill out a form to add or drop a course. A "Course Change Request Form" has been developed for students and is available in the Guidance Office. The form must be signed by a parent/guardian and is subject to verification. ***Until a course change form is completed, returned to guidance and verified, the student must remain in daily attendance in the original course.***

A request to withdraw from a course after the course change deadline will be reviewed by the student, parent(s)/guardian(s), the student's counselor, subject teacher and if necessary, a school administrator. After the request is approved the notation "WD" will appear on the student's permanent record.

If a request to withdraw is made and approved after the midpoint of a course (9 weeks for a semester course and 18 weeks for a full year course), the notation "WD" and a permanent grade of 50% will be submitted by the subject teacher and will appear on the report card in the next grading period and permanent record. A student wishing to withdraw within two weeks prior to the close of the marking period must have the approval of the Principal and will receive a grade for that quarter. The final grade for the transcript will be determined by the date of withdrawal. This procedure also applies to students who are removed from a course for disciplinary reasons. Students may have the 50% removed from their transcript by repeating the course and successfully completing the requirements. This procedure does not apply to students requiring a level change or a change in the student's IEP or 504 Plan. Additional exceptions may be made at the discretion of the administration.

Credit Recovery

Credit Recovery will be automatically offered in the following courses to ANY student who satisfies the following requirements:

- The student has earned a 65 or higher for TWO of the four quarters
- The student has a cumulative average of at least 55 for the year

Science:

Biology
Chemistry

English:

English 9
English 10
English 11

Math:

Algebra 1
Geometry

Social Studies:

US History 9
US History 10

World Language:

Spanish 1
French 1

Any Other Courses at
Teacher Discretion

Credit Recovery will be offered during the 5 weeks of summer programming. Progress and assessment is overseen by the Credit Recovery Coordinator who will make the final determination if recovery was achieved. Upon completion of credit recovery, the teacher of record will complete a grade change form to award a CR course grade to the student. CR, standing for Credit Recovery, is distinguished from an earned 65 on the transcript but is set to calculate as a 65 into the student's GPA.

Plagiarism / Academic Dishonesty

Students at Monument Mountain are expected to do their own work and cite the work of others as appropriate. Plagiarism is the willful presentation of someone else's previously written, published, and copyrighted material or ideas as one's own. Such material may include work that appears in print, on-line, or in audio or video formats. Uncited use of Artificial Intelligence (AI) to generate work that is submitted as the student's own is also a form of plagiarism. Copying work from another student may be regarded as plagiarism if done without consent and if credit is not given to the original writer. Student instances of plagiarism and academic dishonesty will be handled by the classroom teacher and administrative staff if necessary. Penalty for academic dishonesty can include the requirement to resubmit work up to receiving a zero for the assignment.

Alternate Courses at Post Secondary Institutions

Any student may take courses in the afternoon, evening, weekend, or summers. However, unless approval is granted, no high school credit will be awarded for these courses. The procedure outlined below must be followed for the student to be awarded high school credit toward graduation.

To be eligible for alternate courses and receive high school credit, the following criteria must be met:

- The student must be an 11th or 12th grader.
- The student must have an above-average academic record, be highly motivated, be socially and emotionally mature, and have clearly defined career goals and interests.
- The student must have parental/guardian permission to take alternate courses at the post-secondary institution.
- The student and the parent(s)/guardian(s) must agree to fund all costs, including registration, texts, tuition, and transportation involved in taking the post-secondary courses.
- Courses taken at a post-secondary institution will NOT count towards a student's GPA, and will not appear on a MMRHS transcript, but may count towards credit on a pass/ fail basis.
- Exceptions to the criteria will be at the discretion of the Principal and Superintendent.

The procedure for application is as follows:

- The student must submit a request to the Principal at least one month prior to course registration. The student must state the institution, course or courses to be taken, the duration of the course, meeting times and credits. In addition, the student should explain why they would like to take these courses for credit.
- An advisory committee, including the department supervisor in the course content area, a guidance counselor, the Assistant Principal and Principal will review the request and student credential. The advisory committee will make a recommendation to the Principal; the Principal will decide if permission and credit are to be granted.

Alternate Senior Year

In accordance with the BHRSD IHCD policy, Alternate Senior Year is open to qualified members of the Senior Class. Applicants should possess an above-average academic record, be highly motivated, and socially and emotionally mature. This program is specifically designed for students with clearly defined career goals, which could be advanced through early admission to college. It should be pointed out

that Alternate Senior Year is not early graduation. Students on Alternate Senior Year are still considered members of the senior class and must complete senior year requirements before receiving a diploma. Interested students should see their counselor for details.

Students on an Alternate Senior Year must agree to fund all costs. Grades earned at any institution outside of Monument Mountain do not count toward the student's GPA.

Early Graduation - Information found in [Program of Studies](#)

Withdrawals and Transfers

A student withdrawing from MMRHS must obtain a withdrawal form from the Guidance Office. The student must return all texts and other school property and secure the signatures of teachers, counselor and school librarian. Upon completion, the form should be presented to the Assistant Principal. Students transferring to another school should notify their guidance counselor and the administration as soon as that becomes known to allow the guidance office time to ready the necessary paperwork and review the withdrawal process. Any student who withdraws from school for reasons other than a change of living situation or address and transfers to another institution will receive a letter semiannually with an invitation to re-enroll. If the student wishes to return, the student, accompanied by their parent(s)/guardian(s) should request an appointment with the Assistant Principal of Student Affairs. Appointments can be made by calling the main office and speaking with the Assistant Principal's Administrative Assistant. At the conference, the individual's request to return will be discussed and a transition plan will be drafted.

Guidance Department / Student Services

The Monument Mountain Guidance Department is staffed by three (3) professional school counselors. Your counselor is concerned with helping you solve any problems you may have, be they academic, social, or emotional. Your counselor can also assist you in course selection, educational and vocational planning, test interpretation and college admissions. Information on colleges, various career opportunities and scholarships is available through the use of the software NAVIANCE. Students are encouraged to make use of this software on the Internet during their study halls or lunch periods, and at home. Access to this software may be obtained in the Guidance Office.

All students must adhere to the following practices concerning guidance conferences:

1. A pupil must have a pass signed by a counselor in order to be excused to go to the guidance office. This pass must state the specific time and date of the conference.
2. Guidance conferences must be scheduled during non-academic hours such as before and after school, study periods and lunch periods.
3. Emergency situations may warrant the requesting of counseling at other than non-academic times. A student who feels that immediate attention is necessary will be excused by the classroom teacher to go to guidance.
4. The guidance counselor will avoid keeping students beyond the end of a period.
5. The student must have a pass in order to attend special programs such as visits by college and university representatives, business and institutional recruiting, interviews and group counseling

sessions. All passes must be picked up in the guidance office prior to the program and signed by the classroom teacher.

Advisory Boards

Student and Adult Advisory Board (SAAB)

Students and Staff collaborate on ways to make Monument the best version of itself. The board addresses current school issues and makes recommendations for change to administration. The board meets during the school day. Volunteers from diverse interests, programs and grade levels in the school are sought in September and serve for one year.

Contact person: Christopher Barnes, Principal

Student Advisory Committee to the School Committee

According to Chapter 71, Section 38M, each school system must have a student advisory committee that meets at least once every other month during the months that school is in session. The advisory committee is composed of five students elected by the student body. Students discuss and question school related issues with the school committee during meetings. And students attend regular school committee meetings. Three students are elected in the spring and two more in the fall for a full school year. The student selected by the Student Advisory Committee as its chairperson shall serve for one year as the non-voting student member of the Berkshire Hill Regional School District School Committee. Contact person: Brian Leslie, Susan Hutchins – Faculty Advisors to SAAB

Student Advisory Council to the State Department of Education

By state law every high school must elect two student representatives to the Regional Education Center. Students meet monthly with other students from their region to discuss topics of county, regional, and state concern. Each region sends a representative to the state level to meet with the Massachusetts Department of Education. Student elections occur each spring.

Contact person: Brian Leslie, Susan Hutchins – Faculty Advisors to SAAB

School Advisory Board

The School Council also meets throughout the year to review goals and objectives of the high school and to discuss issues relating to education. Contact person: Christopher Barnes, Principal

Athletics

MMRHS offers a wide variety of opportunities for students to participate in interscholastic athletics. The athletic department fields 28 teams on a varsity and junior varsity level. Existence of these sports as fully organized interscholastic athletic teams depends upon student enrollment, student participation and the availability of qualified coaching staff. The major sports and their season are:

FALL: Cross Country Running, Football, Soccer, Girls' Volleyball and Golf
WINTER: Alpine Skiing, Basketball, Swimming, Ice Hockey, and Wrestling
SPRING: Baseball, Softball, Tennis, Track & Boys Lacrosse

In order to be eligible to participate in an interscholastic sport, a student must successfully complete a physical examination and meet the minimum academic requirements set forth by the Massachusetts Interscholastic Athletic Association (MIAA). Refer to the MIAA Athletic Policies for further information.

Athletic & Extracurricular Activities Participation

In accordance with BHRSD Policy JJIBR, the philosophy of interscholastic athletics at MMRHS is the development of a young individual through the pursuit of excellence.

All students, and student athletes are expected to conduct themselves at all times in a manner which will be a credit to themselves, their team and coaches, their parents, the school and the community. A student athlete who violates regulations, regardless of whether he or she is actively participating during the time of the incident, may be penalized during the season of occurrence or the next season that they will be actively participating in according to school as well as MIAA policies and standards.

