

Mount Greylock Regional School District



Parent/Student Handbook 2017 - 2018

www.mgrhs.org

413-458-9582

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Dear Students and Families,

Welcome to Mount Greylock Regional School and the start of the 2017-2018 school year!

The Student Handbook serves as a resource for our students and families, and its use will help ensure a successful experience at Mount Greylock. As a school that serves students in grades 7 – 12, we strive to help all students be successful as they navigate key transitions in their lives. By combining a coordinated curriculum with a rich and varied co-curricular program and encouraging conversations that spark each individual student's interests, we work toward preparing students to be dynamic, engaged learners beyond graduation. As a community, a wide variety of representative bodies including the Student Council, School Council, Parent Teacher Organization, School Committee and the Williams Center at Mount Greylock offer opportunities for students and their families to be active participants at Mount Greylock.

Here at Mount Greylock, the building project has progressed substantially since June. Most of the new building's structure has been erected. The gymnasium remains under construction and will be ready for classes in early November. In the interim, PE classes will take place outside, in the west corridor fitness room or occasionally in other spaces. Based on the current construction schedule, the gymnasium and associated rooms will be open for full use in early January. If the schedule progresses on time, we will be moving into the new three-story wing by late April. Over the summer, demolition and exterior work will proceed; the building project will be complete in the autumn of 2018.

Parking and the traffic flow will be altered slightly during this phase of construction. On the first day of school, staff and administration will be outside guiding drop-offs and pick-ups. Please be very cognizant of staff directing traffic, and follow guidelines with regard to student drop-offs and pick-ups. During construction, the flow of may be slowed. Consider arriving a few minutes early to accommodate for the lost time in the parking lot.

Our website at www.mgrhs.org continues to be a resource for all members of the community. We encourage you to explore the site to see how it is organized and find pages that might be most useful to you. The *News & Announcements* page showcases student and faculty accomplishments and highlights important events. The *MGRSD Today* page provides links to everything from lunch menus to MG weather station updates to the Greylock Echo and Greylock Snow Day blogs. We also encourage you to follow two Twitter accounts – either directly or via the *MGRSD Today* page. @MGMounties provides general news and @AthleticsMG tweets team news.

While the format of the Student Handbook for this year is largely unchanged, there are important updates that we encourage you to read and reference as the need arises. Faculty and staff contact information helps to facilitate communication between school and home. Helpful tips throughout the handbook are offered for a

variety of situations including course selection, college planning, co-curricular offerings, and athletics. We hope that the information presented in this section makes this school year more productive, and less stressful, for each and every student at our school.

The Student Handbook also serves as the policy for daily school life. You will find school expectations and regulations in Section VIII of the Handbook. If you have any questions or suggestions about this information, please do not hesitate to contact us at 413-458-9582 ext. 102.

We want to personally invite you to take an active role at Mount Greylock and help us make the 2017 - 2018 school year a success for all of our students.

Kind regards,

Mrs. Mary MacDonald, *Principal*

Mr. James Leighton, Interim Assistant Principal

The Greylock Way ~ Integrity, Responsibility, Perseverance

Academic Expectations

All members of Mount Greylock Community will:

- Read, write, speak and listen effectively and thoughtfully
- Solve problems creatively
- Demonstrate global awareness
- Pursue knowledge with initiative and curiosity

Social and Civic Expectations

All members of Mount Greylock Community will:

- Engage as responsible local and global citizens
- Make informed healthful decisions
- Appreciate diverse perspectives

School Committee

Meetings are held monthly in the Mount Greylock Regional School library.

Chris Dodig, Lanesborough, (2018) cdodig@docatty.com (413) 447-1626
Gary Fuls, Williamstown (2020) gfuls1@gmail.com (413) 884-5511
Carrie J. Greene, Williamstown, (2018) cgreene@williams.edu (413) 262-9694
Sheila Hebert, Lanesborough, Chair, (2020) srphebert@gmail.com (413) 443-0809
Steven J. Miller, Williamstown (2020) sjm1@williams.edu (617) 835-3982
Wendy Penner, Williamstown (2018) wendypenner@gmail.com (413) 458-4708
Al Terranova, Lanesborough (2018) ajterranova@hotmail.com (413) 464-2809

Administrative

Kimberley Grady Interim Superintendent x161
Andy Paquette (TMS), Business Manager x135
Stephanie Wagar, Human Resource Manager x156
Jonathan Nopper, District Office Manager x161
Carl Tillona, Interim Director of Pupil Services x164
Nicola McMahon, Student Services Coordinator
Susan Gigliotti, SPED Secretary x164

Mary MacDonald, Principal x102
James Leighton, Interim Assistant Principal x102
Nancy McMullen, Principals' Secretary x102
Patsy Worley, Main Office Paraprofessional x111
Eileen Belastock, Director of Academic Technology x123
Rob Wnuk, Technology and Audio Visual Specialist x112
Lindsey von Holtz, Athletic & Co-Curricular Activities x103
Brenda Rondeau, Mount Greylock Financial Assistant x148
Fran Vandermeer, Building Project Clerk x145

Where to Go For Help

TO REPORT AN ABSENCE – call school 458-9582 x 111

IF YOU ARE SICK AT SCHOOL – go to Nurse Russell's Office

TO FIND LOST ARTICLES – go to the Main Office and check with Ms. Worley or Ms. McMullen; clothing left in the locker room, gym, or on fields might be found in a large yellow box in the cold corridor

IF YOU ARE TARDY TO SCHOOL – check in at Main Office

IF YOU ARE LATE TO A CLASS – go straight to that class

TO CHANGE YOUR COURSE SCHEDULE – make an appointment with the Guidance Office x 162

TO GET ACADEMIC HELP – ask faculty member for an appointment after school; ask in Guidance about tutors and special programs offered by the school and through the Williams Center at Mount Greylock

TO GET EMOTIONAL OR MENTAL HEALTH SUPPORT – see Dr. Geri O'Brien, School Psychologist x160, Guidance Counselors, the Nurse, or a member of the Administration

TO EMAIL A STAFF MEMBER – an email address is composed of the individual's first initial of their first name followed by their last name (i.e. John Smith's MG email address would be – Jsmith@mgrhs.org).

English/Reading

Liza Barrett
Alexander Davis
Blair Dils
Sharyn Dupee
Matthew Fisher
Kellie Houle
Rebecca Tucker-Smith

Mathematics

Karl Belouin
Luke Polidoro
Nolan Pratt
Brandon Price
Joshua Romaker
Robert Thistle
Crystal Williams

Science

Scott Burdick
Shawn Burdick
Sarah Holmes
Daniel Louis
Amy Moore-Powers
Sue Strizzi

Social Studies

Patrick Blackman
Drew Gibson
Ellen Kaiser
Peter Niemeyer
Thomas Ostheimer
Jeffrey Welch

Business Ed/Computers

Lisa Mendel
Michael Powers

World Languages

Cristina Fernandez

J. Paul Johnson
Amy Kirby
Amy Turner
Shannon Vigeant

Performing Arts

Ouisa Fohrhaltz
Lyndon Moors

Visual Arts

Jane-Ellen DeSomma
Lisa Mendel

Library/Media Services

Sarah Henry
Kathleen Share

Wellness/Health

Larry Bell
Brian Gill
Lynn Jordan
Emily Leitt
David Zaldivar

Nurse

Nichole Russell

Guidance Counselors

Jessica Casalinova
Beverly Maselli
PJ Pannesco
Sarah Tierney, Secretary

Special Education

Karen DuCharme
Ashley Flores
Christine Mastendino
Danielle Price
Rachel Slocik
Martin Walter

Dr. Geri O'Brien, Psychologist
Noelle Sullivan, Physical Therapist

Paraprofessionals

Andrew Agostini
Janice Andrews
Mary Angelo-Roberts
Tim Bornt
Annette Chenail-Briggs
Michael Farris
Shawn Flaherty
Jennifer Foley-Buda
Erik Forsberg
Joshua Hunt
Karen Lobdell
Ann Martin
Debra McMahon
Reena Sharma
Thomas Sherman
Danielle Tenneson
Jacqueline Watson
Linda Wlodyka

Cafeteria

Tina Bolner
Maureen Jennings
Tammy Jennings, Cafe. Mgr.
Virginia Nicklien
Jean O'Hearn
Betty Sylvester

Custodians

Fawn Burdick, Shift Lead
Albert LaMarre
Edward LaMarre
Richard Pizani
Ryan Skrocki, Shift Lead
Jesse Wirtes, HVAC/Facilities

Curriculum and Team Leaders

| | |
|---|-------------------------------|
| Arts, Tech & Business | - Lisa Mendel |
| English | - Rebecca Tucker-Smith |
| Math, Business and Visual Arts | - Luke Polidoro |
| Social Studies and Performing Arts | - Jeffrey Welch |
| Science and Technology | - Shawn Burdick |
| Special Education | - Rachel Slocik |
| Wellness | - Lynn Jordan |
| World Language | - Amy Turner |
| 9th Grade Team | - Kellie Houle and Brian Gill |
| 8th Grade Team | - Patrick Blackman |
| 7th Grade Team | - Amy Moore-Powers |

AMERICANS WITH DISABILITIES ACT AND ANTI-DISCRIMINATION POLICY

Public Notice

It is the policy of the Mount Greylock Schools to fully abide by all state and federal statutes and the regulations promulgated thereunder, which prohibit discriminatory acts. 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, gender, gender identity, religion, national origin, sexual orientation, disability or in consideration of homelessness. If someone has a complaint or feels that they have been discriminated against based on the above, complaint should be registered with James Leighton, Interim Assistant Principal and Title IX, Coordinator, Mount Greylock School 413-458-9582 ext. 105.

The Mount Greylock Schools does not discriminate on the basis of disability. Program applicants, participants, members of the general public, students and others are entitled to access to all agency programs, activities, and services without regard to disability.

SECTION I

THE SCHOOL DAY

Daily Schedule

The school day begins at 7:40 am, and students are expected to be in their first class at this time. There are 2 lunch periods lasting 30 minutes each. Grades 7-9 eat from 10:57 a.m. – 11:27 am. Grades 10-12 have lunch from 12:19-12:49. The school day consists of 9 periods, which includes 7 academic periods and the two lunch periods. The daily schedule will be completely rotated over five days; we will no longer have blocks 1 and 2 locked in the morning. School ends at 2:25 pm and buses leave at 2:30 pm.

The daily bell schedule is included in the Handbook (see Appendix J).

Late Buses A late bus is provided for students staying after school to meet with teachers, to attend club meetings, participate in performing arts or athletic practices or to serve detention. This bus leaves at 5:15 pm on most days. Williams College Tutors provide support to students in grades 7 – 9 on Mondays, Tuesdays and Thursdays through most of the academic year. Tutoring is provided from 2:30 to 4:15; students who need to wait for 5:15 bus will report to the library for various activity options or the chance to continue studying.

Attendance Procedures and Expectations

Mount Greylock's attendance policy is in compliance with:

- Massachusetts General Law (M.G.L. c76 section 2)
- Massachusetts Department of Education Time on Learning Regulation
- No Child Left Behind/MCAS attendance criteria for meeting yearly progress.

Objective

The classroom is the centerpiece of the academic experience. The richness of the classroom environment – the exchange of ideas with peers and teachers, the opportunity to explain, defend, and receive feedback on one's thinking, learning to work collaboratively with one's peers – these are all experiences that are irretrievably lost when a student is not present in class. Some academic experiences can be made up; these cannot.

Expectations

Students are expected to attend all regularly scheduled classes. Parents and guardians have a legal responsibility to ensure their children are in attendance each day that school is in session (Massachusetts General Law, Chapter 76: Section 2). On the day of return to school, the student must secure an admission slip (excused or unexcused) from the office prior to 7:40. **The student will present the admission slip to each teacher at the beginning of the period for their initials. The school retains the right to determine what constitutes an excused absence.**

Parents and guardians can support MGRSD's attendance policy by informing the school in the event of absences and tardies. A parent or guardian is expected to call the school by 8AM the morning of a student's absence. The phone number to call is (413)458-9582 x111. Any parent note or call presented to the school is a request that will be acted upon by the school; the school retains the right to determine what constitutes an excused absence.

If a student is in school and feels too ill to attend a class or scheduled obligation, the student is required to report to the nurse's office (or to the main office if the nurse is unavailable).

Absences

The policy of MGRSD is that a student who reaches 12 unexcused absences in a semester course will earn no credit for that course. A student who reaches 24 unexcused absences in a year-long course will earn no credit for that course. **A student who misses school with 10 medically excused absences will have to meet with his /her school counselor, nurse, administration, and his / her parents or guardians to determine if alternate programming is required to retain credit.**

Students frequently late and/or absent from first period will receive a class cut in addition to the consequences of being marked absent and/or tardy. Class cuts will be assigned for unexcused absences and/or unexcused tardies after a student has surpassed a combined total of four (4) unexcused absences and/or unexcused tardies in the quarter.

Parents/Guardians will be notified when a student reaches 6, 10, and then 18 unexcused absences in the year. The purpose of this communication is to encourage cooperation between the school and the home in improving student attendance and achievement. Parents/Guardians of students will be notified by letter when students have lost course credit due to absences.

Excused Absences

There are occasions when absences from school can be anticipated in advance or cannot be avoided. We request that parents and guardians help their children by refusing to allow them to miss school needlessly and by keeping the number of discretionary absences to a minimum.

Excused Absences: (All the below must be appropriately confirmed in writing by the administration)

- **Illness / medical appointment confirmed with a doctor's note with specific dates indicated**
- **Interviews for work or college visits**
- **School sponsored activities**
- **Bereavement or serious illness in the family**
- **Court-mandated appearances**
- **Observance of major religious holidays**
- **Attendance at college classes**
- **AP students are excused from classes on the day of their AP exam(s)**
- **Other extenuating circumstances approved by the administration**

When excused absences are anticipated, students must notify teachers the number of days in advance equal to the number of days that will be missed, i.e. a one-day absence requires notification one day in advance, a two-day absence requires notification two days in advance, and so on.

All absences not listed above are counted as unexcused. Family trips, general illness, or non-emergency family situations are not accepted by district policy. **Student absences with parent permission do not constitute an excused reason to miss school.** The 12/24 unexcused absence limit exists to allow families leeway in these situations.

Lateness to School

Students are expected to be in class when the bell rings to begin first period at 7:40AM. Any student reporting to school after 7:40 a.m. is tardy and must report to the Main Office to receive a late admission slip. Students reporting to class late should not be admitted without a late admission slip from the office.

Lateness to Class

Students are expected to be in class when the bell rings to begin each period of the day. Students who arrive to class after the bell without a pass from faculty or office personnel will be marked tardy.

Students should not receive a tardy if the lateness is excused with a written pass from faculty or office personnel. Good communication is the key to fairness on all sides.

- Students who arrive after the class's starting time are tardy.
If a student is more than 10 minutes late to class, this may count as a tardy at the teacher's discretion, even if the student has a pass
- All tardies over 15 minutes from any class will be considered an absence from class for credit reasons, and will count toward the 12/24 unexcused absence limit for the semester/year.
- Teachers will have a stated policy regarding class participation and may factor tardies into a student's grade
- Students who are tardy 4 times within 2 weeks will receive an office detention
If a student feels that he or she has received an unreasonable tardy, that student may appeal to the Interim Assistant Principal. **Student lateness with parent permission do not constitute an excused reason to miss school.** The 12/24 unexcused absence limit exists to allow families leeway in these situations.

Early Dismissals

A parent/guardian requesting an early dismissal for her/his child must submit to the Principal or designee a note stating the reason, date and time of the dismissal.

- Dismissals by telephone are accepted only in rare emergencies and must be verified by the Principal or designee, or if the student must be picked up at the office and signed out of school by her/his parent/guardian
- A student may not leave campus during the school day without permission of the nurse or an administrator
- The same excuses referenced for absences are the only excused reasons for dismissals
- No dismissals will be issued after 8:15AM
- Students are not allowed to be dismissed and return to school the same day unless accompanied by a doctor or court note, or other documentation approved by the administration
- Students with unexcused dismissals from school are not eligible to will not be able to participate in any after school functions that day

Student dismissals with parent permission do not constitute an excused reason to miss school. The 12/24 unexcused absence limit exists to allow families leeway in these situations.

Assisting students with missed school work due to absence

Absent students are responsible for asking the teachers what assignments or handouts they have missed.

Before a planned absence, the student will show the teachers a plan for making up work that will be missed, and the teachers must approve this plan.

If the student takes a planned absence without a makeup plan, grades for late work may be reduced at each teacher's discretion.

Students with excused absences are entitled to complete the work missed during the absence, both in-class and out-of-class work. Students who are absent for five days or less will have the number of days absent plus one to make up work missed during the absence. Teachers are expected to cooperate with and assist students who miss class work, quizzes, or examinations due to absence. Students utilizing the Student Support Center (SSC) are provided with the opportunity to make up work not completed in the SSC based on an excused absence.

It is a common expectations of teachers that students papers be submitted on their due date (either electronically or dropped off at school) even if the student is absent from school. If this would be a serious hardship for the student, the student should contact their teacher immediately to discuss the situation. In cases of family emergencies, illness, or other circumstances beyond the student's control, deadlines for papers, tests, projects, etc. will be extended by arrangement between the student and the teacher.

Parents and guardians of students absent for longer than five days will arrange a re-entry meeting with their student's school counselor. The purpose of this meeting is to discuss the plan for making up missed work in a reasonable time period.

Note: Whenever there are extenuating circumstances in a student's life, families are encouraged to contact the student's school counselor to discuss the situation.

Leaves of Absence

Leaves are subject to the following conditions:

- Only the Principal may grant a leave
- While on leave, the student is to maintain monthly contact with a member of the school staff, Guidance Office or administration. The student's counselor will monitor this contact process.
- School personnel will make all reasonable effort to assist such a student in identifying productive uses of time during the leave.

Reporting and Dismissal Procedures

Once a student has arrived on school property, whether by bus, car, or walking, he/she is to immediately enter the school building to prepare for the start of the day. Students are supervised between 7:40 AM and 2:25 PM. Students arriving before 7:40 AM or staying after 2:25 PM, unless for a specific extracurricular/athletic event, do

so at their own liability. No student is to be in the building or on school grounds after 2:25 PM dismissal, unless he/she has a legitimate reason, such as make-up work, teacher/guidance meeting, detention, working on school functions, sports, employment by the school, etc. Once a student arrives on school property they may not leave. Students leaving school property, loitering inside or outside (unsupervised on grounds or gym area), or otherwise not entering the school building may receive a consequence. A student who leaves school grounds is not eligible for transportation provided by the district.

Student Passes

When students are in the corridor during the scheduled time for classes, they must have a MG pass from a teacher, the nurse, guidance, library, or the office. Students must receive permission to leave their assigned area, sign out, and take a pass (high school – pink, middle school – yellow). Only one student is allowed to leave a classroom at a time. Failure to have a pass will cause the student to receive a discipline of consequence.

- *Keep in mind that in order to participate in an after-school activity or sport, you must be present for 5 consecutive class periods during the school day and not have an unexcused absence or dismissal.*
- *Students registered for an AP Exam are not expected to attend other classes the day of the exam. AP exams are usually scheduled from 8-11 am and 1-4 pm. Absences the day before AP exams are not condoned and will be treated the same as other absences.*
- *The senior year is one of change and anticipation. We frequently see 'senioritis' among our seniors, and tardiness and absences become an issue. Attending school every day will allow students to learn from what may be their last course in an area, or to share this final year with friends. Keeping absences low will allow students the option of being absent when they truly need to be, without risking academic credit for the year.*

SECTION II

EXPECTATIONS FOR THE SCHOOL COMMUNITY CLIMATE

Good Standing

Students are considered to be in good standing unless one of the following applies:

- Academically ineligible (failed more than 1 course in a semester)
- Six unexcused tardies to school per quarter
- Three parking violations per quarter
- Owes any student debt for uniforms, books, materials, or damage to school property, etc.
- Student is deemed a chronic offender of school rules by the MG administration

Students not in good standing are considered to be on social probation and are not eligible to attend or participate in the following school activities: all school dances (including formals), clubs, activities, productions/presentations, athletic contests, senior / class trips, travel studies, or any other school activity deemed applicable by the administration. Social probation will last two weeks, unless otherwise specified by the administration.