1. Student violations related to the use, possession, or purchase of substances including alcohol, any drug, and any product designed to deliver nicotine to the user, will be subject to athletic sanctions according to the most current MIAA policies.
2. A MMRHS student cannot at any time represent our school in athletic events, unless the student is taking 4 year long courses. All courses offered at MMRHS will be considered for eligibility except the following: Physical Education, Learning Lab and Community Helper.
3. To participate in a fall sport, the athlete must have passed four credits of coursework from the previous year. This does not apply to incoming 9th graders. Summer school courses only count toward eligibility for the fall when those courses are taken to pass a class that was previously failed. To continue eligibility, a student must have passing grades in a minimum of 4 credits for the marking period preceding competition. It is the responsibility of all student athletes to maintain a good academic standing. It is the responsibility of a coach to recognize that academic success is a priority. Consequently, coaches will cooperate in any possible way to make sure that academics and athletics each maintain their proper place.
4. If a student athlete is to participate in an athletic competition or practice, OR ANY OTHER EXTRACURRICULAR ACTIVITY, the student athlete must be in attendance at school by 9:00 a.m. and must attend all classes unless permission is granted by parents and the athletic director or the administration. The student athlete must attend classes on Friday in order to be eligible for athletic events on Saturday, unless excused by the athletic director or the administration.
5. Captain's practices will not be allowed as per MIAA regulations. BHRSD will not be responsible for injuries or damages incurred during such practices as these practices are not sanctioned by the MIAA or the District.
6. MMRHS is a member in good standing of the Massachusetts Interscholastic Athletic Association. It should be pointed out that all rules and regulations which govern interscholastic athletes or member schools of the MIAA will be strictly adhered to. This includes rules which apply to both individual and team participation. All questions concerning the transfer rule, age

rule, chemical health rule, etc., may only be appealed through the MIAA via the high school Principal.

Concussion Management and Return to Play Requirements

References

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3. Centers for Disease Control and Prevention. Heads Up: Concussion in High School Sports.
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C Centers for Disease Control and Prevention. Heads Up: Concussion in High School Sports Guide for Coaches. Retrieved on June 16, 2010.

Student Attendance

The learning experience that takes place in the classroom environment is a meaningful and essential part of the classroom structure. Time lost from class, in terms of opportunities for interaction among students and teachers, is irretrievable. Moreover, each classroom is a community in which students are expected to play an active role as members of their collective high school community. Therefore, daily classroom attendance is an integral part of each student's course of study. Definitions:

Absence: Any day that a student is not in school, not in class, and not participating in school-sponsored programming. ***Field trips and dismissal from school for school sponsored activities are not considered absences. All other reasons for absences, whether excused or unexcused, count toward the student's official absence total.***

School Excused Absences: These reasons for absence are deemed necessary by district policy, ***but they are considered absences in state reporting and count toward student absence totals.*** School-excused reasons for absence should be reported to the office prior to the beginning of the school day that is to be missed. The principal, or designee, is responsible for recording school excused absences. School excused absences are listed here:

- Bereavement.
- Documented medical or dental appointments.
- Documented court or legal commitments.
- Religious holidays.
- College visits.
- Other extenuating circumstances approved by the school administration.

School Unexcused Absences: All reasons for an absence that are not listed under “school excused absences” will be considered “**unexcused**” even if the student was given permission to miss school by their parent.

Massachusetts State Law specifies that a student under 16 years of age who willfully fails to attend class for more than eight (8) days are defined as habitually truant. Chronic absenteeism is defined as absences in excess of eighteen (18) excused or unexcused days. Parents are required under the law to ensure regular school attendance of their children and are subject to a fine or other legal action if they fail to comply with the law. On a weekly basis, school administration will review a list of students with more than five (5) unexcused absences.

Some examples of **unexcused absences** are, but are not limited to:

- Family vacations/ trips that take place during school days.
- Missing school by choice
- Activities that should be conducted outside the school day, such as hair appointments, shopping, sleeping, doing homework, etc.
- Activities more appropriately related to the parent/guardian, such as providing care for siblings, absence due to parent transportation, etc.

Class Cut: A class cut occurs when a student, who is marked present and in attendance to school, deliberately chooses not to go to a scheduled class. In cases where school and class attendance show that a student may be cutting class, that student will be afforded due process through a meeting with school administration and is subject to both school and academic consequences based on the outcome of the meeting.

Notification

The school will notify the parent or guardian of a student who in at least 5 days has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year. The school principal, or a designee will make a reasonable effort to meet with the parent or guardian. The action steps shall be developed jointly and agreed upon by the school principal or designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human services, housing and non-profit agencies.

Dismissals

In order for a student to be dismissed before the end of the school day a parent/guardian must email, call or write a note to the administrative assistants in the main office stating the date, time and reason for the dismissal.

If parent dismissals contribute to a pattern of absences that are excessive, Monument Mountain Regional High School reserves the right to request a meeting with the student's guardian to discuss the concern. Absences that result from a dismissal will be considered school unexcused absences unless they meet the criteria for a school excused absence.

All 18-year-old students must complete an Age of Majority form and meet with a member of the administrative team to review expectations. Upon completion of this process, 18-year-old students who have a last period study hall may dismiss themselves by signing out in the main office. This privilege can be revoked if the student is failing multiple classes. 18-year-old students who need to leave school grounds during any part of their academic day will need to obtain administrative permission. The administration will decide whether the reason for the early release is appropriate and where appropriate will give consent.

Attendance Procedures

When excessive, unexcused absences occur, the following steps will be taken:

- Step 1: Five (5) days of unexcused absence:
- A letter will be sent home to families.

The principal or designee will schedule attendance meetings with students who are absent for five days in a school year to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the assistant principal, the student, and the student's parent or guardian, and with input from other relevant school personnel and officials from relevant public safety, health and human services, housing and non-profit agencies.

- Step 2: Seven (7) or more days of unexcused absence, or eight (8) absences in an academic quarter:

A letter is sent to families detailing the infraction and offering steps to rectify the issue. The letter states that further unexcused absences may result in a referral to the Department of Children and Families and/or Berkshire Juvenile Court.

The principal or designee will schedule attendance meetings with students who are absent for more than five days in a school year to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the assistant principal, the student, and the student's parent or guardian, and with input from other relevant school personnel and officials from relevant public safety, health and human services, housing and non-profit agencies. ***Buy back hours on Saturday mornings and/or during vacation weeks may be assigned.***

An IEP or 504 team meeting will be convened if the student is on an IEP or 504.

- Step 3: Ten (10) or more consecutive days of unexcused absence:

The school will issue a ten (10) day withdrawal letter detailing the implications of school withdrawal and offering a plan to rectify attendance issues.

If the absent student is under the age of sixteen (16) the school will petition Berkshire Juvenile Court for habitual truancy. In all cases, the school reserves the right to initiate truancy/negligence procedures in all truancy cases where the absent student is under the age of eighteen (18). An IEP or 504 team will be convened if the student is on IEP or 504.

Student Responsibility for Class Attendance

Students are expected to attend all regularly scheduled classes. As such, it is necessary to take reasonable steps to ensure that students are present for all scheduled classes.

Tardiness to Class

Tardiness occurs when a student is not in class **when the bell sounds** to signify the start of the class. It is a student's responsibility to be on time for class. With regard to tardiness, the classroom teacher sets and communicates expectations, monitors the student behavior, honors the efforts of punctual students, and communicates with parents/guardians as needed. Students who have more than 3 instances of tardiness per quarter will work with their teacher to fix the problem, and be referred to administration for disciplinary consideration if that does not fix the problem.

Tardiness to School

Tardiness occurs when the student is not in their first class of the day by 8:00 AM. Parent(s)/guardian(s) are encouraged to review the school's bell schedule and attendance expectations with their student and to work with the school to alleviate and rectify tardiness or any attendance concerns before the concerns reach a chronic level. Students who have more than 3 instances of tardiness to school per quarter will be referred to administration for disciplinary consideration.

Personal Electronic Devices (including smart phones, smart watches, etc.)

Beginning with the 2024-2025 school year, at Monument Mountain Regional High School we will be tightening our cell phone rules by strictly prohibiting the use of cell phones and other personal smart devices in the school building during the school day. This is to improve student focus, academic achievement, and well-being. Our educators and national research finds that student overuse of cell phones is negatively impacting their ability to focus and succeed in the classroom, while also impacting them socially and emotionally. Excessive screen time is linked to lower academic achievement, detrimental changes to the developing brains of our youth, an increase in anxiety and depression, and lower scores on language and critical thinking tests.

We realize that some students may feel dependent on their devices and social media. If this is true for your child, you are encouraged to "practice" time away from electronic devices and social media at home. A recommended strategy is to start in small increments and slowly increase the amount of time away from screens. Additionally, families can help address the negative effects of digital distraction by encouraging students to be involved in screen-free activities and having students turn off all screens at least an hour before bedtime. If your student is struggling with limits on use and you need help, please reach out to grade level guidance counselors or directly to your family pediatrician.

As with all things, we need your collaboration on our efforts and commitment to our policy. Electronic devices will not be allowed at any time and they must remain off and in their lockers during school hours. For families who are concerned about reaching their child during the school day for urgent matters, we welcome families to call our office. Office staff can call the classroom and/or get messages to students during the school day very quickly. Students are also able to call out using the office phone.

We will share additional information about this initiative throughout the school year, but would like to share an overview of this recommendation with our school community now so that students and families can begin taking steps to reduce screen time. We appreciate your support and encourage you to talk to your student about the use of cell phones in school. Please know, the only exception to this policy is a documented health need, such as diabetes.

Our response to cell phone use will be:

- First Offense: Electronic device will be confiscated and the student may pick it up at the end of the school day in the Main Office.
- Second Offense: Electronic device will be confiscated. A parent/guardian must pick up the electronic device in the Main Office.

Third and Subsequent Offenses: Electronic device will be confiscated. A parent/guardian must pick up the electronic device in the Main Office. A meeting will be required with the Assistant Principal or Principal to discuss a plan that will ensure no further violations of the school policy. Disciplinary action may be taken, including suspension.

If a student refuses to turn over their electronic device when directed to do so, the student will face disciplinary action. Please know, any electronic device confiscated will be stored in a secure location within the Main Office.

Dress Code

Student dress codes should support equitable educational access and should not reinforce gender stereotypes. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance. This Model Dress Code is specifically intended to address the concern both in our community and across the nation about overreaching and detrimental dress codes for some K-12 school students.

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Dress Code Goals

A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

Dress Code Guidelines

- The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.
- Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

Students Must Wear:

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes: activity-specific shoes requirements are permitted (for example, PE)
- Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering girls' bodies or promoting culturally-specific attire.

Students May Wear:

- Hats, including religious headwear
- Hoodie sweatshirts (overhead is allowed)
- Fitted pants, including leggings, yoga pants and "skinny jeans"
- Midriff baring shirts
- Pajamas
- Ripped jeans, as long as underwear is not exposed.
- Tank tops, including spaghetti straps, halter tops, and "tube" (strapless) tops
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate the information above.

Students Cannot Wear:

- Violent language or images.

- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear is not allowed
- Bathing suits.
- Any headgear that obscures the face (except as a religious observance, or medical requirement).

School Dances

1. Any student from MMRHS may sponsor one (1) high school aged guest at any school dance and will be responsible for the actions of this guest.
2. Students who create a disturbance will be required to leave the building and grounds in which the dance is being held.
3. All school regulations remain in effect at dances and extra curricular activities.
4. Students or guests entering school dances may be required to participate in an alcohol screening test administered by the Principal, Assistant Principal or other trained school official.
5. Students from a high school outside of BHRSD wishing to attend a dance at MMRHS must be granted permission to attend the dance by MMRHS administration and by their sending school administration using the dance permission form. The dance permission form will certify that the guest student is in “good academic, behavioral and social standing” according to the policies of their sending school or educational program, and that the guest student’s attendance at a MMRHS dance will not materially or significantly disrupt the dance.
6. Students attending a home school program should receive permission from the school or district official who is overseeing the homeschool process for that student.
7. The privilege of attending a school dance is extended to recent high school graduates who are under the age of twenty-one (21). These recent graduates should arrange for the administration of the high school from which they graduated to sign the dance permission form.
8. Students who continue receiving special education services from a BHRSD school or program or from an outside school district’s high school or program until age twenty-two (22) according to Mass. Gen. Laws Ann. c. 71B, § 12A; 603 CMR 28.05(4) are allowed to attend dances at MMRHS.

*Students meeting the following criteria **will not be permitted** to attend school dances at MMRHS:*

- Middle school students from both inside and outside of the school district.
- Students who are twenty-one (21) years of age or older, and who are not students who continue receiving special education services from a BHRSD school or program or from an outside school district’s high school or program until age twenty-two (22) according to Mass. Gen. Laws Ann. c. 71B, § 12A; 603 CMR 28.05(4) .
- Students of any age who are no longer in high school and who have not graduated from a public high school, private high school, parochial high school, homeschool program, or early college.

Flyers and Announcements

- All flyers for non-school sponsored activities like musicals or other community based events require approval by the superintendent and should be submitted in digital form and physical form. See school committee policy for full information:
<https://z2policy.ctspublish.com/masc/browse/berkshirehillsset/berkshirehills/KHC>
- POSTING OF INFORMATION Morning announcements are prepared by the office each school day. School sponsored organizations and student initiated voluntary associations that utilize school facilities may place notice of their future meetings or events in the announcements. School-sponsored clubs, activities, and organizations may display posters, provided space is available and provided that the posting is approved in advance by the principal / designee. Posters hung in spaces other than authorized locations (hallway bulletin boards) will be removed.
- Additionally, school announcements are made to Parent Square, which you can find [here](#).

Disciplinary Guidelines and Positive Behavior Interventions and Supports

It is the fundamental responsibility of any school leadership team to direct and maintain a safe and orderly school assembly on a daily basis. It is to be expected, then, that schools will create a set of student expectations and appropriate school action meant to maintain these expectations. Though students are expected to conduct themselves in a manner that reflects favorably upon themselves, their families, and their school, MMRHS recognizes that our school's expectations can only be achieved by balancing disciplinary procedures with the developmental right of each student to be a part of a community and to be able to restore relationships whenever an expectation is breached.

Student in Good Standing: A student who meets attendance and behavioral expectations is considered to be in good standing and is eligible to participate in extracurricular activities.

Restorative Practices and Positive Behavior Interventions and Supports (PBIS)

Building discipline and the development of school culture are pursued through a program known as Restorative Practices at DuBois Regional Middle School and continued at MMRHS. Restorative Practices are based on seven core assumptions.

1. The true self in everyone is good, wise and powerful.
2. The world is profoundly interconnected.
3. All human beings have a deep desire to be in good relationships.
4. All humans have gifts; everyone is needed for what they bring.
5. Everything we need to make a positive change is already here.
6. Human beings are holistic.
7. We need practices to build habits of living from the core self.

When the trust of the community is violated, we respond restoratively. Discipline in a restorative context focuses more on repairing the harm than on punishing the wrong-doer. We ask 'What and who were harmed?', 'What needs to be done to repair that harm?', and 'Who is obligated to repair that harm?' Families are important partners in the restorative process, especially in instances of serious harm. It is important that all students in a restorative circle feel they have advocates and allies in that circle.

Restorative Practices in Use

Restorative Practices are multi-tiered approaches meant to establish and maintain community expectations so that harm can be repaired when those expectations are breached.

Tier I: We use classroom circles to build strong relationships within the classroom community, establish shared values, and promote conversations when harm repair is necessary.

Tier II: MMRHS uses “harm repair circles” whenever possible to address an infraction by examining root causes for the behavior and promoting accountability and healing. These circles are used after harm has occurred, and when relationship repair is necessary.

Tier III: MMRHS uses restorative practices to provide services intended to support accountability and achievement for students returning to school following extended absences such as truancy, suspension, or community consequences.

Positive Behavior Interventions and Supports (PBIS)

PBIS operates on the premise that behavior is a skill that can be taught to, and mastered by each student through the development of clear expectations and predictable classroom routines. These expectations are reinforced whenever possible through teaching, relationship building, and encouragement. The table below captures Monument’s approach to student behaviors that require reteaching. Where possible, we will reach for a restorative outcome to behaviors that conflict with school norms and rules.

Teachers at Monument:

- have shared expectations with students and review them monthly or quarterly
- have clear daily routines, which creates transparency
- solicit feedback from students
- praise students when they meet expectations

...and yet still occasionally have a classroom management issue. In such a case, the teacher determines whether the behavior is a Tier 1, Tier 2, or Tier 3 behavior, and acts accordingly.

Tiers	Behavioral Expectations	Possible Steps of Intervention (to be documented in Panorama)
Tier One: Behaviors that do not represent a material or significant disruption to school functionality.	It is the expectation that students work to the best of their ability, that they are working to preserve their own safety and the safety of those around them, and that they demonstrate respect and kindness for all members of the school community.	Teacher Actions: 1. Have a conversation with the student about the issue and class expectations 2. Consult with the student’s primary support liaison to

	<p>Examples that fall short of expectations:</p> <ul style="list-style-type: none"> ● failure to engage in classwork ● class disruption ● class cuts ● tardiness ● class rules violation ● obscene language ● left class without permission or abused pass system ● inappropriate class item ● minor reversible vandalism ● violation of student code ● Using phone/ smart watch during school day 	<p>brainstorm additional support. For general education students, contact the student's guidance counselor. For English Language Learners, contact the ESL teacher. For students with a 504, contact Kim Waterhouse. For students with an IEP, contact their Liaison. For students in the BRYT program, contact Casey Wilton. Additionally, teachers can reach out to Sarah Mead to discuss Restorative Practices, which include mediation, problem solving sessions, or after harm circles. For phone use, confiscate and contact the office.</p> <ol style="list-style-type: none"> 3. Communicate with the student's guardian via the guardian's preferred mode of contact. 4. Consider a logical class consequence, which may include a change in class conditions such as a seat change, or a change in the student's working group. 5. If these steps do not bring about the necessary changes, follow-up with the student's guardian via the guardian's preferred mode of contact. Continue to implement Tier 1 steps, but also write a Referral for tier 2 support.
Tier Two:	Examples Behaviors:	Teacher writes a Referral that leads to these potential

<p>1. Behaviors escalated from Tier I.</p> <p>2. Non-dangerous conflict.</p> <p>3. Matters that occur in public spaces.</p>	<ul style="list-style-type: none"> ● chronic tier 1 offense in which Tier 1 teacher steps didn't work ● academic dishonesty ● 3 or more class cuts ● cut teacher detention ● creating an unsafe situation ● occupying an unauthorized area ● chronic misuse of pass system ● incidental damage to property ● failure to follow administration directive ● swearing at teacher or staff ● peer to peer conflict (including harassment, teasing, verbal harassment, verbal conflict with a peer) ● Repeated or chronic phone use ● leaving school grounds ● violation of school electronic policy 	<p>administrator actions (following due process):</p> <ul style="list-style-type: none"> ● Office communication home ● Removal from preferred activity ● Lunch or afternoon detention with reflection ● Parent meeting ● Coordinates with SST on interventions ● ISS (1-2 days) ● Office behavior plan ● Buy-back hours ● For phones/ watches, confiscate and hold until end of day/ until parent picks up. <p><i>with, as often as possible,</i></p> <p><u>Restorative Practices:</u> (problem solving or after harm circle, private conference or mediation, conference should be student led whenever possible).</p> <p>Administration communicates with the teacher regarding what action was taken.</p>
<p>Tier Three:</p> <p>Behaviors that represent a material or significant disruption to school functionality according to state SDR guidelines.</p> <p>-or-</p> <p>Dangerous behaviors</p> <p>-or-</p>	<p>Example Behaviors:</p> <ul style="list-style-type: none"> ● possession, sale, discernible use of drug/substances or alcohol or misuse of medication ● bullying, hazing, harassment (including discrimination based on factors related to student identity) ● violent behavior such as battery, fighting or sexually based offenses ● criminal behavior such as weapon possession, bomb or terrorist threats, arson, burglary, theft, property vandalism, fire alarm infractions 	<p>Behaviors lead to these potential administrator actions (following due process):</p> <ul style="list-style-type: none"> ● A short term suspension (1-9 days) of a length that is determined through due process according to the facts presented in the situation. ● A long term suspension (10-90 days) of a length that is determined through due process according to the facts presented in the situation and the severity of the infraction.