** Athletic and Co-Curricular standards and sanctions will be followed in addition the above considerations*

Academic Honesty

All work submitted by a student should be a true reflection of his or her own effort and ability. The following criteria shall be considered as cheating: claiming credit for work not the product of one's own effort; providing access to material or information so that credit may be claimed by others; failure to acknowledge sources; knowledge or toleration of cheating. Students who cheat may be subject to the following penalties: parental notification; reduced grade on assignment; disqualification from the National Honor Society; referral to school administration.

Students who have cheated a second time or have been involved in a serious act of academic dishonesty will be referred to the administration for a formal hearing. Additional penalties beyond those listed above may include but are not limited to: failure of the course with no credit; notification of scholarship committee; notification of the student's prospective college (s). In all cases, students are entitled to the protections afforded them in the Due Process procedures.

Building Security

The following provisions are meant to help ensure a secure and orderly learning environment for all members of the Mount Greylock community:

- Students may enter the building each day after 7:15 a.m. Students are not permitted in the building after 2:35 p.m. without the supervision of a staff member. Students who violate this policy will be considered unsupervised and receive the appropriate consequences.
- All visitors must report to the Main Office or the Superintendent's Office to sign-in and receive a visitor's pass. Any visitors who have not signed-in appropriately will be referred to the administration
- Any student who does not feel safe in school should report concerns to an administrator, teacher, or counselor as soon as possible.

Staying After School

Students are not permitted to remain after school unless they are going to be supervised by a teacher, coach, or staff member. Students may not remain in school to socialize with friends or just “hang out”. Students may only stay at school if they are involved with a sport or an activity, if they are serving detention, or if they are staying with a teacher for extra academic assistance. In every case, they must have a teacher, coach or staff member who is supervising them.

Media Appearances

Mount Greylock Regional School may display student(s) work or record classroom or school events via video, photographs, and print for display to other students, school staff, and parents in the school community. Mount Greylock Regional School may also permit the media to cover such events and use a child’s name or image in association with the coverage. Parents/guardians must notify the Principal within 30 days of receiving the Student Handbook if they do not want this information displayed or released.

Dress Code

The district dress code states that student clothing reflects personal judgment and taste. The Mount Greylock Regional School District expects that dress will be clean, neat, and in good taste. Furthermore, Massachusetts General Laws, Chapter 71, Section 83 states that “school officials shall not abridge the rights of students as to personal dress and appearance except if such officials determine that such personal dress and appearance violate reasonable standards of health, safety, and cleanliness.”

- Students at Mount Greylock are expected to dress appropriately for school and school-sponsored activities. A student’s dress should show the respect that we encourage for self and others.
- Clothing which disrupts or distracts others from learning is not permitted.
- Clothing which creates or promotes disorder shall not be permitted.
- Clothing that depicts or promotes the use of profanity, alcohol, tobacco, controlled substances, or weapons will be not allowed.
- The bottom of the top (shirt, blouse) must overlap the top of the bottoms (pants, shorts, skirt).
- Undergarments should not be visible.
- Clothing that is strapless or backless is not allowed.
- Students should use discretion when wearing “athletic gear” to school. Certain clothing regarded as “athletic gear” should be worn only on the playing field / court and are not acceptable school day attire. Cut off tee-shirts revealing a student’s torso/abdomen is an example of such “athletic gear.”
- Shorts or skirts must be appropriate length. A combination of the following will be used as guidelines: minimum of a 3 inch inseam, extends below your wrist when your arms are on your sides, cover undergarments.

Students who violate the dress code will be asked to change their clothing; if students do not change they will be sent to an administrator and additional consequences may be applied. Repeated offenses will result in progressive disciplinary action. Administration reserves the right to deem the appropriateness of clothes.

Lockers and Care of Personal and School Property

Lockers should be used to temporarily store coats, books, and other school supplies, and provide a good alternative to carrying everything around in a book bag. Students are assigned hallway lockers. However, every

student is responsible for supplying his/her own combination lock. Valuables should not be stored in lockers.

Students should keep their lockers locked at all times and are responsible for keeping their lockers clean and in good working condition. Gym lockers are available to students during their wellness class, but no locks are to be left on for the full school day.

Lockers are school property and are subject to search by school officials without warning. Students will be held accountable for the contents of their locker.

Care of School Equipment and Property

Students are financially responsible for the loss or destruction of any material assigned to them. Students will not be issued report cards or diplomas until they have returned or paid for damaged or lost books and equipment.

Cafeteria

Students may only attend their assigned lunch period.

Lost and Found

Lost property may be claimed at the Main Office. Any student finding property is requested to turn it in at the Main Office. Unclaimed items are disposed of at the end of the school year, usually through contributions to area social service organizations.

Posters

Informational signs related to school activities and any other materials that a student might wish to post must be approved by the Interim Assistant Principal for accuracy and appropriateness. Students must remove all such materials when the information is obsolete. Bulletin boards and glazed brick surfaces are the only areas permitted for postings.

Student Parking and Use of Motor Vehicles in School System

Students who are eligible to drive to school must purchase a parking permit in the Main Office. (Please see appendice G)

ACCEPTABLE USE POLICY

The Mount Greylock Network (school computers, school drives, and Internet access) has been designed to support students, in an ever-changing world, as they develop their skills to become better:

- researchers
- collaborators
- creators
- presenters
- innovators
- life-long learners
- contributors
- problem solvers
- digital citizens

We recognize that, increasingly, students and teachers will engage opportunities to create, collaborate and learn online in networked public spaces. One of our roles as a school is to help build a digital literacy, one that helps students negotiate these connected spaces and learn successfully from the resources the Internet affords us. Because the Mount Greylock Network supports the development of students' skills both inside and outside of the classroom, it is essential that students access and use the Network in a responsible, legal and ethical manner.

Acceptable Use of the Network

Students should use the Network with the awareness that any information stored on Mount Greylock computers or drives is not private; network administrators and the Mount Greylock administration reserve the right to regulate files to preserve Network security. All school computers and the devices connected to the Network are filtered and regulated in accordance with CIPA (Children's Internet Protection Act).

Students will not use the Network to gain unauthorized access to system programs, personal information about Network users or school administration information.

Students will not misrepresent themselves on the Network, including using another student's log-in and/or password information.

Acceptable Use of the Internet

Students should only use the Internet at school to support the educational objectives of their courses of study. Students are allowed to use their own laptops and mobile devices at Mount Greylock; however, they should not use mobile phones in classes unless they have received permission from a faculty member.

Students' use of the Internet is governed by the following safety and ethics guidelines. We will encourage and educate our students so they:

- do not use the Internet to review, publish, or download inappropriate materials
- do not use the anonymity that the Internet can allow to make anti-social communications (i.e. cyberbullying)
- realize and understand that a permanent, traceable record exists once any information or images are published on the Internet
- be highly selective about the use of the Internet at school to transfer important personal information

- (telephone numbers, financial information, addresses, passwords)
- do not distribute or use copyrighted material without legal permission
- log out a previous user if s/he forgets to do so
- do not share images, video or any media of others without their consent

Student use of the Internet is a privilege, not a right at Mount Greylock.

Inappropriate use of the Internet will result in limitation, suspension, or termination of a student's access to the Internet and Network, as well as appropriate consequences as delineated in the Student Handbook.

Inappropriate use of material created on school grounds or the showing to any of the school population or of activities on devices not connected to the Network are the responsibility and the liability of the owner of the device contract.

Being a Digital Citizen

Mount Greylock offers the following ideas as starting points to help you understand Digital Citizenship:

- Respect Yourself. I will select online names that are appropriate. I will carefully consider the information and images that I post online.
- Protect Yourself. I will not publish my personal details, contact details or a schedule of my activities.
- Respect Others. I will not use technologies to bully or tease other people.
- Protect Others. I will protect others by reporting abuse and not forwarding inappropriate materials or communications.
- Respect Intellectual Property. I will suitably cite any and all use of websites, books, media, etc.
- Protect Intellectual Property. I will request to use the software and media others produce.
- Students will receive a copy of the Acceptable Use Policy and both they and their parents or guardians will be asked to complete the acknowledgement below:

Consequences for Violations

I understand and will follow this Acceptable Use Policy. If I break this agreement, the consequences could include suspension of computer privileges and/or disciplinary action under the auspices of insubordination.

Student's Name (please print) _____

Student's Signature _____

Date _____

As the parent or guardian of this student, I have read the Acceptable Use Policy. I understand that technology is provided for educational purposes in keeping with the academic goals of Mount Greylock Regional School, and that student use for any other purpose is inappropriate. I recognize it is impossible for the school to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school.

I hereby give permission for my child to use technology resources at Mount Greylock Regional School.

Parent/Guardian's Name (please print) _____ Parent or Guardian's Signature _____

Date _____

(Portions of this text from <http://www.utechtips.com/2009/07/31/aup-driven-by-vision-not-protection/>)

SECTION III

ACADEMICS

The primary focus of Mount Greylock Regional School is to support each student in the exploration of new ideas as he/she prepares to graduate, pursue further education, and enter an ever-changing global community.

In this section we lay out some of the basic information about the program of studies, course selection, the grading system, and graduation requirements. Both official guidelines and informal tips have been included in this document. At the end of each section we provide a set of tips from parents, students, and teachers in the hope of making the process more clear. These tips are not official school policy, but insights from those with experience in the school.

The Middle School

Seventh and eighth grade is a time for students to begin the transition from childhood to young adulthood. The Mount Greylock school community recognizes the importance and uniqueness of these developmentally important years. Teams of seventh grade and eighth grade teachers work cooperatively to develop rich curricular experiences and address student needs. During the school year, teams provide special activities for their students including interdisciplinary units and field trips.

Travel Study / Field Trips

Mount Greylock recognizes the potential for educational and personal growth that is provided to students by carefully planned and supervised travel experiences. Any Field Trip or Travel Study shall have a significant educational benefit and shall bear a demonstrable relationship to the curriculum and course of study for the Mount Greylock students who participate. All Field Trips or Travel Studies must be submitted to and approved by the Principal (See Appendix B). Every student participate must have a completed permission form (See Appendix B). All Field Trips or Travel Studies shall meet the requirements set forth by the Mount Greylock School Committee.

Program of Studies

The Program of Studies provides detailed course descriptions offered at each high school grade level. The Program of Studies catalogue is available in the Guidance Office and on the school website (www.mgrhs.org).

**Refer to the Program of Studies for information regarding Summer School and Independent Studies*

Course Selection Process

In early spring (March/April), the Principal and school counselors hold class meetings to review the Program of Study and distribute course selection forms. Students will have the opportunity to ask questions about electives and course distribution requirements, as well as other details pertaining to the course selection process. Further, an evening session is scheduled for parents and guardians of new and current students to provide information so students can make informed choices.

Teachers are asked to verify students' selections via the course selection form and make recommendations. Students meet individually with their counselor to review requests to ensure selections are in the student's best interest and consistent with graduation requirements.

Discrepancies between teacher recommendations and student course selections should be resolved through consultation with the teacher, student, parent or guardian, and guidance counselor as appropriate. If a consensus cannot be reached, the guidance counselor will recommend a course selection to the Principal, who will make the final decision.

**Questions about course selection should first be held between students and their teachers. The Guidance Office is the appropriate place to handle scheduling conflicts. Most issues can be handled by the student during the school day.*

Students have three days at the beginning of term to address scheduling problems. They should be encouraged to discuss options directly with teachers and the Guidance Office. Be prepared for the fact that over the summer months, electives, in particular, may be dropped or added as the school refines its offerings for the year.

In exceptional cases, a student may accelerate a course of studies ('skipping' a year in language studies, for instance). This should only be done if it is required to meet the student's educational needs, as it can cause course selection conflicts in future years. Acceleration requires individual testing and permission from several teachers, administrators, and Guidance.

Report Cards, Progress Reports and Power School

There are four grading periods in the school year, plus a final exam. Report cards are emailed to parents approximately two weeks after the close of the grading period. Final report cards are emailed to parents. **Final exams are scheduled through the main office; failure to take an exam during its scheduled time or make-up time will result in an incomplete.** Family trips and summer commitments will not be considered as acceptable reasons for requesting that an exam(s) be administered early.

Parents are able to monitor a student's progress by using PowerSchool. PowerSchool is a web-based student information system allowing real time communication between students, parents, and educators. PowerSchool enables educators to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together in preparing 21st century learners for the future. Parents may request electronic updates from individual teachers and are encouraged to do so. If a student is failing or their grade has dropped significantly, a teacher will contact the student's home.

The letter grades A, B, C, D and F are used to evaluate student performance and progress. The symbols (+) or (-) indicate variations within letter grades. The following scale is used in grading assignments and exams unless a teacher indicates otherwise:

| | |
|----|--------|
| A+ | 97-100 |
| A | 93-96 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |

| | |
|----|--------------|
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 and below |

Summer school is available for students who have earned a final grade of 59 and below. See Program of Studies for additional information.*

3/7 of the final grade is made up of the first semester grade; 3/7 is made up of the second semester grade; and 1/7 of the final grade is made up of the final exam.

**Did you know that you can use Power School to request more frequent progress reports?*

Honor Roll

Students are placed on the honor roll when their quarterly letter grades average B or better and when the student receives no grade lower than a B- in all graded classes. The student must be carrying a minimum of 4 graded courses to be eligible. Students who withdraw from a course (after the five day grace period) are not eligible for the honor roll for one semester.

GPA and Rank in Class

Mount Greylock calculates a weighted GPA as shown below.

| Grade | College Prep | Honors | AP |
|-------|--------------|--------|-----|
| A+ | 4.3 | 4.6 | 4.8 |
| A | 4.0 | 4.3 | 4.5 |
| A- | 3.7 | 4.0 | 4.2 |
| B+ | 3.3 | 3.6 | 3.8 |
| B | 3.0 | 3.3 | 3.5 |
| B- | 2.7 | 3.0 | 3.2 |
| C+ | 2.3 | 2.6 | 2.8 |
| C | 2.0 | 2.3 | 2.5 |
| C- | 1.7 | 2.0 | 2.2 |
| D+ | 1.3 | 1.6 | 1.8 |

Mount Greylock does not individually rank students. The school provides a grade point average distribution with the school profile for the purposes of college and scholarship applications.

**The weighting system is meant to reflect the added difficulty of achievement in Honors and AP courses. Students should be encouraged to develop a plan of studies that is challenging and interesting to them, while broadening their intellectual horizons. AP courses do not necessarily result in a higher GPA.*

Graduation Requirements

There are several requirements for graduation from Mount Greylock:

- Accumulation of two hundred and thirty-four (234) credits (a student must attain at least a D- in a course to receive credit)
- Students must take the following course distribution requirements
- English 40 credits
- Mathematics 30 credits
- Science 30 credits
- Social Studies 30 credits (with 10 credits U.S. History)
- Physical Education 15 credits (with 3 credits in Health)
- Passing the MCAS standardized test at the level set by the state
- Students must be in attendance for at least two successive semesters prior to graduation unless prior approval of the Principal is given.
- All students must be fully scheduled. A year-long course meeting daily earns 10 credits. A one-semester course earns 5 credits. Physical education credits accrue at 3 per semester. In order to pursue a more extensive academic program in either junior or senior year, students may appeal to the Principal for special consideration in meeting the requirement of wellness each year.

Under selected circumstances, students may apply for a senior year waiver. The Program of Studies (course offerings) is available through the Guidance Office or on the school website at www.mgrhs.org.

Wellness

Medical Excusals

All documentation relating to physical participation in Wellness should be directed to the Nurse. The Nurse will determine what constitutes a medical excuse based on parent and/or physician recommendations. Students who are medically excused from physical participation in Wellness activities will be provided with alternate assignments by their Wellness instructor, once determined to be medically excused by the Nurse. Medically excused students will report directly to the library and sign in with the librarian during his or her Wellness period for the duration set by the Nurse. Medically excused students are responsible for coordinating with their Wellness teacher to gather alternate assignments.

Alternate assignments will be graded and will take the place of any class assignments.

The nurse may request at her discretion documentation that confirms the student is following a physician's treatment plan and/or is still medically ineligible to participate in Wellness activities. If a student fails to provide such documentation he/she will not be allowed to return to Wellness classes, but will no longer earn credit for alternate assignments.

Health Education

The goal of Health Education is to create awareness among students of the importance of preventative health maintenance in an attempt to establish patterns of living that will discourage negative health behaviors and Enhance the concept of "wellness" thus improving the quality and quantity of life.

Specific Objectives include:

- To review the male and female reproductive systems and to learn about pregnancy and birth.
- To learn about birth control methods including abstinence and over the counter and prescription

methods, and to review the risks of sexual activity and related sexually transmitted diseases including HIV.

- To study drug use prevention with a review of alcohol and tobacco and a focus on club drugs, illegal drugs, codependency, and addiction.
- To study stress, depression, compulsive behavior, and to study self-destructive behaviors around exercise, diet, self- image, and personal goals
- To recognize symptoms of stress and identify positive coping methods for effective stress management.

Admission Standards for Public Colleges and Universities in Massachusetts

It is the goal of the Mount Greylock Regional School that all graduates have the skills and opportunity to continue their education. All colleges and universities in the Massachusetts state system of higher education require the following courses for admission:

- 4 years of English
- 3 years of college preparatory mathematics (Algebra I and II, and Geometry or Trigonometry, or comparable coursework)
- 3 years of science, including 2 courses with laboratory work
- 2 years of social science, including 1 course in U.S. History
- 2 years of a single foreign language
- 2 years of college preparatory electives
- Credit earned carrying a grade of Pass will not meet Massachusetts College of Liberal Arts admissions requirements. Community colleges may admit any high school graduate or GED recipient.

The state legislature currently funds the John and Abigail Adams Scholarship, which is a four-year tuition waiver to most Massachusetts public state colleges and universities. To be eligible a student must perform at the Advanced level in English Language Arts or Mathematics on the grade 10 MCAS and Proficient or higher on the other test, and have a combined score that places him or her in the top 25% of students in his or her district on these tests. Eligible students are notified by the Massachusetts Department of Education.

**Selective private colleges and universities may require additional academic coursework. Students should check the web sites of specific colleges they are interested in for their admission standards.*

MCAS Exams

The Massachusetts Comprehensive Assessment System (MCAS) is a series of state-wide exams administered by the Massachusetts Department of Education. In order to graduate from high school, students must pass the English Language Arts, Mathematics and Science/Technology exams administered in the spring of 10th grade. Students who do not pass a section of the MCAS in 10th grade will have the opportunity to retake it again at several points in the future. Once all required MCAS exams have been passed, the student will be done with MCAS testing.

**Studies show that students who are hungry during testing perform at a lower level. Make sure to eat breakfast and consider bringing a snack to school.*

PSAT, SAT and SAT Subject Exams

The PSAT exam is taken by most students in the fall of their junior year. Students should inform Guidance of their intention to take the exam and verify the date and time. It is administered at Mount Greylock. PSAT scores from exams taken in the fall of the junior year are considered by the National Merit foundation in recognizing

Students for National Merit awards and scholarships.

The SAT exam is typically taken in the spring of the junior year and / or the fall of the senior year. It is administered at Mount Greylock in May/June, typically on a Saturday morning. Many colleges and universities require that SAT scores be reported as part of the application process. Students can register online at www.collegeboard.com. With an online account, students can see their scores, view a copy of the essay they wrote after it has been scored, and request that their scores be sent officially to particular colleges.

**The College Board site has an SAT Preparation Center with sample questions and practice tests.*

SAT Subject exams are course-specific exams. They are made up entirely of multiple-choice questions and are one hour long. An interested student can register with Guidance or online.

Selective colleges may require a student to take 2 or 3 SAT Subject exams as part of the application process. Students should check the websites and applications of the colleges in which they are interested in order to determine if they need to take subject exams. Individual subject areas covered include English, History, various Science offerings, Mathematics, and various Foreign Language offerings.

In deciding when to take SAT Subject exams, it is helpful to look at the SAT Subject Tests Preparation Booklet online at www.collegeboard.com. It provides information on the material covered, and students can decide if they are prepared for the subject area. A student would typically take a subject exam after completing the most advanced course in the area they plan to take.