<p>Felony charges incurred outside of the school day or outside of the school setting</p>		<ul style="list-style-type: none"> ● Involvement of outside services including social services organizations or local police as needs and situations dictate. <p><i>with, as often as possible,</i></p> <p><u>Restorative Practices</u> (after harm circle, private conference or mediation, re-entry meeting).</p> <p>Administration communicates with the teacher regarding what action was taken.</p>
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Bus Behavior

In accordance with the BHRSD EEA Policy, the School Committee has responsibility for students while being transported on school buses. The building Principal(s) are designated by the BHRSD School Committee to act as its agent for the enforcement for the school bus transportation policy and as such the Principals have the same duties and responsibilities toward the students on the buses as they have toward these same students in a classroom situation. They also have the responsibility of advising and assisting the bus drivers in the maintenance of proper student behavior.

There are three main responsibilities involved with transportation:

1. Ensuring the safety of all bus riders.
2. Ensuring timely arrival and departure to and from school.
3. Enforcing school attendance laws.

To ensure the safety of all bus riders, it is recommended that the privilege of school bus transportation be subject to review and appropriate school action for any student whose conduct is such that it is distracting to the bus driver.

The following offenses shall apply:

- Smoking, the use of drugs, alcohol, or any other contraband substance.
- Being in the possession of a firearm, knife, explosive, or any other weapon.
- Injury to another person.
- Fighting.
- Bullying, pushing, shoving, “horseplay”, or any other activity that is distracting to the bus driver.
- Damaging property.
- Swearing, foul and/or abusive language.

- Refusing to follow reasonable instructions given by the bus driver that are directly related to the driver's authority and responsibility to ensure safe and secure transport of students.

MMRHS uses the following procedure when suspected bus infractions are reported:

- Investigation: The Assistant Principal will investigate the claim, and the student will be afforded the right to due process. All school infractions, including bus infractions, will be handled on a case-by-case basis.
- Restorative Practices: In any case where a bus infraction is reported, administration will explore opportunities to restore relationships and trust between the student accused of the infraction and reporting parties. As with any case where restorative practices is applied, the Assistant Principal will determine the most appropriate application of restorative practices, and will make a decision following the outcome of the investigation.
- Additional School Action: In cases where additional school action is necessary, MMRHS can impose additional consequences, which will be determined based on factors such as the frequency of infractions, the severity of the infraction relative to bus safety, and any other factor specific to the bus infraction.

Each infraction shall be reported by the bus driver to the administration (in writing) on the same day as the occurrence (if possible). It is the responsibility of each bus driver to include as much specific detail as is possible in each report made to the administration.

Any report submitted by a school bus driver and verified by the school administration will be filed upon a bus behavior report, listing student name, age, description of offense, and action taken by the building administration. This report will be filed in each school, with copies sent to parents/guardians, bus driver and bus contractor.

Denial of school bus transportation shall mean denial of the right to ride on all school buses including, but not limited to, buses transporting students to athletic events or other extra-curricular activities.

Substance Abuse

BHRSD is legally and ethically obligated to create an environment that preserves safety and honors the learning of all students. Consistent with Monument Mountain's focus on Positive Behaviors, Interventions, and Supports (PBIS), students are expected to respect the safety of the school community and themselves by abstaining from the use and abuse of substances.

In addition, BHRSD provides age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12 and uses a verbal tool to screen pupils for substance abuse disorders in grades 7 and 9. A parent or guardian may opt out of the screening by written notification at any time prior to or during the screening in view of the fact that the use of alcohol and/or drugs can endanger the health and safety of the user, and recognizing the deleterious effect the use of drugs or alcoholic beverages can have on the maintenance of general order and discipline, the District prohibits the use of, serving of, or consumption of any alcoholic beverage or drugs, such as marijuana, steroids or any controlled substance, on school property or at any school function.

The following procedures have been established to inform students of their rights and responsibilities as well as the actions to be taken regarding drug and alcoholic beverage possession, use, distribution or sale. In addition to the following procedures, any student who unlawfully uses, possesses, sells or otherwise distributes a drug, synthetic drug, alcoholic beverage or drug paraphernalia while on school property, during an off-school site activity, or at a school-sponsored activity, may be subject to suspension or expulsion based on the outcome of an investigation. See also M.G. L. c. 71, § 37H, below.

Definition of Terms

Alcoholic Beverage: Any beverage or solid containing an amount of alcohol that is greater than one-half of 1% by volume.

Drugs: Any substance that has a physiological effect when ingested or otherwise introduced into the body, including nicotine. This includes any medicine that is not administered by the school nurse as prescription medication or self-administered as described below.

Medication: Any over-the-counter or prescription drug.

Use: The self-administration of any drug or substance that is not approved by a student's IEP or 504 Team, or the school nurse.

Possession: Having of an alcoholic beverage or a drug or drug paraphernalia (a) on one's person, (b) among one's personal possessions such as in a locker, motor vehicle, book bag or purse, or (c) within the reasonable immediate vicinity or control of one's person.

Substance Abuse: A maladaptive pattern of substance use leading to clinically significant impairment or distress.

Contraband: A drug, alcoholic beverage, or drug paraphernalia. Paraphernalia may include any vaping device or other system that aids in the delivery of a drug or nicotine.

Some examples of substance use and abuse experienced by schools include, but are not limited to:

1. A student voluntarily acknowledges to school personnel the presence of a substance abuse concern.
2. A student is suspected to be under the influence of drugs or alcohol.
3. A student is found to be in possession of a drug, alcoholic beverage or drug paraphernalia for personal use or sale.
4. A student not enrolled in Berkshire Hills Regional School District is believed to be under the influence of a drug or in possession of a drug or drug paraphernalia.

Substance Abuse Procedures

1. A student voluntarily acknowledges to school personnel the presence of a substance abuse concern outside of the G. L. c. 71, § 97 screening process. (Note that the process for

responding to these concerns during screening is governed by that statute, which prohibits disclosure of the statement without written student consent).

School Procedure

- a. The administration shall be immediately notified.
 - b. The student shall be referred to school counselors.
 - c. The student's legal guardian(s) shall be notified and a meeting of the student, guardian(s) and school officials shall be held to discuss appropriate options for treatment.
 - d. A designated school official will follow up with students and families at dates, times, and at a frequency agreed upon by all involved parties to support the student and family in finding and maintaining appropriate treatment.
2. A student is suspected to be under the influence of drugs or alcohol for reasons unrelated to the aforementioned screening process.

School Procedure

- a. The administration shall be immediately notified.
 - b. The administration, in cooperation with the school's nurse, will assess the student and situation to determine if further evaluation or care is necessary and in accordance with School Committee policy JICHA can use a passive alcohol sensor to do so.
 - o *If further evaluation or care is not necessary*, administration will investigate the claim and report all findings to parents and school counselors to determine next steps.
 - o *If further evaluation or care is necessary*, administration will work with the nurse to determine the severity of the impairment so that emergency care can be sought if necessary.
 - c. If no emergency care is necessary, the student will be supervised by the school nurse until they can be returned to the care of their parent or guardian.
 - d. School consequences, specific to the incident, will be issued at this time. Local law enforcement may be notified of the incident at this stage.
 - e. Once the student is ready to return to school a meeting will be scheduled and a support plan, designed to prevent a recurrence of the behavior, will be created. A designated school official will follow up with students and families at dates, times, and frequency agreed upon by all involved parties.
3. A student is found to be in possession of a drug, alcoholic beverage or drug paraphernalia either for personal use or sale.

School Procedure

- a. The administration shall be immediately notified.
- b. The administration, in cooperation with the school's nurse, will assess the situation .

- c. The parent/guardian shall be notified and the student will be removed from school property for the remainder of the day.
 - d. School administration will conduct a full investigation in order to determine appropriate school action including logical next steps to support the involved student. Investigators will consider the following circumstances when reaching a decision:
 - The student's engagement, or willingness to engage, in treatment programs related to substance use and abuse or behaviors that may be contributing to substance abuse
 - The number of prior incidents involving drugs, alcohol, or nicotine
 - Whether or not the student possessed the substance for the purpose of selling it to others
 - Specific factors related to the type and quantity of the substance
 - Other specific factors related to the present incident
 - e. School consequences, specific to the incident, will be issued at this time. Local law enforcement may be notified of the incident at this stage, and any confiscated contraband may be turned over to police.
 - f. Once the student is ready to return to school, a meeting will be scheduled, and a support plan, designed to prevent a recurrence of the behavior, will be created. A designated school official will follow up with students and families at dates, times, and at a frequency agreed upon by all involved parties.
4. A student not enrolled in Berkshire Hills Regional School District is believed to be under the influence of a drug or in possession of a drug or drug paraphernalia.

School Procedure

- a. The administration shall immediately be notified.
- b. School administration will take all necessary steps to arrange for the safe removal of the student from campus including assessing the situation according to section 2 (student use).
- c. If appropriate, the parent/guardian shall be notified.
- d. Contraband will be turned over to the police.
- e. The administration of the student's sending school will be notified.

School appropriate disciplinary actions increase with subsequent offenses.

Nicotine

In order to create and ensure an environment that is mindful of, and responsive to, the health and wellness of all students, Monument Mountain observes a policy designed to educate students on the dangers of nicotine use while honoring the right of all students to learn in a smoke and nicotine free environment. The following procedures are designed to uphold the law, educate students about the dangers of nicotine use and abuse, and help students struggling with nicotine use to find safe pathways to cessation.

If a student is found to be using tobacco, chewing tobacco, a vape, or any other type of device designed to aid in the use of nicotine, on school grounds:

1. The student will be allowed due process.
2. School administration will meet with the student and their guardian either in person or via telephone to discuss the circumstances of the infraction and to determine a school appropriate response.
3. A school appropriate response to nicotine use can include any combination of the following:
 - student assignment to a school sponsored substance abuse cessation program
 - an agreement between the family and school on an appropriate outside program to address nicotine abuse or the behaviors that manifest the abuse.
 - a school appropriate step designed to repair the harm done to the school community.
 - a school consequence appropriate to the specific details of the offense and the number of prior offenses incurred by the student.

Medications

Medication: Medication taken while at school, including over-the-counter and prescription drugs, must be accompanied by a current (annual) physician's order, delivered to the School Health Office by an adult (students are not to bring in their own medication), and stored in the School Health Office. All such medication is then administered according to the physician's order under the supervision of the School Nurse.

Special Cases: Students who are prescribed any of the following, and deemed competent to do so, may self-carry and self-administer as long as the School Nurse is made aware and a current (annual) physician's order and action plan are on file in the School Health Office. In these cases, backup medication is provided by the parent/guardian and stored in the School Health Office.

- Inhalers for Asthma
- Epinephrine Auto-injectors (Epi-pens) for Life-threatening Allergies
- Glucose Monitoring and Insulin Delivery Systems for Diabetes
- Enzyme Supplements for Cystic Fibrosis

Ibuprofen (Advil, Motrin), Acetaminophen (Tylenol), Calcium Carbonate (Tums): The School Health Office stocks Ibuprofen, Acetaminophen, and Calcium Carbonate. The School Nurse can administer these to students as needed (within the parameters specified by the school physician), as long as the annually required permission slip is signed by the parent/guardian and on file in the School Health Office.

Missed Morning Medication: A parent/guardian of students who forget to take a prescribed morning medication(s) at home may bring that medication to school and administer. It may not be dropped off for the school nurse or any other staff to administer.

Policies Relating to Student Behavior and Management

- **Administrative Action in Cases Involving Drugs, Controlled Substances, Weapons, or Staff Member Assaults – M.G.L. c. 71, § 37H: [Here](#)**
- **Administrative Action in Cases involving Felony Charges and Convictions – M.G.L. c. 71, §37H½ [here](#):**
- **Bullying Prevention and Intervention Plan: [here](#)**
- **School Personnel Reporting Requirements – M.G.L. c. 71, § 37L [here](#):**

Harassment and Non-Discrimination Procedures (Non-Sexual in Nature)

Investigation Process

It is the policy of BHRSD to maintain a learning environment that is free from harassment or discrimination of any kind. It is a violation of this policy for any member of the school community to harass or discriminate against another individual as outlined in this policy. Any allegation of harassment or discrimination will be investigated, and, if a violation of this policy is substantiated, disciplinary action will be taken. All reports of harassment or discrimination shall be investigated promptly, impartially and in a manner which will preserve the confidentiality of all concerned to the extent practicable under the circumstances.

Any employee, student or third party who believes that he or she has experienced harassment, violence or discrimination on the basis of his or her actual or perceived race, color, creed, ethnicity, religion, national origin, disability, sexual orientation, gender identity or age or who has witnessed or learns about the harassment, violence or discrimination of another person in the school environment, should inform the principal of the relevant school site or appropriate discrimination/harassment complaint official immediately or as soon as possible.

Harassment and discrimination are banned, not just at school during school hours, but also before or after school hours on all school property, including the school bus, school functions, or at school events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.

Harassment is defined as unwelcome conduct that creates a hostile environment. Harassing conduct may take many forms, including but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Conduct is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive.

Sexual harassment as defined under Title IX will be addressed through the District's Title IX procedures and policies, which can be found later in this handbook. All other types of discrimination and harassment, including sex-based harassment that falls solely under state law or sex discrimination would be addressed through these procedures.

Harassment Reporting Responsibilities

Everyone in the school community is responsible for immediately reporting incidents of harassment, discrimination and/or retaliation, by anyone, in any form, that are directed at or witnessed by them at school or school sponsored events. Failure to cooperate with an investigation of such an incident may result in disciplinary action. Deceptive reporting may also be subject to a disciplinary response.

When to Report:

- If you are a target or victim of violations to the anti-harassment policy;
- If you are a witness to violations of the anti-harassment policy;
- If you see insulting or demeaning graffiti or other visual displays; and/ or
- If you have other reasons to believe that there may have been a violation of this anti-harassment policy. This could include hearing re-occurring gossip about a possible incident or incidents.

An individual may report to either the principal of the relevant school site or appropriate discrimination/harassment complaint official at his or her discretion. Students may additionally report incidents that they believe involve harassment or discrimination to their guidance counselor, any teacher, administrator or any member of the support staff, and the staff member will refer the complaint to the principal or the district complaint official.

The discrimination/harassment complaint official for MMRHS is:

Peter Lurgio
Monument Mountain Regional High School
Great Barrington, MA 01230
(413) 528-3346 x3105

Christopher Barnes
Monument Mountain Regional High School
Great Barrington, MA 01230
(413) 528-3346 x3100

Kate Burdsall
Berkshire Hills Regional School District
50 Main Street , Stockbridge, MA 01262

Although BHRSD encourages a written complaint, use of a formal reporting requirement is not required. Oral reports will be considered complaints as well.

BHRSD will promptly (within 48 hours) determine whether the alleged victim wants to utilize formal or informal procedures and, if the alleged victim chooses formal procedures, begin to investigate every complaint of harassment, discrimination or violence.

Confidentiality of the complaint and investigation will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements. The grievance

officer or discrimination/complaint official will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality, but will not issue any gag orders to the alleged victim or aggressor.

Complaints between the alleged victim and the alleged perpetrator may be handled two ways: through an Informal or a Formal Procedure.

The informal process is entirely voluntary and the complainants can opt out at any time and trigger the formal complaint process.

In certain cases, the harassment of a student may constitute child abuse under state law. BHRSD will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

Procedures for Filing a Complaint

Informal: It may be possible to resolve a complaint through voluntary conversations between the alleged victim and the alleged perpetrator, which will be facilitated by a school employee or by a designated discrimination/harassment complaint official. If the alleged victim or alleged perpetrator is a student under the age of eighteen (18), the facilitator will notify the student's parent(s)/guardian(s) if, after initial consultation with the student, it is determined to be in the best interest of the student. If the alleged victim and the alleged perpetrator feel that a resolution has been achieved, then the conversation remains confidential and no further action needs to be taken. The voluntary conversation must occur within five (5) workdays after receiving the complaint of discrimination or harassment. The results of an informal resolution shall be maintained by the facilitator, in writing.

Formal

Step 1: The grievance officer or the discrimination/harassment complaint official shall within forty-eight (48) hours of receiving the complaint or the termination of an unsuccessful informal resolution process, meet with the complainant and/or alleged victim (if they are different) by telephone or in person. The grievance officer or the discrimination/harassment complaint official will complete a discrimination/harassment complaint form based on the written or verbal allegations of the alleged victim within forty-eight (48) hours of meeting with the complainant. The complaint form will be maintained by the grievance officer or the discrimination/harassment complaint official.

Step 2: A prompt investigation shall be completed by the grievance officer or the discrimination/harassment complaint official within thirty (30) work days from the date of the complaint or report, unless impracticable. If the grievance officer or the discrimination/harassment complaint official anticipates that there may be discipline due to the allegations, he or she will provide written notice of the investigation to the alleged perpetrator before conducting an interview of the alleged perpetrator.

The investigation may, as appropriate, consist of personal interviews with the alleged victim, the reporter (if different than the alleged victim), the individual(s) against whom the complaint is filed, and any other individuals who may have knowledge of the alleged incidents(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the grievance officer or the discrimination/harassment complaint official.

The alleged victim and the individual(s) against whom the complaint is filed have the opportunity to present witnesses and information to the grievance officer or the discrimination/harassment complaint official that they deem relevant. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Step 3: The grievance officer or the discrimination/harassment complaint official shall document his or her findings. The grievance officer or the discrimination/harassment complaint official shall send the written report of the findings to the Superintendent, alleged victim, and alleged aggressor, unless the alleged victim agrees in writing to extend the timeline.

The report shall include:

1. a statement of the allegations investigated;
2. a summary of the steps taken to investigate the allegations;
3. the findings of fact based on a preponderance of the evidence gathered;
4. the District's conclusion of whether discrimination, harassment or violence did or did not occur;
5. the disposition of the complaint;
6. the rationale for the disposition of the complaint; and
7. if the District concluded discrimination, harassment, different treatment or violence occurred, a description of the District's response. However, please note that in Title IX and Title VI investigations all discipline of the alleged aggressor will be kept confidential from the alleged victim unless it directly relates to the alleged victim (e.g., alleged victims will be notified of stay-away orders).

The grievance officer or the discrimination/harassment complaint shall determine whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, using a preponderance of the evidence standard. A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The grievance official shall further recommend what action, if any, is required. If it is determined that harassment, discrimination or different treatment occurred, the District will take steps to prevent the recurrence of the harassment, discrimination or different treatment and correct its discriminatory effect on the alleged victim and others if appropriate.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates an alleged violation, up to and including suspension. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

Interim Measures

BHRSD shall take immediate steps to protect the alleged victim, alleged perpetrator, witnesses, and the larger school community pending the completion of an investigation or the informal process and address any ongoing harassment or discrimination. The District will take interim measures to prevent retaliation against the reporting student and minimize the burden of such measures on complainants.

In the case of alleged sexual assault, the grievance officer or the discrimination/harassment complaint official will take additional steps as necessary, for example, referring the student to a rape crisis center, creating a safety plan and/ or designating an individual at the site level to act as a support person during the investigation.