**Bring the following to all of the exams: picture ID, #2 pencils, a calculator you are familiar with, water, and a snack.*

Advanced Placement Exams

Mount Greylock requires students registered for Advanced Placement classes to take the appropriate AP exam at the end of the year. They are administered over a two week period in May during the school day. Teachers will inform students of the dates. The calendar is also available online at www.collegeboard.com in the AP section. Currently, each AP exam has a \$91 fee. Students needing a fee waiver should speak with their counselor.

Many colleges and universities either give credit for passing scores or allow students to skip introductory courses. Most colleges list their AP policy somewhere on their website or in their course catalog. A score of 3, 4, or 5 is typically considered a passing score, although some colleges may only accept 4s or 5s for credit. Some colleges may look at AP scores for admissions purposes, but not grant credit for them.

National Honor Society

The Mount Greylock National Honor Society is a highly selective organization of student role models. In the spring of junior year, membership is offered to those students with a cumulative, weighted GPA of 3.7 or higher, and an exemplary behavioral record. In order to become a member, the student must write an application essay providing evidence of leadership, community service, and good character. A faculty panel evaluates these

essays, and an induction ceremony is held in May for students admitted to NHS. Students in the NHS are expected to act as positive role models, and to continue leadership and community service activities, both at Mount Greylock and in the wider outside communities.

College Course Opportunities

College courses are available for eligible seniors at any of the local campuses including: Berkshire Community College (BCC), Massachusetts College of Liberal Arts (MCLA), and Williams College. Most local colleges offer one semester-course to Mt. Greylock students free of charge. Interested students must first meet with their school counselor. In order to be eligible to enroll in a college course, a student must provide a copy of his or her transcript to the college of their choice, remain in good standing, and receive instructor approval from the college instructor. Students may choose to have the final grade reflected on their Mount Greylock transcript. Students are responsible for their own transportation to a college course (See Appendix D for additional procedures).

**Taking a college course can be a challenge logistically since college courses do not fit into the same timeframes as course periods at Mount Greylock. Students should discuss their options with their school counselor.*

Driver's Education

The school provides information about opportunities for students to take both the classroom and driving sections of driver's education after school. Fees are associated with both sections. After age 15 years and 9 months, an interested student can visit the Guidance Office to retrieve informational brochures on Driver's Ed programs.

**As a result of new state laws governing the number of training hours completed, students will need to be able to attend all of the meetings. During this period it is difficult to participate in other after school activities.*

SECTION IV

GUIDANCE AND STUDENT SUPPORT SERVICES

The Guidance Department, in support of the mission of the Mount Greylock Regional School District, serves as an integral part of the school community: to enhance and support the learning environment for students and to help them achieve academic and social-emotional development, and to also aid in career planning and workplace readiness. It is our mission to be proactive in nature, serve as advocates to students and parents, and work in collaboration with other entities within the school and the community in which we serve.

The Guidance Department is available to provide individual support services to Mount Greylock students and is available to address parent or guardian concerns as well. Each year, a number of agency representatives are invited to Mount Greylock to provide prevention education and support services to students. In situations where it is believed that outside mental health services would be beneficial to students, the Guidance Department will work with families to arrange for such services.

In our building we have a *Student Support Center* (SSC). It is based on the nationally recognized Positive Behavior Intervention Model, a school-wide program dedicated to proactive strategies for defining and teaching appropriate student behaviors that create positive school environments. The SSC is staffed by an experienced paraprofessional and supervised by the Interim Assistant Principal, James Leighton. It is open five days a week and offers individualized student programming, including completing daily school work, tutoring, and one-one and small group instruction. The Center will serve students who have been assigned to *in-school suspension* with the immediate goal of providing academic supervision, while reducing the amount of time that a student is out of school. When a student is referred to the SSC, the teacher will call the home to notify the parent/guardian of the offense. A letter will also be sent if additional consequences are issued by the school administration. Students utilizing the SSC are provided with the opportunity to make up work not completed in the SSC based on an excused absence.

The Student Support Team (SST) convenes regularly to discuss and potentially provide support for students who exhibit academic, behavior, and/or social/emotional problems. The Team may address individual students, groups of students, or school-wide concerns. The Team may implement interventions and/or other supports. Students are brought to the Team by way of a referral from a teacher, counselor, or an administrator, or due to a series of academic and/or behavior problems.

Homelessness

Any homeless student who enters the Mount Greylock School District will be immediately enrolled in the appropriate school even if he/she is unable to produce records normally required for enrollment, such as previous academic records, medical records, or proof of residency. Please contact the building Interim Assistant Principal or homelessness coordinator with concerns or questions.

Special Education

Special Education provides services and interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and in the community. If a student is found eligible for special education services based on a documented disability and other criteria, a team comprised of parents, teachers and others will meet to develop an Individualized Education Plan (IEP) to meet the student's needs. Special education services include academic support, speech and language, classroom assistance, and individual therapies related to a student's disability.

Residency Procedures - (See Appendix L)

SECTION V

STUDENT GOVERNANCE AND CO-CURRICULAR ACTIVITIES

Co-curricular Activities are district and/or school authorized activities, which take place outside of the regular school day and do not involve class credit, including, but not limited to student government, theater productions, clubs, community activities, and athletics.

The Mount Greylock School District is dedicated to offering an outstanding activities program to the students of this district. Mount Greylock students can choose from approximately 20 co-curricular organizations which are an integral part of the total educational process. Through participation in these opportunities, students can have experiences and training in events not ordinarily obtainable in the general curriculum.

As representatives of their school, students that chose to participate in any co-curricular activity at Mount Greylock are expected to meet high standards of behavior, and must be aware that participation in student activities is a privilege, not a right. Student participation carries with it certain responsibilities and expectations that promote growth toward becoming a responsible member of society. Participants must abide by the rules and responsibilities that apply to each co-curricular program in which they are involved in order to continue participation in these activities. We expect students to be a credit to themselves, their family, the school and community.

Eligibility for Co-curricular Participation

Students who wish to participate in co-curricular activities including, but not limited to clubs, dances, dramatic productions, fundraisers, and other activities, must be passing the equivalent of four core courses and may not receive more than one (1) F per academic quarter regardless of the course. Incomplete grades will be considered a failing grade until coursework is complete and a grade change has occurred. The student must abstain from use of tobacco products, alcohol, or controlled substances. In addition to school penalties, a first offense will result in a two-week or 4 meeting (whichever is longest) removal from the activity, and a mandated 10 hours of community service. A second offense will result in a removal from the activity for the remainder of the school year, and a mandated 20 hours of community service. Students must locate a location and supervisor for community service hours, which must be approved by the Director of Co-Curricular Activities prior to completion. Community service hours mandated by a chemical health violation cannot be used for required coursework.

Hazing

Hazing is defined as "any conduct or method of initiation into any organization which willfully or recklessly endangers the physical or mental health of any other person". This constitutes harassment, abuse, or humiliation often with the requirement to perform random, meaningless tasks. Hazing or failing to report known hazing is punishable by law. Students should be familiar with the Massachusetts Hazing Policy (See rules, regulations and procedures included in this handbook).

Transportation

Whenever possible, transportation to activities and athletic contests will be by school bus and participants are expected to ride the bus to and from the activity. Exceptions may be granted in individual cases by the

appropriate administrator to allow parents to transport their children. Written permission must be obtained from the Director of Athletics & Co-Curricular Activities in advance. Parents are encouraged to attend contests whenever possible but they will not be compensated for their travel expenses.

Daily Attendance Expectations for Co-curricular Participation

Students who are members of a school club or team, and wish to participate in a school-sponsored activity must be present for at least five consecutive class periods on the day of a game, practice, or activity; otherwise, they will not be allowed to dress for or participate in any game, practice, or activity on that same day. **Additionally, students cannot have an unexcused dismissal or have been dismissed by the school nurse.** Violation of this rule could result in suspension from the activity or sport. An exception to this expectation will be made for students who are observing religious obligations. A waiver of the attendance policy can be obtained from the Director of Athletics & Co-Curricular Activities for non-medical appointment, medical appointments lasting longer than three period, and other special circumstances, as long as an attempt has been made to be in school for a majority of the day. Student performers with a combination of 8 unexcused absences or tardies from the first rehearsal to the performance will be suspended from activity for one week.

Student Governance

Student governance gives students the opportunity to get involved in our school's legal, administrative, and financial activities as representatives of the Mount Greylock student body.

Student candidacy sign-up sheets are distributed in the spring semester to those wishing to run for student governance offices for the following school year. Each student candidate must collect the signatures of twenty-five members of the student body who approve of his/her candidacy in order to be eligible to run. In addition, candidates may be expected to speak at a class assembly. Elections, in which all high school students vote, are held during the spring semester of the school year.

While only high school students participate in student governance, the Middle School Students Organizing Change (SOC), which organizes middle school events, allows seventh and eighth grade students to experience the kinds of tasks that they will undertake as members of the high school student government.

Student Council

Five candidates from each high school grade are elected to the Student Council. These representatives meet after school once a week to discuss and problem-solve matters of concern to the student body. Student Council may propose changes in the school to the administration. A representative attends monthly School Committee meetings as a student advisor and is responsible for providing updates on student life. As advisors to the School Committee, students make agenda requests and propose action items. This body is also tasked with organizing and running a number of school studies and events.

Student Athletic Advisory Council

One representative from each athletic program is selected to participate. Members will promote communication between the athletic administration and student-athletes at Mount Greylock by providing a voice within the department, discussing issues and concerns, providing feedback as necessary, and offering input on rules,

regulations, and policies that affect the lives of 'student-athletes'. The Athletic Council will help organize annual community events to promote the department and get involved in the community. The Student Athletic Advisory Council faculty advisor is Lindsey von Holtz.

Class Officers

A secretary, treasurer, president, and vice president are elected from each high school class. These officers organize and run fundraising activities such as school dances and community events. While these officers work to enrich their class' entire high school experience, they must meet the overall objective of raising enough money to fund senior-year class trips and events.

Student Advisory to the School Council

The School Council meets monthly to discuss and vote on items to be presented to the School Committee. They assist in revising the Student Handbook as well as creating and executing a yearly School Improvement Plan. Student advisors to the School Council attend the monthly meetings and participate in subcommittees.

Clubs, Organizations, and Activities

Registration for all school clubs and organizations can be completed online at:

<https://www.familyid.com/programs/2016-clubs-organizations-and-activities>

Peer Team

In addition to being trained resources for their peers, the Peer Team is also a community service organization. Peer Team members facilitate many middle school and high school events including: Team Building Days, new student meetings/breakfast, parent nights, field trips and health class presentations.

The Peer Team collaborates with many other school organizations and are often active in community building and service activities (i.e. prescription round-up drives, Great Day of Service, blood drives, GSA, and activities in the local communities). Peer Team meets daily during a scheduled academic class period. Student selection for Peer Team is through an application process the spring prior to each school year.

Shakespeare Fall Festival

Every autumn, the nationally known Shakespeare performance and production company, Shakespeare & Company, is in residence at Mount Greylock to produce one of William Shakespeare's plays. The production is open to students in grades 7-12. Rehearsals are held after school, with performance dates in the late November. Students may also participate in the county-wide Fall Festival of Shakespeare

Winter High School Musical

Each year, Mount Greylock produces a musical theater production, most recently on The Main Stage of the Williams College Center of Theatre and Dance. Utilizing student actors, dancers, singers, and musicians, and under the direction of Mount Greylock faculty. Auditions take place around the Holiday Break, and rehearsals run after school each day until the performances traditionally held in early March.

Spring Drama Performance

This spring production, often co-directed by members of the senior class with the guidance of an advisor, presents an opportunity for students to expand their experience with theater. All high school and middle school

students are welcome to audition.

Junior Classical League

The JCL is an organization of students who love the classics. Students interested in Roman or Greek mythology, or shooting catapults, should consider joining the Mount Greylock chapter of the JCL. MGJCL members have opportunities to work the state and national affiliates. The JCL faculty advisor is Alexander Davis.

Spanish Club

The Spanish Club provides educational and cultural enrichment activities for students who study Spanish. Activities have included dance lessons, cooking, decorating for Day of the Dead and Cinco de Mayo, and field trips (e.g. flamenco dance performance, trip to NYC and Boston). For more information, visit the World Languages website. Maria Cristina Fernandez advises this club.

The Greylock Echo

The Echo is a student-run newspaper. The writers and contributors work to bring news and events to the Greylock community. *The Echo* is published in hard copy in digital form. New last year was an online news source at <http://greylockecho.mgrhs.org>. All high school students can contribute to *The Echo*. *The Echo* faculty advisor is Peter Niemeyer.

Yearbook Committee

This staff designs and publishes the Mount Greylock yearbook, *Paedeia*, which is produced at the end of each year. The yearbook contains photographs from the past school year as well as profiles of the graduating seniors. Creating a yearbook encompasses all kinds of arts, from photography to graphic design. The committee is open to all students interested. The faculty advisor is Jessica Casalinova.

Youth Environmental Squad (YES)

The Youth Environmental Squad's aim is to decrease energy consumption and waste at Mount Greylock Regional School. YES broke ground and farmed the student run garden on school property and consistently encourages recycling and composting. For more information contact Lisa Mendel, the club liaison, or email the club at greengreylock@gmail.com.

Middle School Student Activities Organization (Students Organizing Change)

The Middle School SOC organizes student events such as fundraisers and dances, with each activity led by different students. SOC provides members with after-school fun and a forum for social interactions. Above all, the organization gives students experience with the same kind of processes that they may encounter in high school student government and a platform for creating positive change. The faculty advisor is Ellen Kaiser.

Middle School Drama

There are four opportunities for MS students to continue their theater experience. 7th and 8th graders may try out for any of the three large productions. Additionally, Friends of the Arts has also afforded them an opportunity to work with an advisor to rehearse and perform a short production during the late spring.

Writing Club

This club provides an opportunity for students to get together, share ideas and develop their creative writing.

The group spends time writing with friends and students from Williams College in a relaxed, non-academic environment. Occasionally, the club organizes after-school field trips.

National Honor Society

This is a national organization comprised of students who have achieved a high academic standards and who have displayed excellence in character, service, and leadership in their community. Members assist with transitions for 8th graders, juniors, and seniors as well as volunteer with community service programs.

Gender Sexuality Alliance

The GSA is a group dedicated entirely to acceptance. It meets regularly to discuss issues pertaining to gender and sexuality, and hosts a number of events to promote tolerance and awareness within the community. Whether you are gay, straight, bisexual, trans-gendered, or just in the mood for a good discussion, if you go to Mount Greylock, the GSA will welcome you. Any inquiries should be directed to Danielle Tenneson.

School Dances

School sponsored dances are provided for both middle and high school students during the school year (See Appendix E additional information).

Dances in the High School In addition to club-sponsored dances, high school students may attend several semi-formal events including Homecoming and Prom. Student clubs and classes interested in sponsoring a dance should see the Principal to determine if a date is open, space is available, and receive administrative approval at least 16 days prior to planning an event. The following expectations must be met:

- Students are expected to follow all rules for student behavior found in this handbook.
- All high school students wishing to bring school-aged guests must receive permission from the Principal
- The sponsoring club must arrange for chaperones and approved DJ or band for the dance as prescribed by the Principal.
- High school dances will occur between the hours of 8 p.m. and 11 p.m.
- No one will be admitted after 9 p.m. for high school dances.
- There will be no re-entry to school dances.
- School dances held inside the school building may sell tickets at the door for the first hour of the event.
- Clean-up of decorations will be the responsibility of the sponsoring club or class.
- High school dances held outside of the school building will sell only numbered tickets during school hours prior to the event, and a corresponding list of the students who purchased tickets must be kept and provided to the Principal before the dance.

Dances in the Middle School Middle school dances are hosted by Student Organizing Change (SOC) throughout the school year.

- Middle school dances will occur between the hours of 7 p.m. and 9 p.m.
- No guests may attend middle school dances.
- It will be the responsibility of the sponsoring club to publicize and follow these expectations. A failure to follow these rules may result in the cancellation of the dance.

SECTION VI

INTERSCHOLASTIC ATHLETICS

The athletics program at Mount Greylock is an important part of the school's educational curriculum. Student participants benefit from an enriched educational experience and are provided with lifelong and life quality learning experiences. Athletes are able to develop confidence, a solid work ethic, and stronger leadership skills while increasing their level of self-discipline, responsibility, and sportsmanship. Participation helps with organizational skills, dealing with pressure, and handling the successes and disappointments in competition all the while enhancing the student's achievement of educational goals.

Mount Greylock works with the Massachusetts Interscholastic Athletic Association (MIAA) to help enrich the experience of student participants by providing a safe and fair environment for all involved. Participation in athletics at Mount Greylock is a privilege demanding dedication to academic studies, attendance, physical fitness, sound health practices, and conditioning. This privilege requires that athletes follow specific MIAA and Mount Greylock regulations. To ensure the safety of all participants; seventh grade students must receive written permission from the Athletic Director, the coach, and a parent/guardian before participating in any contact sport of a Varsity level team.

Students wishing to participate in athletics must have completed an annual physical exam which should be kept on file with the school nurse. The student and a parent / guardian must complete the NFHS Concussion Education Course prior to participation. Registration for an athletic team should be completed online (<https://www.familyid.com/mount-greylock-athletics>).

For each team a student is involved with, there is a participation fee. The fee for high school athletes is \$120 while the fee for middle school is \$95. There is a family cap of \$500 for the school year for participation in athletics and other school activities.

Fall Athletic Program Opportunities

Cross Country (Boys)*

Coach: Larry Bell (lbelle@mgrhs.org)

Cross Country (Girls)*

Coach: Scott Burdick (sburdick@mgrhs.org)

Football

Coach: Andrew Agostini (aagostini@mgrhs.org)

Golf

Coach: Mitchell Spooner (mspoone@mgrhs.org)

Soccer (Boys)

Coach: Blair Dils (bdils@mgrhs.org)

Soccer (Girls)

Coach: Tom Ostheimer (tostheimer@mgrhs.org)

Volleyball (Girls)

Coach: Meaghan Albert (malbert@mgrhs.org)

Winter Athletic Program Opportunities

Basketball (Boys)

Coach: Robert Thistle (rthistle@mgrhs.org)

Basketball (Girls)

Coach: John Jacobbe (jjacobbe@mgrhs.org)

Hockey (Wahconah Co-Op)

Coach: Kevin Ellingwood

Nordic Skiing (Boys)*

Coach: Hiram Greene (higreene@mgrhs.org)

Nordic Skiing (Girls)*

Coach: Hilary Greene (hgreene@mgrhs.org)

Swim (St. Joe Co-Op)

Coach: Steve Kolis (skolis@cbrsd.org)

Wrestling*

Coach: Sean Rorke (srorke@mgrhs.org)

Spring Athletic Program Opportunities

| | |
|------------------------|---|
| Baseball* | Coach: Steve Messina (smessina@mgrhs.org) |
| Lacrosse (Boys) | Coach: Jeff Stripp (jstripp@mgrhs.org) |
| Lacrosse (Girls)* | Coach: Lindsey von Holtz (lvonholtz@mgrhs.org) |
| Softball* | Coach: June Blake (jblake@mgrhs.org) |
| Tennis (Boys) | Coach: TBD |
| Tennis (Girls) | Coach: John Jacobbe (jjacobbe@mgrhs.org) |
| Track & Field (Boys)* | Coach: Courtney Randall (crandall@mgrhs.org) |
| Track & Field (Girls)* | Coach: Brian Gill (brgill@mgrhs.org) |

*Denotes a great opportunity for Middle School students. For all other programs, please contact the coach listed to determine if openings are available for middle school students this year.

Academic Eligibility

In order to participate in athletics, a student must be passing the equivalent of four core courses and may not receive more than one failing grade during their most recent marking period, regardless of the course. Incomplete grades will be considered a failing grade until coursework is complete and a grade change has occurred. Fall athletes are required to achieve these standards during the final marking period (overall course grade) of the previous academic year, as well as, the first marking period if the sport extends into November. Winter sport athletes must achieve this standard during the first marking period to begin competing with their desired team and then also the second marking period to continue participating on their current team. Spring sport eligibility is determined by both second and third marking period grades. Eligibility status changes on the date that report cards are distributed or officially published in PowerSchool.

Incoming seventh grade students, as well as new ninth grade students, are deemed eligible until the first marking period grades are distributed, while transfer student eligibility is determined by the student's previous school. Transfer students are required to complete additional paperwork through the Mount Greylock Guidance Office to determine eligibility before they are able to participate in a sport.

Academic requirements and detentions imposed by a teacher or administrator take precedent over a practice or contest as long as 24-hour notice is given. Students are also encouraged to remain after school for extra help from a teacher when necessary (without sport penalty), though a note from the teacher must be given to the coach upon late arrival.

Attendance

A student athlete who is absent from school, who has not been in school for five consecutive class periods, who has been dismissed for an unexcused reason, or who has been dismissed by the school nurse will not be permitted to participate in any athletic events on that day – practice or contest. **A parent dismissal alone does not constitute an excused absence or dismissal.** Exceptions will be made for those students with religious obligations. A waiver of the attendance policy can be obtained from the Director of Athletic and Co-Curricular Activities for some non-medical appointments, medical appointments longer than 3 academic periods, and other special circumstances, as long as an attempt has been made to be in school for a majority of the day. Shorter medical appointments require a note from the doctor to be considered excused. A student athlete who has

been suspended from school for disciplinary reasons is not eligible to attend or participate in a tryout, practice, or game while the suspension is in effect. The athlete is not eligible until reinstated in school. Those students who are chronically absent from or tardy to school during an athletic season (8 or more) will be subject to suspension from that sport after warning from the coach or an administrator.

Safety

No coach will permit a player to participate actively in a practice or contest when such participation might reasonably involve higher than normal risk of injury to a player. If for any reason the coach, the school nurse, or the athletic director become concerned about an athlete's health, the player will not be permitted to participate until a physician deems the student eligible without further risk of injury. If a player is brought to the emergency room or another medical professional during a sports season, a written note from that medical professional clearing the athlete to participate must be given to the school nurse or athletic director before the athlete may begin to participate in a practice or contest again.

Concussion Policy

Mount Greylock Regional School District may use a student's history of head injury or concussion as a factor to determine whether to allow the student to participate in an extracurricular athletic activity or whether to allow such participation under specific conditions or modifications.

If a student sustains a head injury or concussion during the season, but not while participating in an extracurricular athletic activity, the parent shall complete the *Report of Head Injury Form* and submit it to the School Nurse or Athletic Director.

Any student who, during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day. The coach shall communicate the nature of the injury directly to the parent, in person or by phone, immediately.

The student shall not return to practice or competition unless and until the student is symptom free and medically cleared. The student or parent must provide the School Nurse or Athletic Director with both the *Post Sports-Related Head Injury Medical Clearance and Authorization Form* and the *Academic Recommendation Form and Return-to-Play Protocol* signed by a physician. The coach, Athletic Director, or School Nurse shall provide the necessary forms for the student to take to their medical provider. A letter to the physician explaining the two forms and the need for medical clearance will also be included in the packet given to students when visiting a physician. The forms should be returned to the athletic department after physician visit. The *Academic Recommendation Form and Return-to-Play Protocol* should be returned immediately, while the *Post Sports-Related Head Injury Medical Clearance and Authorization Form* may take longer depending upon the severity of the head injury.

The MGRSD Student Support Team, in consultation with the physician who made the diagnosis or is managing the student's recovery, will develop a written plan for the student's return to play and academic accommodations as necessary. Final return to play at Mount Greylock requires the approval of the School Nurse. The Student Support Team will provide the injured student, a parent, and school personnel a written plan describing the student's specific return-to-play protocol and any academic accommodations recommended.

Drugs and Alcohol (Chemical Health)

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, be in the presence of, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, VAP pens and all similar devices); marijuana (including synthetic); steroids; or any controlled substance. This policy includes products such as "NA or near beer", inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one's mental state. Athletic participation consequences do not begin until a student has completed their school suspension (if applicable) and been reinstated into school. For specific consequences see the Code of Conduct.

Behavior

A student who is disqualified from a contest shall not participate in the next scheduled contest (two contests for baseball, ice hockey, and soccer). A two-game suspension will be given to any student for fighting, punching, kicking, or spitting at an opposing player. Student-athletes must complete the NFHS Sportsmanship course prior to becoming eligible to compete again. If an athlete is removed from a contest as a fan, the athlete will **be prohibited from participating in their next contest as well as from attending the next two home contests in that specific sport, or all home contests played during the subsequent two weeks in that sport, whichever consequence is more severe.** A second removal will result in a ban of all home athletic events during the school year. This Berkshire County Sportsmanship Policy includes non-athlete fans, including parents and other spectators. A non-athlete fan removed from a contest for unsportsmanlike behavior will experience the same consequences given above. Students must complete the NFHS Sportsmanship Course while parents need to complete the NFHS Role of a Parent Course prior to returning to any event as a fan.

Sportsmanship

Sportsmanship is courteous, fair, and respectful behavior demonstrated by players, spectators, coaches and school authorities. Mount Greylock Regional School District expects a high standard of conduct from spectators at athletic contests. School community members whose behavior reflects poorly upon themselves and the school will face the loss of spectator privileges, along with stronger action if warranted. The Code of Conduct is in effect for any school sponsored activity.

Hazing

Hazing is defined as "any conduct or method of initiation into any organization which willfully or recklessly endangers the physical or mental health of any other person". This constitutes harassment, abuse, or humiliation often with the requirement to perform random, meaningless tasks. Hazing or failing to report known hazing is punishable by law. Students should be familiar with the Massachusetts Hazing Policy (See rules, regulations and procedures at back of this handbook).

Bona Fide Team Member Rule

A member of a high school team cannot miss a practice or competition in order to participate in a non-school athletic activity/event in any sport. Violation of this rule will result in the loss of 25% of a season on the first offense, and an additional 25% as well as loss of post-season play for a second offense.

Equipment

Student athletes will be issued a uniform and possibly other equipment while participating on a sports team. The student is responsible for this equipment and must reimburse Mount Greylock School District should any of this equipment become lost. Reimbursement must be received in order for an athlete to participate in another sports season.

Transportation

Whenever possible, transportation to activities and athletic contests will be by school bus and participants are expected to ride the bus to and from the activity. Exceptions may be granted in individual cases by the appropriate administrator to allow parents to transport their children. Written permission must be obtained from the Director of Athletics & Co-Curricular Activities in advance. Parents are encouraged to attend contests whenever possible but they will not be compensated for their travel expenses.

Eligibility for Sports Participation

Students wishing to participate in athletics must have completed an annual physical exam, which should be kept on file with the school nurse. The student and a parent / guardian must complete the NFHS Concussion Education Course prior to participation. Registration for an athletic team should be completed online (<https://www.familyid.com/mount-greylock-athletics>).

Contacting School Personnel Regarding Athletics

Students and parents/guardians are encouraged to talk directly with coaches and other school staff when they have questions or concerns. Coaches can be contacted using the information provided earlier in this section or by phone numbers provided to athletes during pre-season meetings. Parents and guardians should expect a return contact within 48 hours. The intent of the grid below is to direct athletes as well as their parents/guardians to the appropriate staff member best able to address their particular concern. Please refer to the parent/coach communication plan on the website.

| Concern | Contact Person |
|---|---------------------------------------|
| Student's performance in a particular sport. | Coach |
| Questions about team policies or functions. | Coach |
| General questions about athletic policies and MIAA regulations. | Athletic Director (Lindsey von Holtz) |
| Safety concerns or eligibility status. | Athletic Director (Lindsey von Holtz) |
| If the coach has been contacted by the athlete and/or a parent, and you feel your concern has not been adequately resolved. | Athletic Director (Lindsey von Holtz) |
| If you have spoken to the Athletic Director and you feel your concern has not been adequately resolved. | School Principal (Mary MacDonald) |

Financial Requirements for Activities and Sports

Activity Fees District Policy requires that students pay an activity fee to participate in co-curricular activities.

| Activity | High School Fee | Middle School Fee |
|----------------------|------------------------|--------------------------|
| Athletics | \$120 | \$95 |
| Theater | \$120 | \$95 |
| All Other Activities | \$35 | \$35 |

- There is a \$500 cap per family, per school year on student activities and sports fees.
- Athletic / Activity fees are collected by the Director of Athletics & Co-Curricular Activities in the Main Office.
- Athletic fees will only be returned if the student decides not to participate prior to the first contest.

Information regarding fee waivers for families experiencing a financial hardship are available in the Main Office.

Fundraising Activities

According to district policy, each recognized club or team is allowed one major fundraising activity per year. Any group that wishes to schedule a fundraiser must obtain permission from the Director of Athletics & Co-Curricular Activities. This oversight is intended to ensure that teams and organizations do not overtax our generous community sponsors and that events do not conflict with each other.

Expenses/costs incurred for entry fees, travel, and lodging, as necessary for student participation in statewide competition, will be shared by the group and the School District. The School District will provide either transportation or one night's lodging. Financial support will not be provided for All-State Competitions or other non-school events.

SECTION VII

HEALTH SERVICES AND SAFETY

Each year Mount Greylock invites representatives to provide prevention education and support services to students. The agencies, organizations, and persons that are regularly involved with students are:

- Dr. Geri O'Brien, the School Psychologist, is a member of the Mount Greylock Regional School staff.
- The Patrick Miller Youth Substance Abuse Program of the Brien Center, the community based agency that provides mental health and substance abuse services, offers substance abuse education and consultation services.
- Elizabeth Freeman Center and/or specially trained Williams College students may provide education and counsel to address: teen dating, relationship violence and sexual assault prevention.
- Berkshire Works (formerly known as BTEP) provides career counseling and job placement opportunities through a Title I Youth Program (students must meet eligibility requirements).
- Northern Berkshire Community Coalition provides interactive programming for Northern Berkshire middle and high school students through its UNITY program (separate parent consent will be required).

Parents or guardians will be notified of any additional program-specific activities and will be required to complete separate consent forms.

If you have questions about these programs or services, you may contact Dr. Geri O'Brien - School Psychologist 413-458-9582 x160. In the event that parents or guardians do not want their child to participate in any of the aforementioned services from these providers, please indicate this in writing to the Kimberley Grady, Director of Pupil Personnel Services by September 18th.

School Nurse

If you need to speak to the school nurse, Nichole Russell, call ext. 154. The school nurse will:

- evaluate and manage the health needs of all students in the school;
- identify and manage students with special health needs;
- work with other school-based groups to provide safe and healthy environments;
- administer medications as prescribed by a doctor;
- provide first aid and emergency care;
- help families to get health insurance and find a health center;
- manage the control of communicable diseases.

You can help the school nurse care for your child by:

- letting the nurse know if your child has any chronic or acute illnesses;
- communicating with the nurse directly if medication or health needs change;
- updating your child's emergency information so the school can always reach you.

Medications in School

The school nurse oversees the administration of medications. In most cases, the school nurse will be the person administering the medication. However, there are two specific circumstances when someone other than a nurse may give a student medication:

- When the student is on a field trip, the nurse may delegate and train another adult to administer the medication(s).
- Students who are at risk of life-threatening allergic reactions may be administered emergency medication by school personnel. The nurse is responsible for training and supervising all individuals involved in giving medication. Some students may administer their own medication, such as an asthma inhaler. To allow this, the parent must contact the school nurse to arrange a Self-Medication Plan.
- In order to administer prescription medications, the nurse must have a doctor's order and parental permission.
- Parents must supply their child's medication(s), which must be in the original pharmacy container. Always let the school nurse know if the doctor has changed a medication type or dose.
- Medications such as acetaminophen, ibuprofen, antibiotic ointment and hydrocortisone cream may be given with written parental permission. The permission form is in the summer packet.

Immunization Requirements

According to state regulations (102 CMR 7.09 and 105 CMR 220.00), students must be on an immunization schedule before they enter school. Mount Greylock Regional School requires that students have immunizations that are up to date for school entry at the time they enter school. Records will be given to the school nurse for verification and record keeping purposes.

The following immunizations and a current physical need to be in place by the first day of school:

| Required Immunizations to Register | |
|---|--|
| Hepatitis B | 3 doses |
| DtaP/DTP/DT/Td | 5 doses (1 Tdap gr. 7-11) |
| Polio | 4 doses |
| Hib | 3 or 4 doses for pre-school |
| MMR | 2 doses or Phase-In schedule |
| Varicella (Chickenpox) | 2 doses of Phase-In schedule or documentation of disease |
| *Immunization requirements vary by grade. | |
| Please contact the nurse if you have questions. | |

Parents/guardians must submit a doctor's record stating that their child has been immunized against the following: diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, German measles (rubella),

mumps and hepatitis B. Varicella (chickenpox) immunization is required if the child has not had chickenpox.

The record must include the day, month, and year when the immunizations were given. In addition, we strongly recommend that each child have a Tuberculosis Risk Assessment. Parents are responsible for keeping immunizations current and informing the school nurse when their child has received additional immunizations. The school nurse reviews immunization records regularly. Students whose immunizations are not up to date may be excluded from school.

Special Situations

Except in an emergency or epidemic, a student may start school if a parent or guardian presents a written statement (1) from a physician stating that the child has not been immunized for medical reasons, or (2) that the child has not been immunized due to his or her religious beliefs.

Medical Emergencies

If a student is sick or injured at school, the school will make every effort to reach the parent or the emergency contact person named on the student's emergency contact file in the Principal's office. A principal and school nurse will decide what action to take. Most illnesses and injuries that occur during the school day are minor and can be treated by the nurse. If the student's condition is very serious, the principal or another member of the school staff will call for an ambulance. A school employee may accompany the student to the hospital and stay with the student until the parent/guardian arrives.

Accidents

Accidents of any nature should be reported to the nurse and the Principal's office. A copy of all accident reports are sent to the office of the Superintendent.

Allergy Procedures and Medical-Condition Responses

See Appendix I - "Allergy Procedures and Medical-Condition Responses"

Parent Notification Relative to Sex Education

Schools are required by law to notify parents about any classes that will be held on human sexual education or sexual issues. The notice must tell the parent how he or she can review the content and materials of the classes. While parents do not have to give permission for their children to take sex education classes, parents do have the right to exempt their children from such instructional material. To do this, write a letter to the Principal saying you don't want your child to participate in the unit on sexual education.

Condom policy

Condoms are available to students in grades 7-12 from the school nurse. Students receiving condoms also receive abstinence information. The interaction is strictly confidential and no records are kept in accordance with School Committee policy.

Emergency Preparedness Plan

The Mount Greylock Regional School, in cooperation with the Williamstown Police Department and

Williamstown Fire Department, has created procedures specific to each school to respond to emergency situations. Procedures include, but are not limited to, responding to a bomb threat, a violent intruder, or the need to evacuate the building. Every school has a designated evacuation site. Should an evacuation be necessary, all students and staff will report to the site and student attendance taken. Safety personnel will advise when it is safe to return to the building or will start a procedure to release students to a parent or guardian who can sign for student release. To the extent possible, announcements will be made to the local radio stations to inform parents about a school-wide emergency and actions that are underway or will be taken.

The Mount Greylock Regional School in conjunction with the Williamstown and Lanesborough Police Departments and Williamstown Fire Department will use the Enhanced Lockdown Procedure as set forth by the Massachusetts State Police.

The main objectives of a lockdown are to:

- Deny attackers' access to potential victims
- Minimize risk through compartmentalization
- Buy time for emergency responders.

The Enhanced Lockdown Procedure helps accomplish those objectives by empowering faculty and staff with the necessary skills to aid in the protection and safety of students and staff during a lockdown situation. Some of the skills that may be used in a real-life lockdown situation include: **evacuation, barricading, or a targeted aggressive response.**

School Volunteers and CORI Checks

The school encourages and welcomes volunteers from the community. Anyone who wishes to volunteer and is likely to have access to students which, at times, may be unsupervised while on school premises or while participating or assisting in school-sponsored programs or activities, must register with the School District for a Criminal Offender Records Information (CORI) check before engaging in volunteer activities.

Visitors

Students wishing to have school-aged guests attend classes with them must receive approval from each of their classroom teachers at least 24 hours in advance of the visit. A Principal must approve a visitor's request at least three days in advance. Student guests are not allowed on Fridays, the day before a vacation, during MCAS testing, or during the month of June.

Section VIII

RULES, REGULATIONS, AND PROCEDURES

This section of the handbook sets forth the rules, regulations, and procedures that Mount Greylock Regional School has adopted over the years to help ensure a safe, effective, and welcoming learning environment for our students, faculty, and staff.

Student Conduct

All persons associated with Mount Greylock Regional School District, administrators, students, parents, faculty, and staff work together toward the educational objectives of the school system. All students have the right to pursue these objectives without disruption. All students also have the responsibility to abide by the rules established for the general welfare of all.

Code of Conduct

Students need to be aware of certain general rules. The school community expects students to act in a responsible manner. This means students will work, learn, and respect the rights of others. Students will be respectful of all members of the school community and they are entitled to the same respect from others.

Under the Code of Conduct, some of the activities the school community prohibits on school grounds, on school buses, and at school activities are as follows:

1. Committing plagiarism or other acts of academic dishonesty
2. Cutting class or unexcused tardiness
3. Intimidating, threatening, harassing, hazing, or physically assaulting others including the use of racial, religious, ethnic or sexual orientation slurs
4. Using or possessing any tobacco products or paraphernalia (to include e-cigarettes, VAP pens and all similar devices or their components)
5. Stealing
6. Causing damage to property
7. Leaving the school building without permission of an administrator or designee
8. Leaving the school grounds without permission of an administrator or designee
9. Using, selling, having in possession, being in the presence of, or being under the influence of alcohol or controlled substances (including e-cigarettes, vape pens, all similar devices, pieces of their components, and paraphernalia)
10. Using or having a dangerous weapon
11. Failing to obey requests made by teachers or staff members
12. Forging a pass
13. Being in unauthorized areas of the school
14. Disrupting school or classroom activities
15. Gambling
16. Activating a false alarm
17. Parking at school without permission
18. Transporting other students without permission
19. Lying

20. Acting in a disrespectful manner
21. Acting in a manner that disrupts the educational environment
22. Recording of staff or student (s) without explicit permission

Progressive measures that guide the school's response to behaviors that fall below our school community's expectations include a host of interventions to include progressive discipline, corrective action, and remedial action.

- Discipline measures target specific behaviors and attempt to develop responsible students.
- Corrective actions focuses on preventing an adverse action from happening again.
- Remediation focus on attempting to fix systemic problems.

Incidents of students ***physically assaulting others*** (fighting) will result in consequences, which may include a combination of discipline (including suspension), corrective actions, and remedial action.

- Per the Progressive Discipline Matrix, any student who ***physically assaults other(s)*** warrants a suspension. The type and length of the suspension will be determined by the administration based on the totality of circumstances.
- Corrective actions that will automatically be assigned to any student despite motive who ***physically assaults other(s)*** includes social probation for the remainder of the year which includes suspension from all dances (including prom), end of year and senior activities (to include class trips), suspension from 25% of season athletic contests (carried over seasons if applicable), suspension from four weeks of co-curricular meetings, events, and performances, committing to a safety contract, and completing an educational component (TBD by administration).
- Remedial actions that will automatically be implemented to any student despite motive who ***physically assaults other(s)*** will include a report regarding the incident to accompany all official transcripts sent to colleges, and a loss of any leadership role (to include membership on the National Honor Society, Peer Team [withdrawal], Student Council, and/or a Captainship, or Teaching Assistant assignment [withdrawal], etc.).

Due Process

Mount Greylock Regional School District recognizes that students are entitled to protections against unfair or arbitrary disciplinary actions. When students are referred to administration for violations of the Code of Conduct, an administrator will conduct a preliminary investigation. All students will receive verbal notice of the accusation, an explanation of the evidence, and an opportunity to present any information they think is relevant. The administrator may request a written statement of the student's account. Disciplinary consequences will not be assigned before those steps have been taken. The administrator will then issue an appropriate consequence based on the results of the investigation, past practice, and the standards described below. In cases of weapons or controlled substance possession, state law mandates police notification. In cases of criminal activity the police will be notified. In other violations of the Code of Conduct, the school will attempt to modify student behavior through education, disciplinary consequences, counseling, positive reinforcement, and other modes before the school involves outside agencies.
(See Appendix H – Due Process – for additional information)

Progressive Student Support and Expectation Guidelines

The following measures are intended to advise and guide students and staff regarding behaviors that fall below our school community expectations and possible responses to such behaviors. The suggested interventions are organized by Academic / Social-Emotional / Behavioral functional areas. They identified by their relative color and order as listed above.