Appeals

The District offers the following process for appeals from a determination whether sex discrimination occurred:

- Any party may appeal the decision in writing to the Superintendent within ten (10) school days of receipt of the findings of the formal procedure.
- The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Dr. Peter Dillon, Superintendent
Berkshire Hills Regional School District
50 Main Street - P. O. Box 617
Stockbridge, MA 01262
413-298-4017

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The grievance officer or the discrimination/harassment complaint official will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The grievance officer or the discrimination/harassment complaint official will inform all involved individuals that retaliation is prohibited, and that anyone who feels they have experienced harassment, coercion, intimidation, or discrimination for filing a complaint or participating in the resolution process should inform the grievance officer or the discrimination/harassment complaint official. The District will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

More detailed information on the harassment policies and procedures can be found at the BHRSD Harassment/Discrimination Policies and procedures online or at the schools office.

Individuals who believe that they have been subjected to harassment based upon legally protected classification should also be aware that they may contact the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023, telephone (781) 338-3300 or US Department of Education, Office of Civil Rights (OCR), 8th Floor, 5 Post Office Square, Boston, MA 02109-4557, telephone (617) 289-0111.

Sexual Harassment / Title IX Procedures

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

The District's Title IX Coordinator
is
Kate Burdsall, Director of Student Services
50 Main Street, Stockbridge, MA
413-298-4017 ext. 714
kate.burdsall@bhrsd.org.

The District's Title IX Coordinator may delegate specific duties to one or more designees as the Title IX Coordinator finds appropriate.

The District's nondiscrimination policy and grievance procedures can be located below. The District has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the link [here](#).

Pregnancy

The District does not discriminate in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions.

Title IX Coordinator

When a student, or a person who has a legal right to act on behalf of the student, informs any employee of the student's pregnancy or related conditions, unless the employee reasonably believes that the Title IX Coordinator has been notified, the employee will promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the

student's equal access to the District's education program or activity.

Reasonable Modifications

Specifically, the District must make reasonable modifications to its policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to the District's education program or activity. Each reasonable modification must be based on the student's individualized needs. In determining what modifications are required, the District will consult with the student. A modification that would fundamentally alter the nature of its education program or activity is not a reasonable modification. The student has discretion to accept or decline a reasonable modification.

Reasonable modifications may include, but are not limited to, breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom; intermittent absences to attend medical appointments; access to online or homebound education; changes in schedule or course sequence; extensions of time for coursework and rescheduling of tests and examinations; allowing a student to sit or stand, or carry or keep water nearby; counseling; changes in physical space or supplies (for example, access to a larger desk or a footrest); elevator access; or other changes to policies, practices, or procedures.

The student may voluntarily take a leave of absence from the District's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. When the student returns to the District's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the voluntary leave began. To request tutoring in these circumstances, a family must fill out the home-hospital form.

The District will ensure that the student can access a lactation space, which will be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

The District will only require supporting documentation that is necessary and reasonable to determine reasonable modifications. The District will not request documentation for reasonable modifications such as when a student who is pregnant needs a bigger uniform; when the student has previously provided the recipient with sufficient supporting documentation; when the reasonable modification because of pregnancy or related conditions at issue is allowing a student to carry or keep water nearby and drink, use a bigger desk, sit or stand, or take breaks to eat, drink, or use the restroom; when the student has lactation needs.

Certification to Participate

The District will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the recipient's class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- The recipient requires such certification of all students participating in the class, program, or extracurricular activity; and

- The information obtained is not used as a basis for discrimination.

Hazing – M.G.L. c. 269

- [Section 17](#)
- [Section 18](#)
- [Section 19](#)

Enforcement Clause

The laws, School Committee policies and school rules stated in the handbook are intended to ensure the safe, orderly, and educationally sound operation of MMRHS. In addition to these written provisions, there may be times where, to further ensure the safe, orderly, and educationally sound operation of the school, the school administration may enforce a standard of conduct upon students that furthers this end. Furthermore, the school administration has the right to enforce any law, ordinance or School Committee policy not written in this handbook. If a new law is passed, it supersedes current rules.

Due Process for Suspensions

Alternative Remedies for Disciplinary Consequences

Prior to issuing any disciplinary consequences pursuant to G.L. c. 71, § 37H ³/₄ and not subject to G.L. c. 71, §§ 37H and 37H ¹/₂, as discussed below, the Principal or designee will consider alternative remedies to such consequences. This policy applies only to short-term or long-term suspensions, emergency removals or in-school suspensions, or expulsions that are not issued under G.L. c. 71, §§ 37H and 37H ¹/₂. This policy does not apply to disciplinary consequences issued under G.L. c. 71, §§ 37H and 37H ¹/₂, which include: assault of educational staff, possession of controlled substances or a dangerous weapon on school grounds, and felony charges or conviction.

The Principal or designee will consider methods to re-engage the student in the learning process when deciding disciplinary consequences for the student. Specifically, the Principal or designee will consider and use alternative remedies including but not limited to mediation, conflict resolution, restorative justice, and collaborative problem solving. The use and results of such alternative remedies will be documented in writing. The Principal or designee will consider, use to the extent possible, and document in writing such alternative remedies before the Principal or designee may suspend or expel a student. The Principal will also implement school or district models to re-engage students in the learning process, including positive behavioral intervention and support models and trauma sensitive learning models. The Principal or designee will not implement such models in direct response to a specific incident.

The Principal or designee will document specific reasons where alternative remedies are unsuitable or counter-productive, and/or where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm on another while in school.

- [Notice of Proposed Suspension](#)
- [Short-term Suspensions: Hearing and Principal Determination](#)
- [Long-term Suspensions: Hearing and Principal Determination](#)
- [Appeal of Long-term Suspension](#)
- [Emergency Removal](#)
- [In-school Suspension](#)

A Principal may impose an in-school suspension as defined above according to the following procedures: [here](#).

Suspension or Expulsion for Disciplinary Offenses under M.G.L. 71 §§37H and 37H½

The due process notification and hearing requirements in the preceding sections do not apply to the following disciplinary offenses:

Possession of a dangerous weapon, possession of a controlled substance, or assault of staff. A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

- [Felony Complaint or Issuance of Felony Delinquency Complaint](#)
- [Felony Conviction or Adjudication/admission in Court of Guilt for a Felony or Felony Delinquency](#)
- [School-wide Education Service Plan for Students on Short- or Long-term Suspension](#)

Discipline of Students with Disabilities (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP or 504 Plan, any teacher observations, and

any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP or 504 Plan— "a manifestation determination."

3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer: a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedural Requirements Applied to Students Not Yet Determined to be Eligible for Special Education

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility

Exclusion from Privileges

Detention

Detention meets after school in the main office beginning at 2:45pm. Unless otherwise notified, detentions are 60 minutes in length. All students who are scheduled for detention will give their phone to the detention monitor upon arrival in detention. To the extent possible, detention should be a time for restorative reflection and work to occur. This could include community service. Administration reserves the right to align with outside service providers to create therapeutic options in place of traditional detention.

Restraint of Students in Public School

Procedures are in place to assure that every physical restraint is reported and logged in the main office; that the principal (or designee) notifies the parents verbally and in writing of every restraint; that parents/students have the opportunity to comment on the restraint or a report of the restraint; that a principal (or designee) personally approves every restraint over 20 minutes and every time-out over 30 minutes; that the principal (or designee) has a weekly review of individual student restraint data; and that the principal (or designee) reviews school-wide restraint data on a monthly basis. BHRSD complies with the provisions of 603 CMR 46.00 dealing with restraint of students in the public schools. To that end, the District's policy is developed pursuant to those regulations and is available upon request from the central office.

School Services

Cafeteria / School Lunch Program

BHRSD participates in the National School Lunch Program to provide every student in the school with a nutritionally balanced meal.

Lunch will be served in the cafeteria during the designated time. Please refer to the bell schedule in this handbook for times. Each student will be scheduled for at least a 22 minute lunch period. A regular, hot lunch with a choice of two or more entrees is offered every day. Students who prefer to bring their lunch can purchase milk, juice, water, yogurt, and other healthy choices in the cafeteria.

Berkshire Hills is now a Community Eligibility Provision (CEP) school district, which means that all students now receive meals free of charge. We no longer collect applications for free and reduced

lunch. There will still be a charge for a second meal and a la carte items, such as a single milk (without a meal), and additional sides. Students will need to have money on their account or bring money with them to school for these additional items.

Students using the cafeteria or bringing food on school grounds should adhere to the following rules:

1. Enter and exit the cafeteria in an orderly manner.
2. Be orderly in the cafeteria line.
3. Use trash receptacles and help maintain a clean environment.
4. Do not throw or play with food.
5. Return all trays and utensils to the dish room.

Staff will be present in the cafeteria to maintain order and to ensure a smooth operation. Students who throw food, litter, and disrupt the functioning of our school lunch program will be subject to school consequences. Note: Students are prohibited from ordering food for delivery during the normal school day. Food ordered in such a manner will be confiscated until the end of the school day.

Outdoor Lunch

Outdoor lunch space will be available to students on fair weather days for students to take a break from a busy school day and enjoy the outside environment.

Boundaries: Front Mall picnic tables are available as a space to eat lunch. Students may eat on the median, on the grass directly in front of the cafeteria and on the front mall (between H wing and cafeteria wing).

Outdoor Recreation: All reasonable, safe outdoor recreational activities are encouraged during the outdoor lunch period.

Outdoor Classroom: Students must not eat in the outdoor classroom space under any circumstance.

Students who use this privilege must adhere to the rules governing lunch.

McKinney - Vento Homeless Education Act / Title I Foster Care

According to the Federal McKinney-Vento Homeless Education Assistance Act, schools are required to immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. There are similar protections under Title I of the Every Student Succeeds Act for foster care students. For additional information regarding the education of homeless students, please contact the homeless liaison coordinator, Pamela Morehouse. For information regarding foster care students, please contact the DCF liaison Pamela Morehouse.

BHRSD prohibits discrimination or harassment based on homelessness. Any complaints of discrimination or harassment based on homelessness may be reported to the homeless liaison and will be investigated using the same process and steps as the District's non-discrimination procedures.