Preliminary (Level 1) Steps – Teacher Interventions

In addition to the expectations set forth in the code of conduct, there are general behaviors expected of students in the classroom environment. Within the classroom teachers will establish their own student expectations. In general, it is expected that students:

- be on time to class
- be prepared for class
- will not disrupt class in any way,
- will not pass notes
- will participate in all activities and complete in class and homework assignments

When students adhere to these and other expectations a positive and productive learning environment is created.

You can expect that teachers will take corrective steps professionally in order to ensure a positive and productive learning environment.

Some strategies that teachers might implement when working with students in order to help to improve their behavior include, but are not limited to:

- Notify families of academic, social/emotional, or behavioral concerns
- Increase student engagement by calling on students more often, pairing them with engaged peers (Think-Pair-Share)
- Provide preferential seating to students who are distractible
- Stand near student when giving directions
- Ask student to repeat directions to make sure they are understood
- Provide graphic organize/written study outlines
- Break up assignments into smaller, more specific steps
- Provide an opportunity for peer editing of written work
- Contract with a student to participate in class, do homework
- Provide cues to remind student to remain on-task
- Supervise after-school work
- Provide planned breaks for stress/anxiety
- Report observations of atypical student behavior to Guidance or School Psychologist
- Keep classroom rules simple and clear; review periodically
- Contract with students for appropriate behavior, class engagement
- Cue students to remain on-task
- Provide opportunity for appropriate movement in class
- Report continuous or severe misconduct to the Administration

Secondary (Level 2) Steps – Administrative Interventions

In addition to the consequences in the Student Handbook / Code of Conduct / Discipline Matrix, the Administration reserves the right to institute alternative intervention measures, including, but not limited to the following:

- Restriction from extra and co-curricular activities (social probation)
- Parent meeting (teacher, guidance, administration, school psychologist)
- Williams tutoring
- Schedule modification
- Small group counseling
- Letters of apology
- Referral for and/or participating in counseling
- Brien Substance Abuse Educator Health Classes
- Creation of a discipline / safety / or behavioral contract
- Restitution
- School-based community service
- PEER Team led mediation
- Small group social skills
- Behavior specialist classroom observation
- Referral to Student Support Center (SSC)

Procedures for Reporting/Sending Students Out of the Classroom Due to Violation of Code of Conduct

At times student behavior will necessitate they be issued a discipline referral. In such cases a teacher or other staff member will complete a Discipline Referral and Feedback Form which provides a specific description of the misbehavior. This form is sent to the office within a reasonable period of time after the student's referral (preferably the same day of the offense). The referring teacher or staff member will receive written notice of action taken by administrative staff (students can expect that their parents / guardians may be contacted within 24 hours of a discipline referral being completed). **(Only the administration will send students to the Student Support Center for disciplinary reasons)** Students assigned to the SSC are expected to meet all expectations; failure to meet those expectations will result in additional consequences. General expectations include, but are not limited to:

- Following all guidelines set forth in the Student Handbook / Code of Conduct / Discipline Matrix
- Completion of the Reflection form
- Participation in and completion of all academic assignments

Tertiary (Level 3) Steps – Administrative Interventions

Tertiary interventions may be used in conjunction with any previous levels of interventions.

- Student Support Team referral
- Develop a Section 504 plan
- School Psychologist meeting
- Summer school or PLATO courses for credit recovery
- Referral to outside providers (to include but not limited to the Brien Center Crisis Team)
- Development with family for a formal behavioral support plan

Detention

Teachers may detain students after school at their discretion (referred to as “teacher detentions”). Administrators alone may assign “office” or administrative detentions to students who have been referred to them for violations of the Code of Conduct. Failure to serve administrative detention after notification by the school will result in the student being suspended and a parent meeting being scheduled and completed. Detentions take precedence over co-curricular participation including, but not limited to contests, practices, rehearsals, or performances.

Administrative detentions must be served within the number of days as determined by an administrator. Failure to serve teacher detentions will result in an administrative detention being assigned. Administrative detentions will be served from 2:30 p.m. to 5:00 p.m. Failure to serve an administrative detention will result in the student being removed from school pending a meeting with the parent.

Disruptive actions not specifically listed in Levels 1 and 2 will result in disciplinary consequences being assigned by the classroom teacher or an administrator.

First- and Second-Level Offenses occurring on a school bus can result in a denial of bus privileges for not less than two weeks in addition to the listed consequences. (See Transportation) In addition to the consequences listed above, violations of criminal law can result in charges being filed against the perpetrator.

First- and Second-Level Offenses that are repeated can result in more severe consequences than those listed above, including denial of bus privileges or expulsion.

The administration of the building will contact the parents of any student accused of a serious violation of the rules (i.e. any Second-Level Offense). The student has a right to a fair hearing. In this hearing the student will have the right to an explanation of the charges against him or her and an opportunity to present his or her version of the incident in question. (See Due Process)

Good Standing / Social Probation

As a reminder, students are considered to be in good standing when they are:

- Passing classes
- Present and on time to school regularly
- Able to participate in clubs, athletics, and activities
- Consistently acting in accordance to the MG Code of Conduct

Our goal is for all students to attend all social activities. We will meet multiple times students to remind them of our expectations. The Student Support Team review attendances and behavioral concerns on an on-going basis, as does the Interim Assistant Principal. Any concerns generated from the team’s review of teacher referrals and attendance records will be brought to your attention.

Specifically, behavior and/or patterns of behavior that demonstrate a failure to meet the MG code of conduct will result in, but not be limited to, social probation. Social probation restricts students from extra- and co-curricular activities.

Should your child be placed on social probation, you will receive a letter informing you of the duration of the probation. Social probation is not suspension from school; academic programming based on your child's schedule will take place during the school day as usual.

Chemical Health Violation:

| Action | School Response |
|--|--|
| <ul style="list-style-type: none"> - Rumor of violation - Student report of another student - Rumor of potential or pending violation | <ul style="list-style-type: none"> - Discussion with student - Inform and discuss with parents |
| <ul style="list-style-type: none"> - Police Report with student listed - Photograph - Staff Witness - Self-Report / Parent Reporting a child | <ul style="list-style-type: none"> - Discussion with student - Inform and discuss with parents - MIAA consequence - Social probation (3 weeks) - Substance Educator |

Suspension

Suspension (internal or external) involves the exclusion of a student from school and/or school-sponsored activities. As administered by the Mount Greylock Regional School, suspension will include:

- the removal of a student from class
- removal of the student from the school building if the student's parent or guardian can be contacted
- continued exclusion of the student from school, school grounds, or attendance, or participation in school-sponsored activities until the period of suspension has run and the student has been re-admitted to school.
- At a Principal's discretion, a student may be assigned to an in-school suspension to be served in the Student Support Center (SSC). Students utilizing the SSC are provided with the opportunity to make up work not completed in the SSC based on an excused absence.

Students who are suspended for five days or less will have the number of days suspended plus one to make up work missed during the suspension. Students suspended for longer than five days will have a re-entry meeting with their guidance counselor to make a plan with teachers and administrators for making up missing work in a reasonable time period.

Suspension of Ten Days or Less

The procedural rights to which all students in the Mount Greylock Regional School are entitled as part of the "due process" are as follows:

For the violation of any school rule or regulation, which is grounds for suspension, the following shall occur:

- Any student faced with suspension must be given an informal hearing in the form of a conference between the student and the Principal or his or her designee. The student will be informed of the reason for the conference and will be given the opportunity to present his or her side of the story. The suspension may be imposed at that time, if deemed warranted, or the student may be notified within a reasonable amount of time thereafter.
- Prior to putting a suspension into effect, the Principal or his or her designee will make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension. Attempts to contact the parent or guardian at home and at work will be made. Parents may contact the Principal or his or her designee for additional information regarding the suspension.
- Within 24 hours of the informal hearing referred to above, the Principal or his or her designee will mail a notice to the parent or guardian of the suspended student and will send copies of the notice to the Superintendent or his or her designee. The notice will contain:
 - the reason for the suspension;
 - identification of the school rule(s) violated by the student; and
 - a statement of the effective date and duration of the suspension.

Suspensions of More Than Ten Days

A formal hearing will be arranged by the Principal with the Superintendent in any instance where a suspension in excess of ten days is contemplated. At this hearing, the student will be afforded the following additional procedural rights:

- written notification of the charge(s) in advance of the hearing in English and the student's primary language;
- an opportunity to present a defense;
- representation by counsel or other representative at the student's own expense;

A written decision will be sent to the parent or guardian stating the basis of any suspension, the effective date and duration of such suspension, and the right to appeal the suspension within ten days to the Superintendent or his or her designee. This written decision will become part of the student's record.

Suspension or Expulsion Under M.G.L. c. 71, §37H

State law permits principals to expel any student who, on school premises or at school-sponsored or school-related events, including athletic games:

- is found in possession of a dangerous weapon, including, but not limited to, a gun or knife; or of a controlled substance as defined in M.G.L. c. 94C; or, including, but not limited to, marijuana, cocaine and heroin;
- assaults a principal, Interim Assistant Principal, teacher, teacher's aide or other educational staff.

As required by law, a student whom a principal has determined should be expelled, has rights of notice, hearing, and appeal to the Superintendent.

No school or school district within Massachusetts is required to admit or provide educational services to a student expelled pursuant to M.G.L. c. 71, §37H. If a student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request, and will receive from the superintendent of the school expelling said student, a written statement of the reasons for the expulsion.

Suspension or Expulsion Under M.G.L. c. 71, §37H ½

State law permits principals to suspend students charged with a felony or a felony delinquency, or to expel students convicted of or admitting guilt to a felony or felony delinquency if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

As required by law, a student whom the principal has determined should be expelled, has rights of notice, hearing, and appeal to the superintendent of schools.

Appeal of Expulsion

Any student who has been expelled from a school district pursuant to these provisions will have the right to appeal to the Superintendent. The expelled student will have ten (10) days from the date of expulsion in which to notify the superintendent of the appeal. The student has the right to counsel at a hearing before the Superintendent. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the superintendent of the receiving school of the reason for the pupil's expulsion.

Expulsion by School Committee

In addition to expulsions pursuant to M.G.L. c. 71, §37H and §37H ½, a student may be expelled by the School Committee. M.G.L. 76 §17 states that, "A school committee shall not permanently exclude a pupil from the public schools for alleged misconduct without first giving the student and the student's parent or guardian an opportunity to be heard."

An expulsion hearing before the School Committee can be initiated solely upon the recommendation of expulsion by the Superintendent. Any student whom the Superintendent has recommended be expelled will receive written notification of the charge(s) in advance of the hearing before the School Committee. The student may be represented by counsel or other representative at the hearing and will have an opportunity to present evidence and witnesses. The School Committee may decide to suspend, rather than expel, the student.

The regulations pertaining to suspension or expulsion do not eliminate the possibility of the violators being turned over to court authorities for infractions of state laws.

Disciplining Students with Special Needs

All students are expected to meet the requirements for behaviors as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as 603 CMR 28.00 and the Individuals with Disabilities Education Act

(IDEA) 20 U.S.C. Section 1400 and 34 CFR Section 300, require that additional provisions be made for students who have been found by an evaluation team to have a disability and whose program is described in an Individualized Educational Program (I.E.P.) or a 504 Accommodation Plan. The following additional requirements apply to the disciplining of students with special needs and students with 504 Accommodation Plans:

- Any modifications of the discipline code will be identified in the student's IEP or 504 Accommodations Plan.
- The Principal (or designee) will notify the Director of Pupil Personnel Services of the suspendable offense of a student with a disability and a record will be kept of such notices.
- When it is known that the suspension(s) of a student with a disability will accumulate beyond 10 days in a school year, a review of the IEP/Accommodation Plan will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and:
 - Develop or review a functional behavior assessment
 - Determine if the misconduct is a manifestation of the disability
 - Consider a modified program or alternate placement for the student
 - Consider an amendment to provide for the delivery of services during the suspension and any needed modification of the IEP/504 Accommodation Plan.

In addition, the Department of Education will be notified when required by law, and the procedures promulgated by the Department of Education for requesting the approval of the alternative plan will be followed.

Parents will be notified with written notice of their rights under special education regulations.

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.

State Requirements

This criterion is related to State Performance Plan Indicator 4. (See <http://www.doe.mass.edu/sped/spp/>.)

Federal Requirements (IDEA-97)

34 CFR 300.534

Student Grievance Procedure

Students are encouraged to bring their concerns about school issues or incidents to the attention of the professional staff. Students can contact a teacher, a member of the Guidance Department, the School Psychologist, the Interim Assistant Principal, or the Principal.

BULLYING PREVENTION AND INTERVENTION PLAN

Commitment to Safety and Respectful Behavior of All Students and Staff

INTRODUCTION: PRIORITY STATEMENT

The Mount Greylock Regional School District ("District") is committed to providing all students with a safe learning environment free from bullying and cyber-bullying. This commitment is a critical aspect of the District's comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying, cyber-bullying, or retaliation against those reporting bullying and other harmful and disruptive behaviors that interfere with the learning process.

Pursuant to M.G.L. c.71, §370, the District prohibits any form of bullying, cyber-bullying, or retaliation in the school building, on or off school grounds or in school related activities. The District will conduct an immediate investigation of all reports and complaints meeting the definition of bullying, cyber-bullying and retaliation and take prompt action to end that behavior and restore a student target's sense of safety. The District will support this commitment in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The District expects that all members of the school community, students and adults, will treat each other in a civil manner and with respect for differences. Bullying can create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, feel safe in school areas such as the playground or cafeteria, or participate in special or extracurricular activities. The failure to address bullying behavior also gives other students the message that it is permissible to engage in negative conduct. This *Bullying Prevention and Intervention Plan* ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and the District is committed to working with students, staff, families, law enforcement agencies, mental health and community agencies to prevent issues of violence. In consultation with these constituencies, the District has established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The school principal is responsible for the implementation and oversight of the Plan.

DEFINITIONS

Aggressor. The student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional perpetrator of bullying, cyber-bullying, or retaliation as defined in M.G.L. c.71, §370.

Bullying

As defined in M.G.L. c.71, §370 it is the repeated use by one or more students or members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals of a written, verbal or

electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. Causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself/herself or of damage to his/her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of the school.

Cyber-bullying

As defined in M.G.L. c.71, §370, cyber-bullying is bullying through the use of technology or any electronic communication, which includes, but will not be limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying also includes

The creation of a web page or blog in which the creator assumes the identity of another person if the creation of a webpage or block creates any of the conditions previously cited.

- The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying previously cited.
- The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying previously cited.

Hostile Environment

A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Retaliation

Any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying considered unacceptable behavior within the meaning of the school's Code of Conduct in the Student Handbook. Such retaliation or intimidation may result in disciplinary action.

Target

A student victim of bullying, cyber-bullying or retaliation as defined in M.G.L. c.71, §370.

Other behaviors which are rude and hurtful but do not meet the criteria to be termed bullying, may not require reporting under the law, but will be addressed within the school's Code of Conduct in the Student Handbook. For the purpose of this Plan, whenever the term bullying is used it is to denote either bullying or cyber-bullying.

LOCATIONS

Bullying is prohibited:

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

Off school grounds including at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of the school.

REPORTING

Any staff member (i.e. anyone employed by the District) shall immediately report any instance of bullying or retaliation he/she has witnessed or becomes aware of to the principal or designee. Reports of bullying or retaliation may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Use of an Incident Reporting Form is not required as a condition of making a report. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or Interim Assistant Principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor. *The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.* Staff member shall include, but is not limited to, an educator, paraprofessional, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, support staff member or substitute teacher.

All volunteers will immediately report any conduct that may be bullying, cyber-bullying, retaliation, or intimidation when he/she has witnessed it or becomes aware of it to the school principal or designee. Volunteers will be notified of and trained in the reporting requirement.

Parents/Guardians

The District expects and strongly encourages parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Parents or guardians, and others may request assistance from a staff member to complete the written report to the principal or designee. The report to the principal is best if done in immediate direct conversation followed by written communication to allow for immediate assessment of an alleged target's needs for protection and to restore a sense of safety for that student.

Students

The District expects students who believe they have been subjected to bullying, cyber-bullying, or retaliation, or who witness or become aware of an instance of bullying or retaliation involving a student, to report it to the principal or designee. This report may also be made to the student's teacher, counselor, or any adult staff

member. *Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with the principal or designee, or with a staff member.* This report is best if done in direct conversation with the staff member, but may also be done by other means or through the student's parent or guardian, immediately followed by a written report to the principal or designee.

Anonymous reports of bullying, cyber-bullying or retaliation, or reports by students or parent or guardians who wish to remain anonymous, may be submitted to the principal or designee and will be immediately investigated. No disciplinary action will be taken against a student based solely on an anonymous report.

A reporting form will be made available in the principal's office, on the District's website as a downloadable PDF file and other locations determined by the principal. This form shall be submitted directly to the principal or designee or sent anonymously to the principal or designee of the school. Even if the target or the target's family does not fill out the reporting form, the District will immediately begin the investigation of the bullying charge.

False reports submitted knowingly and alleging bullying, cyber-bullying, or retaliation will be subject to disciplinary action in accordance with the school's Code of Conduct.

INVESTIGATING AND RESPONDING TO REPORTS

Upon receipt of a report of alleged bullying, cyber-bullying, or retaliation, the school principal or designee will, before fully investigating the allegations of bullying or retaliation, take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. In conducting an investigation, the principal or designee, will consider how the bullying behavior might impact the general learning environment of the school or the impact it may have on bystanders or other students in the school. Actions may be necessary, even if the target indicates the aggressor's behavior is permissible.

The principal or designee will immediately conduct an investigation. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. *The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.*

Confidentiality shall be used to protect a person who reports bullying or retaliation, provides information during an investigation of bullying or retaliation, or is witness to or has reliable information about an act of bullying or retaliation.

The principal or designee is required to investigate all reports of potential acts of bullying or cyber-bullying. This obligation exists regardless of requests from reporters to not investigate or talk with certain students or individuals. We encourage reporting, but reporting on the condition that no action will be taken or limits placed on the investigation cannot be accepted.

Steps of the Investigation:

- a) An oral or written report is received.
- b) The report is weighed against the definition of bullying or cyber-bullying prior to beginning an investigation
- c) The target is interviewed, the level of threat is assessed, and actions to protect target and reporters are taken as appropriate. If the target declines to be interviewed the District will continue the investigation without further information from the target.
- d) Interview the individual(s) reporting the alleged bullying or retaliation incident, if other than the target, and note and interview other witnesses (especially adults) or any online involvement.
- e) Interview the alleged aggressor(s).
- f) Determine the merit and plausibility of the report.
- g) Determine the circumstances and establish disciplinary or other consequences, if necessary.
- h) Report to the Williamstown Police Department, if necessary.

CONSEQUENCES OF AND RESPONSES TO BULLYING

If the school principal or designee determines that bullying or retaliation has occurred and consequences are merited, the school principal or designee will:

- a) Promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, what action is being taken to prevent further acts of bullying or retaliation.
NOTE: All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.
- b) Notify the Director of Pupil Personnel Services if any of the students are on an IEP or on a 504 Plan.
- c) Take appropriate disciplinary action in accordance with the District's disciplinary policies.
- d) Notify the local law enforcement agency if the principal or designee has a reasonable basis to believe that the incident meets the definition of bullying and may result in criminal charges against the alleged aggressor.
 - i. If the local law enforcement is notified, the principal or designee shall document the reasons for the decision.
 - ii. If the local law enforcement agency is not notified or if it determines that its involvement is not necessary, then the principal or designee shall respond to the behavior as is appropriate within the school's Code of Conduct in the Student Handbook.
 - iii. A Memorandum of Understanding on file in the Principal's and Superintendent's Office between the District, Williamstown Police Department and Berkshire County District Attorney's Office will outline the nature of this reporting.
- e) If an incident of bullying, or retaliation involves students from another school district, the principal or designee will promptly notify the appropriate administrator of the other school district so that both may take appropriate action.

CONSEQUENCES AND SUPPORT SERVICES

Bullying behavior can take many forms and can vary dramatically in its seriousness and its impact on the target and other students. Accordingly, there is no one prescribed response to verified acts of bullying and retaliation. Consequences and disciplinary action will be applied in accordance with the school's Code of Conduct in the Student Handbook. The responses will range from redirection of future behavior to suspension or police involvement and possible expulsion from school. These actions will escalate in severity for repeated offenses or with the severity of the implication of the negative conduct. Actions may be accompanied by the referral to counseling or other therapeutic support. The specific action will be age appropriate, concrete and immediate. The nature and extent of disciplinary action imposed or consequences applied, is a matter within the sound discretion of the building principal/designee. The principal will balance the need for accountability and safety of the target with the need to teach appropriate behavior. Consequences and discipline for acts of retaliation will be imposed at the same, or more severe level as the underlying bullying, cyber bullying or inappropriate behavior.

Students who are not primary participants in the reported act of bullying, cyber-bullying, or retaliation but join in, may be subject to disciplinary action or consequences as if they were primarily involved. "Joining-in" is a form of endorsing the behavior. Consequences or disciplinary actions taken in an instance of bullying will be shared with the appropriate school staff members to ensure awareness and follow through.

When it is determined that a target is in fear or is being threatened, the principal will develop a safety plan to take immediate steps to limit and control the behavior of aggressor(s) who are causing the threat. The safety plan will be developed in collaboration with the appropriate staff and shared with staff to ensure enforcement and follow-up. The principal or designee will periodically follow-up with the target(s), and their parents, in an incident to ensure the student believes the situation has improved and that any threat or fear has been significantly reduced or eliminated.

The principal will offer counseling and referral services for appropriate family members for both targets and aggressors.

PROFESSIONAL DEVELOPMENT

Annual Staff Training on the Plan

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to receive the training during the school year in which they are hired.

Ongoing Professional Development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide and district wide professional development will be informed by

research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment. This plan recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics.
- the incidence and nature of cyber-bullying;
- internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students whose disability affects social skills development.

Additional areas identified by the District for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students.

Written Notice to Staff

The school will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the District employee handbook and the school's Code of Conduct in the Student Handbook.

PARENT AND STUDENT EDUCATION ABOUT THIS PLAN

Parent Education and Resources. The school will offer education programs for parents/guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school. The programs will be offered in collaboration with parent groups.

Notification Requirements

Each year the school will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school will send parents written notice each year about the student-related sections of the

Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats. The school will post the Plan and related information on its website.

CURRICULUM AND INSTRUCTION

The school will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum. The curriculum will be evidence-based. The Plan will describe the curriculum to help parents and others understand the District's bullying prevention efforts.

Bullying prevention curricula will be informed by current research which, among other things, emphasizes:

- using scripts and role playing to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about student-related sections of the *Bullying Prevention and Intervention Plan*.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the District's bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom behavior expectations.
- Creating safe school and classroom environments for all students, regardless of race, religion, sexual orientation, or disability.
- Using appropriate and positive responses and reinforcement, even when students require discipline.
- Using positive behavioral supports.
- Encouraging adults to develop positive relationships with students.
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors.
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development.
- Using the Internet safely
- Supporting students' interest and participation in non-academic/extracurricular activities, particularly in areas of their strengths.

APPLICATION TO STUDENTS ON INDIVIDUALIZED EDUCATION PROGRAMS AND 504 PLANS

As required by M.G.L. c. 71B, § 37O, as amended by Chapter 92 of the Acts of 2010, when the IEP Team

determines (or as determined by a 504 Plan) the student has a disability that affects social skills development or that the student may participate in, or is vulnerable to, bullying, harassment, or teasing because of his or her disability, the Team will consider what should be included in the IEP or 504 Plan to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. This will include a particular focus on the needs of students whose disability affects social skills development.

DATA COLLECTION AND REPORTING

In order to monitor the success of the *Bullying Prevention and Intervention Plan* and to help determine the effectiveness of interventions, curricula and actions the school will collect, student and staff survey data, parent survey data and the number and nature of bullying, cyber-bullying and retaliation instances. Reports will be forwarded to the superintendent's office at the end of each school year. Reports of the data will be presented to the School Committee and made available to the public on the District's website.

Mount Greylock Regional School District

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Measures taken to ensure safety of target and reporter: _____

3. Circle whether you are the: ☐ Target of the behavior ☐ Reporter (not the target)

4. Circle whether you are a: ☐ Student ☐ Staff member (specify role)
☐ Parent ☐ Administrator ☐ Other (specify)

Your contact information/telephone number: _____

5. If student, state your school: _____ Grade: _____

6. If staff member, state your school or work site:

7. Information about the Incident:

Name of Target (of behavior):

Name of Aggressor (Person who engaged in the behavior):

Date(s) of Incident(s):

Time When Incident(s) Occurred:

Location of Incident(s) (Be as specific as possible):

8. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student ☐ Staff ☐ Other ☐

Name: _____ Student ☐ Staff ☐ Other ☐

Name: _____ Student ☐ Staff ☐ Other ☐

9. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space if necessary.

FOR ADMINISTRATIVE USE ONLY

10. Signature of Person Filing this Report: _____ Date _____

(Note: Reports may be filed anonymously.)

11. Form Received by: _____ Position: _____ Date: _____

Signature: _____ Date received: _____

II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

____ Interviewed aggressor Name: _____ Date: _____

____ Interviewed target Name: _____ Date: _____

____ Interviewed witness Name: _____ Date: _____

____ Name: _____ Date: _____

3. Any prior documented incidents by to aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation: _____

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ____ Yes ____ No

____ Bullying ____ Incident documented as _____

____ Retaliation ____ Discipline referral only _____

2. Contacts:

Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____

District Equity Coordinator (DEC) Date: _____ Law Enforcement Date: _____

3. Action Taken:

____ Loss of Privileges ____ Detention ____ STEP referral ____ Suspension

____ Community Service ____ Education ____ Other

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial & date when completed _____

Follow-up with Aggressor: scheduled for _____ Initial & date when completed _____

Report forwarded to Principal: Date _____

Report forwarded to Superintendent: Date _____

(If principal was not the investigator)

Signature and title: _____

SOURCE:

MASC Model Policy

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
Board of Education 603 CMR 26:00
603 CMR 26:00
M.G.L. c. 71, § 37O

REFS.: Massachusetts Department of Elementary and Secondary Education's
Model Bullying Prevention and Intervention Plan June 2014

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment

JICFA, Hazing

JK, Student Discipline Regulations

Civil Rights – Policies

HATE CRIMES AND BIAS INCIDENTS

GENERAL STATEMENT

The Mount Greylock Schools are committed to providing a safe environment in which all students have an equal opportunity to learn, regardless of their race, ethnicity, national origin, sexual preference, gender, gender identity, religion, or disability. Hate crimes and bias incidents, by their nature, are confrontational; they create tension and promote social hostility. Such incidents will not be tolerated in the Mount Greylock Schools because they interfere with every student's right to an education. In addition to jeopardizing academic achievement, hate crimes and bias-related harassment can undermine a student's physical and emotional well-being, provoke retaliatory violence, damage the school's reputation, and create or exacerbate tensions in the wider community.

The Mount Greylock Schools will comply with all applicable federal and state laws governing hate crimes. Massachusetts law defines hate crimes as "any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, a threatened, attempted, or completed overt act motivated at least in part by racial, religious, ethnic, handicap, gender, gender identity, or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seeks to interfere with or disrupt a person's exercise of constitutional rights through harassment or intimidation." M.G.L. c.22C, sec. 32; M.G.L. c.22C, sec. 33; M.G.L.c. 12, sec. 11H, 11I.

In addition, federal regulations prohibit the intentional use of force or threat of force against a person because of race, religion, ethnicity, handicap, gender or sexual orientation for the purpose of interfering with a student's enrollment or attendance in any public school or college. 18 U.S.C. sec.245. Both federal and state statutes and regulations contain serious criminal penalties for persons convicted of hate crimes and the resulting civil rights violations.

This policy applies to hate crimes, bias incidents, civil rights violations, and bias-related harassment, which occurs in school buildings or on school grounds, or during the course of any and all school, sponsored activities, including those which take place outside of school, or in any situation where there is a detrimental effect on the school or the educational climate.

DEFINITIONS

A hate crime occurs when a student or group of students is targeted for physical assault, threat of bodily harm, intimidation, verbal abuse, and/or damage to personal property because he or she is a member of a different race, religion, ethnic background, gender, or has a handicapping condition or different sexual orientation.

Bias incidents are less serious acts that are also motivated by race, religion, ethnic background, gender, handicap(s), or sexual orientation issues.

EXAMPLES

Examples of hate crimes and bias incidents include, but are not limited to, the following:

Hate crimes

Together with name-calling of a bigoted nature a student who has committed a hate crime may also be subject criminal prosecution for that crime.

Bias incidents

- Insults, jokes, mimicking, and name calling based upon a student's race, religion, ethnicity, handicapping condition, or sexual orientation
- Use of racial, ethnic, religious, sexual, or anti-gay slurs
- Negative comments on a student's manner of speaking or racial customs, surname, religious, traditions
- Unwelcome verbal, written, or physical conduct directed at a student because of their race or skin color, such as nicknames which emphasize stereotypes, racial slurs, comments on manner of speaking, and negative references regarding racial customs
- Conduct directed at the characteristics of a student's national origin, such as negative comments regarding surnames, manner of speaking, customs, language
- Conduct directed at the characteristics of a student's sexual orientations, whether actual, perceived, or asserted – such as negative name-calling and imitating mannerisms
- Conduct directed at the characteristics of a student's disabling condition, such imitating their manner of speech or movement, or interfering with that student's necessary equipment
- Unwelcome verbal, written or physical conduct, directed at the characteristics of a student's religion, such as derogatory comments regarding surnames, religious traditions, religious jewelry or clothing

When a student has been subject to behaviors such as those described above, and is reasonably fearful of his or her own safety, a hostile environment has been created for that student. It may be created by a series of minor incidents, or by one serious incident. The existence of a hostile environment is a violation of the student's civil rights, as it prohibits him or her from obtaining an education.

A hate crime or bias incident will be deemed to have occurred even where the harasser is mistaken about the victim's race, ethnicity, or other targeted characteristics. In addition, targeting students simply because they associate with another student or students who are members of a particular racial, ethnic, religious, or other targeted group may also be the basis of a hate crime or bias incident.

REPORTING:

The designated Civil Rights Administrator for the Mount Greylock Schools is:

Mary MacDonald, Principal
1781 Cold Spring Road
Williamstown, MA 01267
(413) 458-9582 ext. 102

Students, staff, or any interested third party may report incidents. Students should report any incidents to an adult with whom they feel most comfortable – a teacher, guidance counselor, or other staff member. Staff

members would report incidents to the Building Principal or the school district's Civil Rights Administrator for investigation and handling. Confidentiality will be maintained to the extent possible, but it should be understood that where a serious crime is involved, the police, and other governmental agencies such as the Office of the Attorney General, will be alerted. When a student has complained of a bias incident but does not wish to file a written complaint, school officials or the designated administrator will conduct an informal inquiry into the circumstances of the incident, and will keep a written record of the inquiry, in the event that further incidents involving the complaining student and the alleged harasser take place.

INVESTIGATION

Upon receiving notice that a hate crime or bias incident is alleged to have taken place, the Building Principal and/or his/her designee will immediately take steps to ensure that the victim or victims are safe and secure, and will notify the Civil Rights Administrator of the allegation. All victims and witnesses will be interviewed within five (5) days following the incident, followed by interviews with any other individuals who may have knowledge pertaining to the incident and the persons involved in it. Physical evidence, if any, will be gathered. The investigator will then make a determination as to whether a hate crime or bias incident has occurred, taking into consideration the definitions contained above, the surrounding circumstances, the relationships of the parties involved, and the context in which the incident(s) took place. In addition, the investigator will determine whether there are, or have been, any related incidents of harassment, and will evaluate the kinds of damage that may have been caused, both to the victim (s) and to the school environment. The investigator will issue his/her report within five (5) days. In the event that the alleged hate crime or bias incident involved the Civil Rights Administrator or Principal, the investigation shall be conducted by the Superintendent of Schools. If the event is alleged to have been committed by the Superintendent of Schools, the investigation shall be conducted by the School Committee.

NOTIFICATION TO/BY PARENTS/LEGAL GUARDIANS

After investigation, if there are reasonable grounds to believe that a hate crime or bias incident has occurred, the Building Principal and/or his/her designee shall notify a student's parent(s)/legal guardian(s) if the student is a victim of, or is accused of, a hate crime or bias incident.

Parent(s)/legal guardian(s) are strongly encouraged to report hate crimes or bias incidents to their child's Building Principal or to the Superintendent of Schools.

INFORMAL RESOLUTION PROCEDURE

It may be possible to resolve a complaint through a voluntary conversation between the complaining student and the alleged harasser, which is facilitated by a school employee or by the designated Civil Rights Administrator. A person of their choice for support and guidance may accompany both the complainant and the alleged harasser. If the complainant and the alleged harasser feel that a resolution has been achieved, the conversation then will remain confidential and no further action will be taken.

The results of the informal resolution will be reported, in writing, to the building Principal and the Superintendent of Schools. If either party feels that the informal conversation process is inadequate, or has not been successful, they may proceed to the formal complaint procedure. Either party may also choose to forego the informal process and proceed directly to the formal complaint procedure.

FORMAL COMPLAINT PROCEDURE

The designated administrator will fill out a harassment complaint form based on a student's written or oral allegations that incidents have taken place. The complaint form will be kept in a secure location, and will describe in detail the facts and circumstances of the incident(s).

If an involved student is under the age of 18, his or her parents or legal guardian will be notified immediately after consultation with the student, unless such notification is determined not to be in the best interests of the student.

An investigation will take place within five (5) school days of the date of the complaint or report. The investigator may determine that immediate steps need to be taken to protect the complaining student, the alleged harasser, and any potential witnesses, and will notify school administrators of such a determination.

The investigation will be completed as soon as possible, but no later than five (5) school days after the date of the complaint, and a written report made to the building Principal and the Superintendent of Schools. The report will contain a determination as to whether the allegations have been substantiated as factual, and whether they constitute a violation of this policy. The investigators will also recommend to the building Principal and the Superintendent what action, if any, is required. The complainant and the alleged harasser will be informed of the results of the investigation, and whether disciplinary action will be taken.

All written reports of investigations will be kept by both the building Principal and the Superintendent of Schools. The Mount Greylock Schools recognizes that both the complainant and the alleged harasser have strong interests in maintaining confidentiality as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations which may be necessary due to the severity of the incident(s), the potential involvement of the police department, the District Attorney's Office, the Office of the Attorney General, and potential involvement of a civil and/or criminal trial.

DISCIPLINARY ACTION

Disciplinary and/or corrective action will be taken as soon as possible following completion of the investigation of an incident of hate crime or a bias-related incident, and recurrences, and the re-establishment of a healthy school environment, especially for the victim(s). Such action will take into account the severity of the incident and the age identity of the victim and harasser, and the effect upon the victim. Disciplinary and/or corrective action may include one or more of the following:

- Participation in an educational program about hate crimes and bias incidents for the perpetrator;
- An apology to the victim(s);
- Mandatory counseling;
- Community service;
- Placement in an alternative educational setting;
- Detention;
- Short-term or long-term suspension; and/or
- Recommendation for expulsion

In addition, perpetrators of hate crimes that rise to the level of criminal activity may be subject to criminal punishment as mandated by state and federal laws pertaining to such crimes. Consistent with the Memorandum of Understanding between the Mt. Greylock Schools and Williamstown Police Department, police will be notified when a probable hate crime has taken place, and in particular will be notified in an emergency situation.

RETALIATION

The Mount Greylock Schools will deal seriously with any and all threats or acts of retaliation against an individual who reports a hate crime or bias incident. School staff will maintain constant contact with victims and persons who report incidents in order to ensure that no threats or acts of retaliation take place. Any person found to have threatened to retaliate and/or actually retaliated would be subject to severe disciplinary action, including potential exclusion from school. Should the retaliation rise to the level of criminal activity, school staff is required to report it to the local law enforcement agency.

In addition to the above described policies directed toward students, it is also helpful for schools to maintain a civility policy directed toward adults. Such a policy contributes to the positive functioning of the school community and encourages adults to set examples of positive behavior for students in their supervision and care.

CIVILITY POLICY

Civility/Conduct of Parents, visitors, and district employees:

It is the intent of the Mount Greylock Schools to promote respect, civility, and orderly conduct among District employees, parents, and the public. It is not the District's intent to deprive any person of his or her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, staff parents, and other members of the community. The District encourages positive communication and discourages volatile, hostile, or aggressive communications or actions.

Expected Level of Behavior

District personnel will treat parents and other members of the public with courtesy and respect. Parents and other visitors will treat teachers, administrators, and other District employees with courtesy and respect.

Unacceptable and Disruptive Behavior

Using loud or offensive language, swearing, cursing, or displays of temper;
Threatening to do physical harm to a teacher, school administrator, school employee, or student;
Abusive, threatening, or obscene letters, e-mail, or voicemail messages;
Any other behavior that disrupts the orderly operation of a school, classroom, and or administrative functions.

Parent Recourse

Any parent who believes he or she has been subjected to unacceptable or disruptive behavior on the part of any

staff member should bring such behavior to the attention of the staff member's immediate supervisor, appropriate administrator, and/or the Superintendent of Schools.

Authority of School Personnel

Any individual who acts in the following manner may be directed to leave school premises by a school principal or Interim Assistant Principal, or their designee, any school administrator, including the Superintendent of Schools, and school security personnel. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement personnel take such action as is deemed necessary:

- Disrupts or threatens to disrupt school or school districts operations;
- Threatens or attempts to do or does physical harm to District personnel, students or others lawfully on school or School Committee premises;
- Threatens the health or safety of students, District personnel or others lawfully on school or School Committee premises;
- Uses loud or offensive language; or
- Comes onto school premises without authorization.

Should an individual persist in violating the terms of this policy, the District may limit or restrict the methods of communication, which may be used by said individual. Such restrictions shall not apply in the event of actual emergencies or regulatory functions such as TEAM meetings or disciplinary hearings.

In the event that there is a serious threat of harm to student(s) or school personnel, the District may issue an Order of No Trespass prohibiting the individual making said threat from entering on District property.

Authority to Deal with Persons who are Verbally Abusive

- If any member of the public uses obscenities or speaks in a loud, demanding, insulting, and/or demeaning manner, the employee to whom the remarks are addressed shall calmly and politely warn the speaker to communicate civilly.
- If the verbal abuse continues, the employee may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation.
- If the meeting or conference is on school premises, any employee may request that an administrator or other authorized person direct the speaker to promptly leave the premises.
- If the person refuses to leave, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement personnel take such action as is deemed necessary. If the employee is threatened with personal harm, he or she may contact law enforcement.

Hazing Policy

In accordance with the Massachusetts General Laws Chapter 269, Sections 17-19:

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term hazing is used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Whoever knows that another person is the victim of hazing as defined in Section seventeen and is at the scene of such crime, shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime, shall be punished by a fine of not more than \$1000.

Each institution of secondary education shall issue to every student group, team, or student organization a copy of this section and sections 17 and 18.

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

In accordance with these provisions, the following procedure shall apply to the Mount Greylock Regional School District:

- Every applicant for and participant in any co-curricular activity under the school jurisdiction, as well as the chief advisor or head coach of said activity, will be provided a copy of these regulations
- All recipients of this form will sign it indicating their receipt of these regulations. The forms will be forwarded to the Main Office for use in preparing the annual report with the Regents of Higher Education and the Board of Education
- It will be the responsibility of the Principal to report any and all cases of violations to an appropriate law enforcement official.
- Violations of these provisions will be considered serious infractions punishable in accordance with the School District's Code of Conduct

Harassment/Discrimination

The Mount Greylock Regional School is committed to maintaining a work and educational environment free from all forms of harassing conduct. We expect all students to conduct themselves in an appropriate manner with respect, dignity, courtesy, and fair treatment for all individuals in the school community. Each member of the school community has a responsibility to ensure that harassment does not occur.

Harassment on the basis of race, national origin, age, sex, sexual orientation or disability is illegal and will not be tolerated. Any student who believes that he or she has been subjected to harassment should feel free to discuss the matter with a trusted adult (teacher, counselor, nurse, principal, or other adult). All reports of harassment

will be investigated promptly and in as impartial and confidential a manner as possible to ensure prompt and appropriate action.