Parental Notification Law

The Massachusetts Parental Notification Law ensures that parents and guardians are notified about any curriculum that primarily involves human sexuality education or human sexuality issues. The law also states that parents are permitted to exempt their children from any portion of that curriculum without penalty.

Health Screening of 10th Grade Students

Special Education

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

Section 504

Some students with disabilities may be entitled to services and other accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. To qualify as a disabled individual under Section 504, a student must: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such an impairment, or 3) be regarded as having such an impairment. To qualify for a 504 Plan, an individual must fit into qualification # 1 and require services and other accommodations to meet their educational needs as adequately as the needs of nondisabled students are met. The determination of such qualification shall be made by a team of persons knowledgeable about the disability and/or the student. A parent/guardian/teacher, as well as other individuals like the student's physician, may refer the student for an evaluation under Section 504. A complete copy of the Parent's/Guardian's procedural rights under Section 504. may be obtained from the guidance department's office.

Homebound Instruction (Educational Services in the Home Or Hospital)

Upon receipt of a physician's written order verifying that any student enrolled in BHRSD or placed by the district in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than 14 school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Director of Student Services for eligible students. (Section I, Policy IHBF of the BHRSD Policy Book)

Service Animals

BHRSD acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” in its school buildings, in classrooms, and at school functions, as required by the American with Disabilities Act (28CFR 35.136(a)). This right does not extend to support animals, which are not service animals according to the ADA.

Assistive Technology

Students on an IEP or 504 Plan may qualify for an Assistive Technology Evaluation and, on the basis of the evaluation, may benefit from the use of assistive technology in school, at home, or both. Regardless of setting, assistive technology remains the property of BHRSD and parents/ guardians/ adult students will be required to sign an agreement regarding the use of assistive technology prior to using it within their homes. Additional information will be provided by individual students’ IEP or 504 Teams.

Equal Access to All Aspects of K-12 Program

The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities.

Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.07(1),(4) as amended by Chapter 199 of the Acts of 2011

Non-Discrimination

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. The District's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation or disability. (See Section A, Policy AC of the BHRSD Policy Book for more information).

Vertical Acceleration of Students

It is a focus of BHRSD to provide opportunities for its students to achieve in academics and, where possible, advance academically through both enrichment opportunities and grade/course acceleration. The enrichment process allows students not only to master grade level curricula, but to utilize this information in new, different, and challenging situations. This is the first step beyond mastery of presented curricula. Acceleration proceeds above this level and allows a student to bypass a grade, or subject area within a grade, provided total mastery and enrichment opportunities have been exhausted.

The process by which vertical acceleration will be considered for implementation is as follows:

1. Parent, student, and/or faculty member may present a request for consideration of vertical acceleration.
2. The parent, student, and/or faculty must present a rationale for vertical advancement to another course or grade level.
3. The teacher and, where appropriate, the guidance counselor must present a thorough summary of classroom achievements and assessment of the student's academic progress.
4. The school psychologist should complete a thorough psycho-educational evaluation as appropriate.
5. The Principal will call for a team meeting involving the parents, teacher(s), school psychologist, and any other school personnel critical to the team meeting. At this meeting, all information regarding the student's academic progress and social/emotional maturity will be reviewed. The request for vertical acceleration will be based on the evaluation and achievement materials presented.
6. The team will make a recommendation to the principal regarding whether or not vertical acceleration should occur and, the team will recommend a plan of action for its implementation. The principal will make a decision with the approval of the superintendent, regarding this recommendation. If the recommendation is not approved, the parent, student, and/or faculty member may request a review after six months.
7. The classroom teacher(s) and the building Principals will implement the plan. It will be the teacher's responsibility, along with the guidance counselors, where appropriate, to monitor student progress.
8. Regular communication regarding student progress will occur. Should the student have difficulty with the vertical acceleration, another team meeting will be activated to assess the situation and recommend changes in the program. Should the student succeed in the vertical acceleration, additional team meetings may be necessary to continue developing action plans for vertical acceleration in additional academic school years. The steps will follow those outlined above.

(See Section I, Policy IKEA of the BHRSD Policy Book for more information)

Miscellaneous Information

Accidents

Accidents of any nature are to be reported immediately to the school nurse or school administration. At that time, a written accident report will be completed and kept on file.

Age of Majority

According to Massachusetts Laws, once a person reaches the age of 18, he/she is an adult and has reached the age of majority. This means that an 18-year old is capable of signing legal documents and entering into contracts. Consistent with this definition of "adult" is the ability to sign school-related documents such as permission slips and absence notices. A school still may continue to inform parent/guardian of grades, absences, etc. but it cannot require the signature of the parent as a condition of accepting these documents.

A Monument Mountain student who wishes to formally initiate the age of majority law as it pertains to the student and his/her family, should obtain a form from the Principal's Administrative Assistant. The

student will meet with the Principal to have the law explained. A Parent/guardian will be notified that the law will be in effect. This is for parent information only as students by law have this right.

It must be emphasized that all school rules and regulations still apply to the students. Students should meet with the Principal upon turning 18 to discuss the age of majority legislation as it pertains to release procedure, rules, and regulations and complete the [Age of Majority form](#).

After School Regulations

Following the last scheduled class of the day, students who remain on school grounds should be involved in a supervised co-curricular activity, extra help session or assigned to after-school detention. All school rules apply following dismissal of the last class. Assigned teachers, advisors and coaches will supervise students engaged in afterschool activities.

Change of Address/Custody

Any time a student changes his/her place of legal residence or there is a change in custody, he/she is to inform the guidance office immediately. The Guidance Department and specific counselor should also be notified by the student. All addresses must include both physical and mailing addresses, if different.

Students' Rights

The legislation in M.G.L. c.71, §§ 82-85 is summarized as follows: the students may enjoy freedom of expression in public schools provided it shall not cause disruption and disorder in the school. Freedom of expression includes (a) expressing views through speech and symbols (b) writing, publishing and disseminating personal views as opposed to school sponsored speech which includes, but is not limited to student newspapers supported by use of school materials, funds, staff or identified by the school logo; (c) assembling peacefully on school property with prior administrative approval or off school property on public sidewalks subject to a reasonable time, place and manner restrictions.

Notwithstanding the rules above, school committees or school officials may take necessary action in cases of emergency.

No student shall be excluded from or discriminated against in admission to BHRSD or in obtaining the advantages, privileges, or courses of study and extracurricular activities of BHRSD on account of on the basis of age, race, to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, sex, age, gender identity, religion, national origin, sexual orientation, disability, pregnancy or parenting status, limited English proficiency, or homelessness.

The specific statutes are available at:

<http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71>

Emergency Drills

MMRHS, in coordination with state and local authorities, conducts safety drills on a preplanned regular basis in order to prepare students in the event of a real emergency. The plan was developed in coordination with local and state authorities.

Asbestos Hazard Emergency Response Act (AHERA)

Each year the school is required by Federal Law to inform you of the status of asbestos in the school. At this time we are in the process of complying with all applicable Federal and State regulations. The asbestos management plan is on file in the office and accessible to you upon request. In addition, the school has successfully completed its inspections by the Fire Department and the Building Inspector.

Electronic Information Resources

With access to computers and people all over the world also comes the availability for materials that may not be considered to be of educational value in the context of the school setting. MMRHS has taken available precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information.

The use of electronic information resources is a privilege, not a right. Inappropriate use of these resources, by a student or staff member, may result in the loss of computer services, disciplinary action, and/or referral to legal authorities. The use of an assigned account must be in support of education, business and/or research and within the educational goals and objectives of BHRSD. Each user is personally responsible for this provision at all times.

BHRSD makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages students suffer while on the system. These damages include, but are not limited to, loss of data as a result of delays, non-deliveries, mis-deliveries, or service interruptions caused by the system or student errors or omissions.

Access to the computers at MMRHS will only be possible following the user's and his/her parent's or guardian's signature on a school approved contract.

Failure to adhere to the above recommendations for proper use of the computer facilities at MMRHS, the following disciplinary action is recommended following a due process hearing:

First Offense	Loss of user password for two (2) weeks
Second Offense	Loss of user password for (1) month, and the possibility of school suspension
Third and Subsequent Offenses	Loss of user password for one (1) semester and the possibility of school suspension

However, the building Principal may impose any of these penalties for the first or any subsequent offense depending on the severity of the offense. The right of appeal to the Principal will be upheld in all offenses.

- [Field Trips and Overnight Travel](#)
- [Fundraising](#)
- [Insurance](#)

Lockers/Student Searches

Lockers are the property of BHRSD and loaned to students for the storage of school books and materials, plus personal items such as clothing. Lockers will be assigned to students at the beginning of each school year. Students will have the same locker throughout their four years at MMRHS. Students are to use only the locker that has been assigned. If students have something taken from their locker, it should be reported immediately to the administration. The school is not responsible for any lost or stolen articles. Articles of significant value should be brought to the main office and turned over for safekeeping in the school vault until the end of the school day. Students are not to write on lockers, put decals or pictures on lockers or to deface a locker in any way. Any student who damages or misuses a locker will be subject to disciplinary action, plus restitution in full including materials and labor.

Students' lockers may be subjected to search at any time as school property and for any reason. Searches of students' property, including vehicles, may be conducted by school personnel with reasonable suspicion. Students should not have any reasonable expectation of privacy in their lockers.

Parking/Driving Privileges

Driving to school and parking at MMRHS is a privilege granted to students. All students will park in the lower two parking lots and display an issued MMRHS parking sticker. This sticker is obtained by filling out an application found in the main office.