Sexual Harassment Policy

All persons associated with Mount Greylock Regional School District, including but not limited to the School Committee, the administration, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Conduct that constitutes sexual harassment will not be tolerated. Furthermore, the actions of such a person constitute a crime punishable under law.

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development
- Submission to or rejection of such conduct by an individual is used as a basis for employment or educational decisions affecting such individual
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment

When any member of the school community feels that he or she has been the object of sexual harassment, the alleged victim, whenever feasible, is encouraged to make clear to the alleged harasser that his/her conduct is offensive and unwelcome. If this fails to end the offensive conduct, or the alleged victim is unable or unwilling to approach the alleged harasser, then he or she will promptly report the offensive conduct to a faculty member, their guidance counselor, the Adjustment Counselor/School Psychologist, the Principal, or the nurse. The individual who receives the complaint as aforesaid will attempt to resolve the problem promptly in an informal manner through the following process:

- He or she will confer with the complainant in order to obtain a clear understanding of that party's statement of the facts.
- He or she will then attempt to meet with the person charged with harassment in order to obtain his or her response to the complaint.
- He or she may hold as many meetings with the parties and with other witnesses as is necessary to gather facts. At any point in the investigation, at the wish of any individual, statements may be recorded in writing.
- On the basis of the investigator's perception of the situation, he or she may attempt to resolve the matter informally through conciliation.
- If the complaint is not resolved informally through conciliation, a formal process will be initiated with the Principal.

Any person who threatens, intimidates or retaliates against a complainant or any witness involved in the investigation of the charge of harassment is committing a crime punishable by law. Furthermore, such person shall be subject to such discipline as the Principal may deem appropriate, including expulsion.

Student Reporting Procedure

Students are encouraged to bring their concerns about school issues or incidents to the attention of the

professional staff. Students may contact a teacher, School Psychologist, a member of the Guidance Department, the Interim Assistant Principal, or the Principal.

Non-discrimination Statement

Mount Greylock Regional School District does not discriminate in its education and employment programs on the basis of religion, age, race, color, home status, national origin, limited English proficiency, gender, gender identity, sexual orientation, marital or parental status, and disability. The district complies with Title VI of the Civil Rights Act of 1964, Title IX education amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and M.G.L. c. 76, §5. Inquiries regarding the Title VI, Title IX, 504 and ADA may be made to the people below:

Mary MacDonald Principal – Principal
Section 504/Title IX Coordinator
413-458-9582 x 102

Kimberley Grady – Director of Pupil Personnel Services
ADA Coordinator/Title VI
413-458-9582, ext. 164

Procedures for Student Grievances of Discrimination

This policy addresses how to file complaints regarding alleged discrimination based on race, color, national origin, gender, gender identity, religion, age, sexual orientation, and disability.

The Mount Greylock Regional School has adopted procedures to assist any person who believes that she/he has been discriminated against for a prohibited reason, and to rectify any instances of such discrimination. Any student, or any parent or guardian, who believes that she/he has been discriminated against for any reason stated above should make her/his complaint, either formally or informally, to the Principal or to the district's designated coordinator for compliance with the requirements of Title VI, Title VII, Title IX, Section 504, ADA, IDEA, M.G.L. c. 76, §5, and M.G.L. 151B. Any person who believes that she/he has been discriminated against for any reason stated above in a matter of hiring or employment, or in having access to school facilities or activities, should make her/his complaint, either formally or informally, to the district's designated coordinator for compliance with the requirements of Title VI, Title VII, Title IX, Section 504, ADA, and IDEA, M.G.L. c. 76, §5, and M.G.L. 151B.

The Mount Greylock Regional School's designated coordinator for all such matters is: Mary MacDonald, Principal, Mount Greylock Regional School, 413-458-9582 Ext. 102.

SEXUAL HARASSMENT

GENERAL STATEMENT

All persons have the right to be free from sexual harassment; therefore, sexual harassment in any form is strictly forbidden in school, on school grounds, or at school related activities. Management representatives and school employees are charged with the responsibility of discouraging, and reporting, sexually harassing behaviors within or outside of their areas of supervision, on school premises or school activities. All individuals associated with the school, including but not limited to the School Committee, administration, the staff, students, vendors and members of the public while on campus or school events are required to conduct themselves at all times as

to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community or while on school property or school events will be in violation of this policy.

DEFINITION

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when 1) submission to that conduct or communication is made a condition of obtaining services; 2) used as a factor in decisions affecting one's education; or 3) that conduct or communication has the purpose or effect of substantially interfering with an individual's education, or creating an intimidating, hostile, humiliating, or sexually offensive educational environment.

Sexual harassment is not, by definition, limited to prohibited conduct by a male toward a female. A male, as well as a female, may be the victim of sexual harassment, and a female, as well as a male, may be the harasser. Further, the victim does not have to be of the opposite sex from the harasser. The victim does not have to be the person whom the unwelcome sexual conduct is directed. Finally, any adult may be the victim of sexual harassment by a student. Sexual conduct between staff and a student is prohibited, and must be reported immediately so that appropriate action may be taken.

EXAMPLES

Sexual harassment whether committed by management, staff, or students is prohibited and may include, but is not limited to:

1. Assault, inappropriate touching, intentionally impeding movement, comments, gestures, or written communications of a suggestive or derogatory nature.
2. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment)
3. Implying or actually withholding grades earned or deserved, suggesting that a poor performance evaluation will be prepared, or suggesting that a scholarship recommendation or college application will be denied.
4. Coercive sexual behavior used to control, influence or affect the educational opportunities, grades and/or the learning environment of a student.
5. Offering or granting favors or educational benefits, such as grades or recommendations, in exchange for sexual favors.
6. Unwelcome sexual flirtations, advances or propositions;
7. Sexually explicit language or gestures;
8. Touching that an individual interprets as sexual in nature;
9. Any unwelcome physical contact;
10. The presence of sexually provocative photographs, pictures or other material, and the telling of sexual stories or jokes.
11. Verbal or non-verbal behavior about an individual's body that is interpreted as sexual in nature.
12. Leering (that is, prolonged staring) at a person's body

REPORTING

Any student who believes he/she is a victim of sexual harassment should talk to his/her building Principal or another adult in a position of authority in the school as soon as possible. Students should avoid trying to solve the problem of sexual harassment alone.

All persons including all school personnel, shall promptly report knowledge of actual or reasonably suspected sexual harassment to the building Principal or his/her designee.

INVESTIGATION

All complaints, or reports of sexual harassment shall be thoroughly investigated by the building Principal or his/her designee, including notifying the person who has been accused of harassment and permitting a response to said allegation(s). The School's Title IX coordinator, if someone other than the Principal, will be contacted immediately to assist in all sexual harassment investigations.

The investigation shall consist of personal interviews with the complainant, the individual(s) against who the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods deemed pertinent.

In addition, the building Principal or his/her designee may take immediate steps, at his/her discretion, to protect the complainant, students and employees pending completion of the investigation of alleged sexual harassment.

DISCIPLINARY ACTION

If there are reasonable grounds to believe that sexual harassment has occurred, the person accused of sexual harassment will have a confidential disciplinary hearing before the building Principal or his/her designee.

If the building Principal or his/her designee, after the above hearing, determines that sexual harassment has actually taken place, disciplinary and corrective action will occur to prevent any further incidents. The range of discipline and corrective action may include one or more of the following: An education component; apology to the victim; mandatory counseling; detention; short-term suspension; long-term suspension; or recommendation of expulsion. Appropriate disciplinary action, up to and including dismissal, will be taken in any instance where an employee violates this policy. Sexual harassment by a student will result in disciplinary action up to and including expulsion. Sexual harassment by others will result in their being excluded from School premises, or if it is required that they enter the premises they will be accompanied by the School District representative at all times.

If either the victim or person accused of sexual harassment is aggrieved by the finding(s) or action taken by the building Principal or his/her designee, he/she may appeal said action to the Superintendent within ten (10) days.

The Superintendent shall conduct a hearing and shall indicate his/her disposition of the appeal within five (5) days of such appeal, and shall furnish a copy thereof to the aggrieved party and the Mount Greylock School Committee.

If the alleged sexual harassment involves the Principal of the School, the Complaint will be filed directly with the Superintendent of Schools. If the alleged sexual harassment involves the Superintendent of Schools the Complaint will be filed directly with the Chair of the School Committee.

REPRISAL

Reprisal, threats, or intimidation of the victim or a person who provides information regarding a claim of sexual harassment will be treated as a most serious offense, which may result in a recommendation of permanent separation from the school community through expulsion from school.

NOTIFICATION TO/BY PARENT (S) LEGAL GUARDIAN(S)

After investigation, if there are reasonable grounds to believe that sexual harassment has occurred, the building Principal or his/her designee shall notify a student's parent(s)/legal guardian(s) if the student is the victim of, or is accused of, sexual harassment.

Parent(s)/legal guardian(s) are strongly encouraged to report incidents of sexual harassment to their son's/daughter's building Principal or to the Superintendent of Schools.

FRIVOLOUS COMPLAINTS

When a complaint of sexual harassment is unfounded, frivolous, or maliciously fabricated, the complainant shall be subject to a range of disciplinary and corrective actions consistent with the Code of Conduct.

REPORT TO POLICE

If the sexual harassment is criminal in nature, the offense will be reported to the Police Department. If the sexual harassment requires the intervention of the State Social Service or protective agencies, the proper authorities will be contacted.

Mount Greylock Regional School District

SEXUAL HARASSMENT/DISCRIMINATION COMPLAINT FORM

Name of Complainant: _____

Position of Complainant: _____

Date of Complaint: _____

Name of alleged harasser: _____

Date and Place of Incident or Incidents (Description of Misconduct): _____

Name of Witnesses: _____

Evidence of Harassment, i.e., letters, photos: _____

Any other information: _____

I agree that all information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

TRANSPORTATION

According to District policy, the School Committee will provide transportation to and from school for students who live beyond one and one-half miles from school. Transportation services are provided to students with the understanding that students must follow all regulations set forth which control their boarding, leaving, seating, behavior, and safety. A student must be excluded, temporarily or permanently, for disobeying one of these regulations.

BUS CONDUCT

The school district and the administration have authority to require appropriate behavior on school buses. Continued disorderly conduct or persistent refusal to obey the driver shall be sufficient reason for a student to be denied the privilege of school bus transportation.

- Students who display any of the following-types of behavior may, at the discretion of the appropriate administrator, have their bus riding privileges suspended and/or be suspended from school
- Smoking or chewing tobacco, possession of tobacco
- Possession or use of drugs, alcohol, or other illegal substances
- Being in possession of a firearm, knife, explosive or other dangerous object
- Causing injury to another person
- Fighting
- Pushing, shoving, "horseplay," or any other activity that is distracting to the bus driver
- Damaging property
- Swearing, using foul or inappropriate language
- Refusing to follow reasonable instructions given by the bus driver to ensure safe transport of students
- Harassing other students at the bus stop or while on the bus

Depending on the seriousness of the infractions, the following actions will be taken:

- First offense: a written warning to parents and detention or suspension
- Second offense: up to a two-week denial of transportation
- Third offense: up to one-month denial of transportation
- Fourth offense: denial of transportation for remainder of school year

The bus driver or bus company will report infractions to an administrator on the day of the occurrence, if possible, in sufficient detail for the administrator to be able to verify what occurred.

Denial of transportation will mean denial of the privilege of riding on all school buses, including but not limited to buses transporting students to athletic events or other co-curricular activities, late buses or buses following other bus routes. Parents are responsible for restitution, as defined by statute, for damage to the school bus or other property as a result of their child's actions.

SCHOOL BUS VIDEOTAPING

The School District believes that videotaping student passengers on the school bus will encourage appropriate behavior and, as a result, promote safety. The School District therefore authorizes the administration to

video tape student behavior on buses, and it establishes the following policy for the use of video cameras on school buses:

- All students will receive training in proper school bus riding practices. They will also receive a copy of the Student Handbook, which contains the Code of Conduct;
- All students will be notified that they are subject to being videotaped on the school bus at any time;
- Appropriate school district personnel will view videotapes whenever they have concerns regarding the safety or behavior of students on the bus;
- A videotape of the actions of student passengers may be used by the School District as evidence in any disciplinary action brought against any student arising out of the student's conduct on the bus.

TOBACCO POLICY

The use of tobacco products (see Code of Conduct and Progressive Discipline Matrix regarding e-cigarettes, vape pens, all similar devices, pieces of their components, and paraphernalia) within the school buildings, school facilities, on school grounds, or school buses is prohibited according to Massachusetts General Laws chapter 71; section 37H, Acts of 1993.

This prohibition includes students, staff, and visitors. It will be in effect in all school buildings, grounds, bus operations, all school vehicles, and private vehicles on school grounds. This policy will also pertain to all school-sponsored activities that occur either on or off school property.

Tobacco violations will result in the following consequences:

- First offense: Administrative detention
- Second offense: Administrative detention and enrollment in Tobacco Education Classes. Failure to attend classes will result in out-of-school suspension, the number of days to be determined by the Principal
- Third offense: One day of out-of-school suspension
- Fourth offense and subsequent offenses: Three days of out-of-school suspension

Students participating in athletics should see MIAA rules regarding tobacco.

The Mount Greylock Regional School District strives to maintain a safe and secure environment for its students, staff, visitors, and facilities.

In pursuit of this objective, the school uses electronic surveillance cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations deemed appropriate by the Superintendent of Schools in consultation with school officials and local law enforcement agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

MGRHS shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time.

Students or staff identified on security cameras who are in violation of MGRHS policies will be subject to disciplinary action. Violations of the law will be referred to law enforcement agencies and the recorded video evidence will be provided to law enforcement agencies.

MGRHS shall ensure that proper procedures are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the MGRHS. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations.

Access to video recordings from security camera shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement officials shall be granted access to video recordings after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance and procedures that are consistent with the current laws and this procedure.

The determination of the location of surveillance devices shall be made by the Superintendent of Schools or designee.

SPECIFIC VIOLATIONS OF THE LAW

Weapons and Drugs

Any student who is found on school premises or at school-sponsored or school-related events, including athletic contests, in possession of a dangerous weapon, including but not limited to, a gun or knife; or a controlled substance as defined in Massachusetts General Laws Chapter 95C, including, but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or School District by the Principal.

For the purposes of this handbook, the term drug includes a controlled drug, a look-alike drug, prescription medicines, diet pills, over the counter drugs, steroids, volatile substances, and alcoholic beverages. Any student who uses, possesses, distributes, sells, or otherwise furnishes alcoholic beverages, drugs, or drug paraphernalia in any of the following circumstances: while on school property, on a school-provided transportation vehicle, at a designated school transportation stop, at a school-sponsored activity which is not on school property, or any activity under the jurisdiction of the school department, shall be referred to the appropriate school administrator for disciplinary action. Such an offense can range from short-term suspension to expulsion. Violations may also constitute a criminal act. All cases where drugs or suspected materials are seized will be reported to law enforcement authorities.

Weapon reports will be filed with the superintendent of the school, who will file copies of the weapons report with the local chief of police, the Department of Social Services, the Office of the Director of Pupil Personnel Services, and the School Committee. The Superintendent, police chief, and representative from the Department of Social Services, together with the Director of Pupil Personnel Services, will arrange an assessment of the student involved in the weapon report. The student will be referred to a counseling program. Upon completion

of a counseling session, a follow-up assessment will be made of the student by those involved in the initial assessment.

Lighters or Matches

Unauthorized use or possession of these items while on school property or while attending a school function is prohibited.

Explosives, Incendiary Devices, Arson

Making a bomb threat by any means, including, but not limited to, verbally, electronically, or in writing is prohibited. Use or possession of a bomb, or any other explosive or incendiary device to set a fire, including an object that appears to be a bomb or explosive device, is prohibited. These offenses are judged particularly severely, and a long-term suspension/expulsion and referral to law enforcement agencies will be recommended.

In all cases of alleged possession of weapons or drugs the administration will contact the Williamstown Police Department.

Specific Violations of the Law: Assault

Fighting

Assault/assault and battery by fighting or by means of a weapon on school premises, at school-sponsored or school-related events, including field trips, athletic games, and traveling to and from school are prohibited. [M.G.L. c. 265, §15A & §15B]

Sexually Inappropriate Behavior

Sexual conduct whether consensual or coerced between students is prohibited. Exhibitionism, lewd, wanton, or lascivious behavior, disorderly conduct and distracting and inappropriate sexual contact between students or coercing another to do something sexual are prohibited. Students should report any incidents of inappropriate sexual behavior or of sexual harassment to the Principal or designee who will conduct an immediate investigation. Depending on its severity, such an offense may result in long-term suspension/expulsion. Some forms of sexual harassment may be crimes requiring referral to law enforcement agencies. [M.G.L. c. 272, §16 and §53]

Assault of Staff Member

Assault or assault and battery upon a principal, teacher, paraprofessional or other school staff member or visitor on school premises, at school-sponsored or school-related events, including field trips and athletic games, and going to and from school are prohibited. [M.G.L. c. 265, §13A and §13D, M.G.L. c. 71 §37H] Such an offense may result in long-term suspension and may also constitute a crime requiring referral to law enforcement agencies. In all cases of alleged assault of administrative or educational staff, the administration will contact the Williamstown Police Department.

Felony in the Community

Pursuant to M.G.L., c. 71, §37H 1/2, a student charged with a felony or who is the subject of a felony delinquency complaint may be suspended, or a student convicted, adjudicated, or admitting guilt with respect to

a felony or felony delinquency may be expelled, provided that the Principal, after a hearing, concludes that the student's continued presence poses a substantial detrimental effect on the general welfare of the school.

Suspension or Expulsion under M.G.L. c. 71, §37H 1/2

State law permits Principals to suspend students charged with a felony or a felony delinquency, or to expel students convicted of or admitting guilt to a felony or a felony delinquency if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

As required by law, a student whom a Principal has determined should be expelled has rights of notice, hearing, and appeals to the Superintendent of the school.

Any student who is charged with one of the above violations shall be notified in writing of an opportunity for a hearing. After the hearing the principal may decide to suspend rather than expel a student. The principal will state in writing to the School Committee reasons for choosing suspension instead of expulsion as the most appropriate remedy. In this statement the Principal will represent that in his or her opinion, the continued presence of this student in the school will not pose a threat to the safety, security, and welfare of other students and staff in the school.

SEARCH AND SEIZURE BY SCHOOL OFFICIALS

Searches to Student's Person

In all circumstances of search and seizure in the school, the interests of the student will be abridged no more than is necessary to achieve the legitimate end of preserving order in the school. A student search and resulting seizure will be carried out if (a) there are reasonable grounds for suspecting that the student has violated or is violating either the law or the rules of the school, and (b) the search itself is conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and nature of the infraction. When possible, the search should be conducted under the direction of the Principal or designated administrator with at least one other adult witness, all of the same sex as the alleged offender. Whenever possible, reasonable efforts must be made to inform the student's parents/guardian prior to taking such action. The search should be conducted as discreetly as possible making sure to avoid intrusive searches or random searches. If the search and seizure so warrants, it will be brought to the attention of the appropriate law enforcement authorities and the student's parents will be so informed.

Administrators may search students and their property, including vehicles, if they have reasonable grounds to believe that the search will turn up evidence that the student has violated or is violating the law. Any student refusing to cooperate with school officials when a search is requested will be suspended for a minimum of five days.

Searches of Lockers, Desks, Computers

Students may be issued lockers, desks, and computers, etc., at the opening of school or thereafter. Students should have no expectation of privacy in their school lockers, desks, computers, etc. Lockers, desks, and computers are for the use of students, but remain the property of the Mount Greylock Regional School District. Students are advised that their lockers, desks, and computers, etc., may be inspected without notice by school administrators to ensure cleanliness, safety, and adherence to federal, state, and local laws and regulations.

Canine Inspections of Schools

At the discretion of the Principal, the Williamstown Police or State Police Canine Unit may be requested to perform an inspection of the school, school property, and vehicles parked in the school parking lot.

Cooperation with Law Enforcement

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

Agreement with Williamstown Police Department

The Mount Greylock Regional School has an agreement with the Williamstown Police Department to report all cases of actual possession, use, sale, and distribution of alcohol or a controlled substance in school, upon school property, or at school-sponsored events for appropriate action, after the notification of parents.