Student Regulations:

1. Students must register their cars in the main office and receive a parking sticker from the main office. Students must register any vehicle which they anticipate driving to school, and they must present a valid drivers' license at the time of registration.
2. Monument Mountain is not an open campus. Once they have arrived at school, students must remain on campus during lunch, advisory, study hall, and all other class periods.
3. Students may access their car and the parking lot at the beginning of the school day, at the end of their school day, and when they are dismissed from school via the school's dismissal procedure. Cars parked in the parking lot should not be used as a substitute for a locker space.
4. All rules and laws pertaining to safe and responsible operation of a motor vehicle are in effect on MMRHS's grounds. The speed limit in the parking lot is five miles per hour (5mph).
5. Students will park in designated spots only. Any student who violates a parking ban, parks in an unauthorized spot, or on the lawn area may have their vehicle towed at the owner's expense.
6. In accordance with BHRSD Policy IJOA, students must return from all curricular field trips, athletic contests, scrimmages, and off-grounds practices via transportation authorized and/or provided by the District or its designees. No teacher or coach will have the authority to permit a student to return with an adult except if the custodial parent makes such a request to the administration in writing in advance of the trip.

MMRHS reserves the right to revoke student driving privileges or take appropriate disciplinary action if parking, driving, and attendance violations occur.

Restitution

Students and their parents are held responsible for loss of or damage to textbooks, equipment, and materials that have been assigned to them, and for loss, damage or destruction of school property for which the student has been judged responsible by the administration.

The administration shall establish the repair or replacement cost of the property in question and the student will be billed accordingly. The student or parent shall make restitution payable to M.M.R.H.S. Total payment must be made prior to the student graduating, withdrawing or transferring from BHRSD.

[Motor Voter Law - G.L c. 51, §42E](#)

Vehicle Idling

Buses and vehicles are not to be left idling at schools. Whenever a bus or vehicle arrives, the driver is to secure the bus or vehicle and shut the engine down as soon as possible. No bus or vehicle will be left at idle in excess of five minutes of anticipated idling time.

School Closing Procedures

In the event of severe weather conditions, school closings or delayed openings an announcement will be posted as early as possible on the BHRSD website (www.bhrsd.org) and through the emergency calling system. Additionally, information regarding school dismissal or closing can be found on local radio and television stations.

Visitors

All guests will adhere to the following procedures when entering the building:

1. Press the button to alert the Administrative Assistant of your presence.
2. When requested, state your name and the purpose of your visit.
3. After the Administrative Assistant instructs you to enter the building, you will report to the Main Office and sign in stating name, date, time, destination/reason for visit.
4. After signing in you will be given a Visitor's badge to wear while in the building and be directed to your destination.
5. Following your visit you will return to the Main Office to sign out and return your Visitor's badge.

Working Papers

Working papers are available in the Guidance Office. Students aged 14 -17 are required to have proof of a physical exam before the working papers can be issued.

Appendix A: Family Educational Rights and Privacy Act and Student Records

Both Massachusetts and the Federal Government have laws that exist to insure parent/guardian and student rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of school records. In Massachusetts, those laws are found at G.L. c.71, §§ 34A, 34D, 34E, and 34H and at 603 CMR 23.00. The Federal student records law is called the Family Educational Rights and Privacy Act and is found at 20 U.S.C. section 1232g; 34 CFR 99, further information is available at the link below:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The following definitions apply to these subsections:

Authorized School Personnel (CMR)/ School Officials (FERPA): School administrators, teachers, counselors, special education team members, clerical personnel, and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. It includes attorneys, contractors, electronic/online vendors, consultants, volunteers, interns, or other parties to whom the school has outsourced institutional services or functions.

Legitimate Educational Interest: Authorized School Personnel/School Officials have a legitimate educational interest in a student record when access to that record is necessary in order to fulfill professional responsibilities.

Eligible Students: Any student who is 14 years of age or older or who has entered ninth grade, unless the School Committee has acted pursuant to 603 CMR 23.01(4) to extend the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered ninth grade.

Release of Educational Information by the School:

Generally, schools must have written permission from the parent(s)/guardian(s) or eligible student in order to release any information from a student's education record, and parent(s)/guardian(s) may consent to the disclosure of educational records to any third party. However, FERPA and Massachusetts student records laws allow schools to disclose those records, without consent, to the following parties or under the following conditions:

- Other schools to which a student is transferring (please note that our schools will also request and receive student records from the school of origin for students transferring into the District and will be able to receive these records without additional consent upon receiving notice that the student will be enrolling in the District);
- Authorized School Personnel/School Officials, when they have a legitimate educational interest in the materials.
- Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record;

- Specified officials for audit, enforcement, or evaluation purposes, provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parent(s)/guardian(s);
- Local and state health department personnel to student health records, when such access is required in the performance of official duties;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under 603 CMR 23.07(4)(a) a school may release the following “directory” information without prior consent: “a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.” Parent(s)/guardian(s) and eligible students may request that this information not be released without prior consent.

As referenced in 603 CMR 23.07(4)(g), the District forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.

Under section 37L of G.L., c. 71, any student transferring into a new school district must provide the new district with “a complete school record,” including but not limited to, “any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.”

Please also note that all student records will be destroyed 30 days after the student’s graduation from MMRHS or 30 days after transferring to another school. ***This handbook hereby provides students and parent(s)/guardian(s) with notice of destruction of records.*** Parent(s)/guardian(s)/adult students are encouraged to request and procure student records from the central office within 30 days of a student’s graduation or transfer to another school.

Right of Access, Inspection, and Request for Amendment of Records by Custodial Parents and Eligible Students

Pursuant to 603 CMR 23.07, parents and eligible students shall be given access to the student record within ten (10) days after the initial request and have the right to inspect the records. Upon request, school officials will meet with the parent/eligible student to interpret the records. The parent/eligible student also has a right to have the records inspected by third parties.

Parent/eligible students may also add information, comments, data, or other relevant information to the student record. They may submit written requests for amendment or deletion of all educational records,

with the exception of records entered by a special education evaluation team. If parents/eligible students wish to have special education records amended or deleted, they may request a meeting with the school principal or designee, or the special education team to discuss their concerns.

Please also note that all student records will be destroyed 30 days after the student's graduation from MMRHS or 30 days after transferring to another school. ***This handbook hereby provides students and parents/guardians with notice of destruction of records.*** Parents/adult students are encouraged to request and procure student records from the central office within 30 days of a student's graduation or transfer to another school.

The following records will be kept electronically, replacing paper files:

- Report cards
- Transcripts
- Attendance records
- Discipline records
- Health records
- Section 504 records
- Custody documents
- Records from bullying/harassment investigations

All special education documents will be on file, hard copy, in the Office of Student Services as well as electronically in PowerSchool Special Programs.

Email communication will be kept through the current school year. Parents will have 30 days to request emails at the end of a school year prior to the destruction (deletion) of the email communications.

The BHRSD administers benchmark testing in reading and math three times per year in grades 1-10 and the BHRSD administers a social emotional survey in grades K-12 two times per year. The Youth Risk Behavior Survey is completed annually in grades 7-12. The Strengths and Difficulties Screener is administered annually to students PK-12. Additionally, the BHRSD may administer surveys to gather feedback on program efficacy and improvements. Data from all of these assessments will be kept at the schools until the student changes schools or graduates at which time the data will be destroyed.

Non-Custodial Parental Request for Student Records

G.L.c. 71, § 34H

Any parent who by court order does not have physical custody is considered a non-custodial parent. A non-custodial parent may have access to the student record in accordance with law and Department of Education regulations, found at 603 CMR 23.07. A non-custodial parent requesting information shall submit a written request to the school principal.

Any parent who does not have physical custody shall be eligible to receive access to the student record unless:

- Parent's access is currently prohibited by temporary or permanent protective order, unless this order specifies access to such information.

- The parent is denied visitation; or, based on threat to safety of the child, is currently denied legal custody, or is court ordered to be under supervised visits, and such threat is specifically noted in the custody or visitation order.
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

Once a request is received, the school shall review the student's records for any documentation limiting or restricting the non-custodial parent's access to the information or records. The district shall notify the custodial parent of the request by certified mail in both primary language of the custodial parent and in English that it will provide the information after 21 days, unless the custodial parent provides the principal with documentation that the parent is not eligible for the information. Such documentation includes:

- A court order prohibiting contact with the student, as outlined above;
- A (temporary or permanent) court order plainly prohibiting the distribution of information to provide protection to the student from abuse by the requesting parent; and
- Subsequent orders modifying a protective order that would otherwise allow such access. In this case, the custodial parent must contact the school to notify administration of any such modified court orders and provide documentation thereof.

If the custodial parent responds and provides any of the above documents, these records are to be placed in the student's file. If the custodial parent does not produce such documentation, the student records will be provided to the non-custodial parent, except that all electronic and postal address and telephone numbers relating to work or home of the custodial parent shall be removed from the records sent. Furthermore, student records provided to a non-custodial parent will be stamped to indicate that they cannot be used to enroll the student in school elsewhere.

If a student is the subject of any temporary/permanent custody order, decree, or agreement, a copy of the custody order, decree or agreement – either signed by the judge of the probate court in the case of an order or decree or signed by both parents in the case of an agreement – must be provided to the main office.

These orders are important for determining access to the student's records, the right to have the student dismissed into the care of an individual, the right of access to a student's teacher and similar issues. Parents are responsible for notifying the school of any changes in the custody order, decree, or agreement.

These records are to be placed in the student's file. Each elementary and secondary school shall provide student records within ten (10) days including, but not limited to:

- Report cards and Progress Reports
- Results of standardized testing
- Notice of referral for special education evaluation
- Notification of enrollment in ESL program (Chapter 71A)
- Notification of absences and illnesses
- Notification of detentions, suspensions, or expulsions

- Notification of permanent withdrawal from school

Upon receiving oral or written notice that the student seeks or intends to transfer to another school, the District will send a student's records to the school to which a student seeks or intends to transfer. The District does not require the consent of the eligible student or parent to forward these records.

Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) requires that the school notifies the parent(s)/guardian(s) to obtain consent or allow for opt out of the following school activities: a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

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

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

The District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys.

Any allegations of FERPA violations relating to the above sections may be directed to the U.S. Department of Education's Family Compliance Office, located at 400 Maryland Avenue, SW, Washington, DC 20202.

[BHRSD District Policies](#)