Mandated Reporter Status of School Employees [M.G.L. c. 119 §51A]

If school staff suspects that a student is abused or neglected, they are required by law (Chapter 51A) to file a report. Reports should be made to the Principal or Interim Assistant Principal, who will then contact the Massachusetts Department of Children and Families. All reports are strictly confidential. The DCF maintains a 24-hour hotline for reporting staff or parental concerns: 1-800-292-5022.

Corporal Punishment

Under state law, school staff may not punish a student by hitting, pushing, or any use of physical force. School staff may use *reasonable* physical force to restrain a student *only* if (1) non-physical intervention would be ineffective or has been ineffective and/or (2) they believe the student's actions may result in physical injury to the student or other people. Any school employee who uses unreasonable force may be subject to discipline.

Restraint of Students and Staff Restraint Training

The Commonwealth of Massachusetts Department of Education has specific regulations concerning the use of physical restraint of students in public schools. These regulations apply to all students whether in regular education or special education. Pursuant to the regulations, Mount Greylock Regional School personnel will use physical restraint with two goals in mind, and only after other less intrusive methods have been attempted or considered:

- to protect a student or member of the school community from imminent, serious physical harm; and
- to prevent or minimize any harm to the student when a restraint is deemed necessary.

In accordance with state and federal law, nothing in the regulations precludes school personnel from implementing physical restraint contained in an agreed-upon Behavior Intervention Plan. A Behavior Intervention Plan is the result of a Functional Behavior Assessment and may be found in an Individual Educational Program (IEP), Section 504/Accommodation Plan, or on its own. A Behavioral Intervention Plan requires informed written consent by the student's parent/legal guardian.

All Mount Greylock Regional School personnel will receive appropriate training regarding this policy at the start of the school year. Additionally the Principal will identify one or more staff members as a school-wide resource in the use of physical restraint on students. Except as set forth below, only school personnel who have received training pursuant to 603 CMR 40.00 will administer physical restraint on students.

It should also be noted that nothing in the regulations precludes a teacher or other staff members from using reasonable force to protect students, themselves, or other persons from assault or imminent, serious physical harm.

(See Appendix K – *Physical Restraint Procedures*)

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Mount Greylock Regional School receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Mount Greylock Regional School to amend their child's education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an

administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to provide to disclose personally identifiable information (PII) from the student's education records without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student-

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(J) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State

Educational Agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))

- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Mount Greylock Regional School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW
Washington, DC 20202

Protection Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding public schools' conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

CONSENT before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the US Department of Education (ED)

- Political affiliation or beliefs of the student or student's parents
- Mental or psychological problems of the student or student's family
- Sex behavior or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, other than as required by law to determine program eligibility

RECEIVE NOTICE AND AN OPPORTUNITY TO OPT A STUDENT OUT OF

- Any other protected information regardless of funding
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings permitted or required under state law
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

INSPECT, upon request and before administration of use

- Protected information surveys of students
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes

- Instructional material used as part of the educational curriculum

Mount Greylock Regional School District does not collect from students' information for marketing purposes, but it does periodically conduct student surveys for educational purposes and it does administer physical exams.

Mount Greylock will notify parents and eligible students annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating:

- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

Rights and Responsibilities of Students with Special Needs

Federal law guarantees every student the right to a free and appropriate public education regardless of handicap or disability. State and federal law will determine school policy and procedures in detailing the rights and responsibilities of students with special needs. In order to assure compliance with the intent of the state statute, the Department of Education will require that school districts comply with the following procedures:

- The Code of Conduct must be on file with the Department of Education. The Code must contain the specific procedures noted herein for the suspension of a student with special needs.
- The School Committee will ensure that there is an appropriate procedure to notify the Director of Pupil Personnel Services or designee of the suspendable offenses of a student with special needs so that the required procedures under this policy can be consistently implemented.
- The school officials will keep records of the number of suspensions of a student with special needs.
 1. The Individualized Education Plan (I.E.P.) for every student with special needs will indicate whether the student can be expected to meet the regular discipline code or if a modification is required. If a modified discipline code is required, it will be written in the I.E.P.
 2. When it is known that the suspension(s) of a student with special needs will accumulate to ten (10) days in a school year, a review of the I.E.P. as provided in Section 333 of the Chapter 766 Regulations, will be held to determine the appropriateness of the student's placement or program.

If the Special Education Team concludes that the student's misconduct is related to the student's handicapping conditions, the result of an inappropriate special education placement, or is the result of an I.E.P. that is not fully implemented, then the I.E.P. will be modified to reflect a new program designed to better meet the student's needs. Following parental approval, the student will be placed immediately in a new program.

Rights under Section 504

A student with a disability recognized under the Federal statute known as Section 504 (29 USC §794 [a]) is entitled to accommodation of that disability to the extent that it interferes with the student's ability to participate in or benefit from any educational or other program at Mount Greylock Regional School. Section 504 also prohibits discrimination against any student based on such a disability. A student whose disability is recognized under special education law, known as the Individuals with Disabilities Education Act (IDEA: see USC §1401 [3]) is entitled to educational programs and assignments that are designed to develop his/her educational potential (M.G.L. c. 71B §1). Section 504 accommodation plans and special education individualized education programs (IEPs) must be developed in accordance with procedures set out in federal and Massachusetts law and regulations. Mary MacDonald, Principal, assures compliance with Section 504 and she can be reached at 413-458-9582, ext. 102.

Rights of Eighteen-Year-Olds

Sign-Out Policy

Although the student assumes the right and responsibility for matters relating to attendance (authorization for absences, tardies, and early dismissals), the approval of the Principal must be given prior to an early dismissal of an eighteen-year-old. All school policies and procedures shall continue to apply to a student who reaches the age of majority.

Age of Majority 603 CMR 23.01

When a student reaches the age of majority (18 years of age by law) and wants to assume responsibility for matters pertaining to school, he/she must see his/her guidance counselor, review the following factors involved, and complete the proper forms:

1. The student has the right of access to and release of school records.
2. A student may receive all school communications if he/she submits proof that he/she is no longer a dependent of a parent for federal tax purposes.
3. Parents of the student retain the right of access and communication on all school matters if the 18-year-old remains a dependent of the parent for federal tax purposes, unless the student expressly removes the right from the parents in writing.

Even if you are eighteen, dismissals will only be granted for an emergency or for those matters that cannot be taken care of after school hours. Every attempt should be made to schedule appointments after school. You will not be dismissed by a telephone call except in an emergency situation. At the dismissal time, you must sign out in the attendance office. In the event there is an approved early dismissal the parents or guardians will be notified between 7:30a.m. and 9:00 a.m. that day, or as soon as possible.

ENGLISH LANGUAGE LEARNERS

For information, please contact the student's guidance counselor if English is not the primary language spoken at home.

DIRECTORY INFORMATION

What May Be Reported About Students

The Mount Greylock Regional School Committee establishes that, in conformity with federal and Massachusetts law governing the privacy of student information, School District administrators or others acting under the authorization of the Superintendent may, without the prior written consent of a student's parent or guardian, release directory information on any student attending the Mount Greylock Regional School. As used herein, "directory information" shall mean personally identifiable information about a student that is generally not considered harmful or an invasion of privacy if released. Directory information shall include the following personally identifiable student information: (1) name, (2) address, (3) telephone listing, if published, (4) photograph, (5) date and place of birth, (6) dates of attendance, (7) grade level, (8) participation in officially recognized activities and sports, (9) weight and height of members of athletic teams, (10) honors and awards received, and (11) the most recent educational agency or institution attended.

Military Recruiters

The Mount Greylock Regional School and its agents will release to military recruiters, upon request, the following directory information on students who are in their third and fourth years of high school: (1) student's name; (2) student's address; and (3) student's telephone number.

Parental Advisement to Withhold Release of Directory Information

A parent or guardian who does not wish directory information on her/his child to be released pursuant to either above, or both, may prevent release of that information by providing an annual written notification to the Superintendent or the Principal of her/his child's school within five (5) days of entering school.

Destruction of Records

Regulations require that certain parts of the student record, such as the temporary record, guidance information, and some testing results be destroyed seven (7) years after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before the temporary record information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of the information before its destruction.

SECTION IX

ACTIVITIES AND GOVERNANCE OPPORTUNITIES FOR PARENTS & COMMUNITY MEMBERS

The Mount Greylock PTO

Every parent/guardian of a MGRS student is already a member of the PTO!

The MGRS PTO is a group of parents working with teachers and staff to achieve the school's mission: *to prepare all students to achieve their full potential as learners in an ever-changing world.* In the 2016-2017 school year, the PTO will focus on support of the Mt Greylock building project as well as communication among the parents, teachers, and administration, including how parents can support the curriculum and communicate with each other. Please come to our meetings, scheduled under the Community group tab on the school website, and see what small part you could take on to make a big difference. We look forward to partnering with you as we work together to make our students' Mount Greylock experience the best it can be! Please contact our President - Valerie Hall - vlphall@yahoo.com in order to join our e-mail list.

School Council

The School Council consists of students, teachers, parents, community members, and administration who are concerned with improving the school. The Council meets monthly (meeting dates listed on website) at 4 p.m. in the school library. Its main tasks each year are to create a School Improvement Plan for the School Committee to approve and to annually revise the Student Handbook. For more information on the School Council, please contact Mary MacDonald, Principal, at 458-9582 x 102.

School Council Membership 2017-2018

Matthew Fisher
Isabelle Leonard
Mary MacDonald
Karen MagnusdottierMcComish
Dawn Schoorlemmer
Tammy Seamon
Lucy Shepard
Diane Whitman

Mt Greylock Regional School District

IMPROVEMENT PLAN

2017-2018

GOAL I: Develop and revise curriculum documents across disciplines to enable vertical and horizontal review of instruction and assessment for rigor, relevance and differentiation.

OBJECTIVE: Understand strengths, shortcomings and accessibility of all courses

| | Activities | Timeline | Responsible Personnel | Measurable Outcomes |
|----|--|---|---|---|
| A. | Create or revise curriculum documents using new format | Ongoing (one full year/two semester courses per year) | Curriculum Leaders, Principal, Faculty | Curriculum documents for courses |
| B. | Develop protocols for review of curriculum across disciplines both vertically and horizontally with attention to instruction and assessment for rigor, relevance and differentiation | October 2017, ongoing | Curriculum Leaders, Team Leaders, Principal, Teachers 21 PD facilitator | Protocols, notes from Department and Grade-Level Meetings |
| C. | Modify curriculum documents in response to department- and grade - level discussions | Ongoing | Faculty | Modified curriculum documents |

GOAL II: Continue to expand the integration of technology to enhance 21st Century teaching and learning.

OBJECTIVE: Incorporate use of technology in all course and establish Computer Science academic course options

| | Activities | Timeline | Responsible Personnel | Measurable Outcomes |
|----|---|-------------------------|--|---|
| A. | Define and identify use of technology across all MS and HS curricula and highlight areas for improvement | September 2017 | Principal, Curriculum Leaders, Director of Academic Technology | Results document posted online; strategies incorporated into curriculum documents |
| B. | Schedule professional development for application of digital technology in instruction and assessment - phase one | September 2017, ongoing | Director of Academic Technology, Curriculum Leaders, Technology Team | Schedule posted online |

| C. | Pilot STEM courses (in-house and/or MOOC's) and provide related professional development | September 2017 | Director of Academic Technology, Principal, Guidance Counselors, designated faculty | Program of Study |
|---|--|-------------------------|---|---|
| D. | Grow use of Tech Maker Space in select STEM curriculum | February 2017 | Director of Academic Technology, Principal, Curriculum Leaders | Program of Study; Co-Curriculum Activities Report |
| GOAL III: Foster academic integrity OLD | | | | |
| OBJECTIVE(S): Expand understanding and practice of academic integrity in a 21st Century learning environment | | | | |
| | Activities | Timeline | Responsible Personnel | Measurable Outcomes |
| A. | Develop a precise document of procedures for implementation of academic integrity practices (anticipated: expanded use of Turn-it-In, <i>Academic Support Acknowledgement</i> coversheet, guest speakers, Directed Study conversations, communication with families) | October 2016 | Faculty, Students, Administration | Handbook amendment; communication to MT. Greylock Community |
| B. | Communicate task force's findings along with school's responses and programs to Mt. Greylock community | May 2017 | Principal | Community newsletter |
| C. | Assess effectiveness of implemented programs | December 2016, May 2017 | Representatives from Faculty, School Council, Student Council, Principal | Report with recommendations for next steps |
| D. | Communicate findings of assessment to Mt. Greylock community | Fall 2017 | Principal | Community newsletter |

and presented to the School Committee in June 2011:

- GOAL I Assess faculty professional development needs and provide professional development opportunities for faculty in 2011-12.

- GOAL II Strengthen curricular goals by evaluating current practices of academic departments.
- GOAL III Develop a progression of activities alongside of the curriculum to help students in grades 9-12 better prepare for college and career.
- GOAL IV Recommend a daily schedule that will support student citizenship and allow for regular, meaningful adult-student interactions.
- GOAL V Maintain small class size to help students reach their full potential.

Friends of the Arts

Friends of the Arts is a coalition of parents, faculty, staff, and the local arts community whose primary purpose is to support the Fall Festival of Shakespeare at Mount Greylock. In addition, Friends of the Arts seeks to support all of the arts at MG and enhance the arts experience for all students. Friends of the Arts provides financial assistance for field trips, enlists volunteer support for musical and dramatic productions, facilitates relationships among the school and local cultural institutions, and sponsors additional arts programming at the school. For more information and to join the group in supporting our artistic and creative kids, contact: Cecilia Hirsch: chirsch@williams.edu

After-Prom Committee

All parents of current seniors and juniors are urged to help with the After-Prom Event, which is a safe, substance-free, all-night celebration for the Senior Class. It's a fun and worthwhile cause, a rite of passage — and the last chance for this particular group of parents to work together on a project for our kids!

There's plenty to do and a variety of tasks for everyone. The different components you can help with include:

- The Auction (the main fundraiser for the After-Prom), which brings huge support from our local communities and requires outreach and fundraising in the business community
- The alcohol awareness event, the annual educational piece
- The After-Prom Event itself, starting at midnight and ending at six a.m., with non-stop activities (from magician to massage therapists) through the night, culminating in the region's most hilarious hypnotist

For more information, please check the After-Prom's website, <http://greylockafterprom.com/>

Strategic Plan Goals and Objectives

In recognition that the world, nation, Commonwealth, and our communities have changed a great deal since the Mount Greylock Regional School was built and occupied in the 1960's, and with a view to the challenges ahead, the Strategic Planning Committee developed the following major goals and objectives as key elements for our future.

1.0 Expedite the renovation or replacement of the school building to meet the needs of the community:

1.1 Create a future student enrollment profile for Mount Greylock Regional School District to establish the basis for planning.

1.2 Create an educational plan, based on the enrollment profile, for the next 10 years of the future.

1.3 Develop building use and educational design criteria information and prepare documents necessary for future state funding.

1.4 Promote open dialogue with the community regarding the process for renovation or replacement of the school building.

2.0 Connect Mount Greylock Regional School District more closely to the communities we serve and the schools that send us their students.

2.1 Develop and begin to execute a communications/marketing plan appropriate to the Mount Greylock community.

2.2 Unify the Mount Greylock Regional School District community.

2.3 Create an atmosphere of shared ownership among the Mount Greylock Regional School District communities.

3.0 Enhance our already strong curriculum to meet the needs of all students.

- 3.1 Encourage, inspire, and actively support all students to pursue challenging academic programs.
- 3.2 Enhance teaching and learning through the use of new technologies.
- 3.3 Establish mechanisms for continuous course development and review.
- 3.4 Explore creative ways to enrich educational opportunities by making use of the community's rich resources through partnering with area schools, colleges, and other institutions.

Mount Greylock Regional School District Building Committee

School Committee

Carrie Greene, MG School Committee Vice-Chair
Alfred Terranova
Sheila Hebert
David J. Langston
Colleen Taylor

MG Staff and Administration

Kimberley Grady, Interim Superintendent

MG Community

Thomas Bartels
Richard Cohen
Paula Consolini, Co-Chair
Robert Ericson
Hugh Daley
Lyndon Moors, Teacher
Yocelyn Delgado (TMS), Business Office
Jesse Wirtes, Facilities Supervisor

School Committee Long-term Financial Planning Sub-Committee

The Long-term Financial Planning Sub-Committee was formed by the School Committee in 2006 and asked to recommend steps to make the school financially sustainable over time. This Sub-Committee made its report to the School Committee in the fall of 2007. To read their report, go to the school website www.mgrhs.org
Contact person: Heather Williams or Sheila Hebert

The SEE Fund

The SEE Fund (Sustaining Educational Excellence) is an endowment fund whose mission is to sustain educational excellence by providing financial support for superior educational initiatives at Mount Greylock. The SEE Fund supports grant proposals that seek to:

- provide students with challenging, engaging curriculum
- enhance the love of learning
- stimulate intellectual and creative endeavors

Proposals to the SEE Fund are accepted in the spring. The SEE Fund Board of Governors reads all applications and decides which proposals to fund. For an application or to view past SEE Fund projects, please visit the SEE Fund website

<http://www.berkshiretaconic.org/bReceivebNonprofitsIndividuals/SearchApplyforGrants/SEEFundSustainingEducationalExcellence.aspx>

SECTION X

APPENDICES

- A – Progressive Discipline Matrix
- B – Travel / Field Study Form and Procedures
- C – Behavior & Safety Contract
- D – Off-Campus College Course Agreement
- E – Dance Guidelines and Procedures
- F – Facility Use Request Form
- G - Parking Permit Registration
- H – Due Process for Suspension
- I – Allergy Procedures and Medical-Condition Responses
- J – Daily Schedule, Early Release and Two Hour Delay
- K—Physical Restraint Procedures
- L—Residency Procedures
- M-Guidelines for Booster Organizations

Appendix A – Progressive Discipline Matrix

| Warning/ Behavior Safety Contract | Detention /Social Probation Parent contact preferred | 1 Day Suspension (In or out of school) Parental contact | 1-2 Day Suspension (In or out of school) Parental contact | 1-5 Day Suspension (Mostly out of school) Parental Meeting | 5 – 10 Day Suspension (Mostly out of school) Parental Meeting |
|--|---|---|---|--|---|
| | Cut Teacher detention (2 admin detentions) | | | Weapon Possession** | Alcohol Use / Drugs**X Refusal of search** |
| 1 st Bus Complaint*** | Cut Class (unauthorized area) | Truancy / Leave School Grounds | Picture or recording staff/ students without permission* | Fighting** | Fighting / Bomb Threat ** X |
| 1 st Bully Complaint** | Bullying (2nd step) ** | | Bullying ** (3rd step) | Bullying (4th step) ** | Bullying (4 th complaint – may be expulsion) X |
| Profanity | Refusal to comply with Dress Code * | Slur / Violence / Threatening Behavior** | Profanity to Staff | Threatening Staff | Direct physical contact with staff |
| Parking without permission** (possible revocation of privilege and towing at owners expense) | Excessive Tardies (4 within 2 weeks) Parking / Driving Violation | Failure to cooperate during an emergency or drill. | | | Possession of Controlled Substance with intent to distribute ** |
| | Disruptive or Disrespectful Behavior | Unsafe Behavior** | | | Weapon Possession** X |
| 1 st Harassment **Complaint | Harassment (2nd step)** 2 nd Bus Complaint *** | Possession or use of vape pen, e-cigarette, or other similar device | Harassment ** (3rd step) | Harassment (4th step)** | |
| | No Pass List Violation | Outside w/o permission | | | False Fire Alarm ** X |
| | Tobacco Infraction 1 st offense | Tobacco Infraction 2 nd offense & informational class) | Tobacco Infraction 3 rd offense (1 day external) | Tobacco Infraction 4 th offense (3 days external) | |
| | Horseplay | Cell Phone Violation* | | | |
| Academic dishonesty or plagiarism** (see policy for detailed steps) | Stealing / Vandalism / Gambling / Insubordination **O | Failure to serve admin detention (parental meeting) | Possession of Tobacco with intent to distribute | Possession of Controlled Substance | |
| * | Further incidents increase in severity per handbook/policy | | | | |
| ** | Minimum may be exceeded due to circumstances/ Police may be notified | | | | |
| *** | Bus complaints will follow progressive discipline and can result in suspension or removal from the bus. | | | | |
| | O Restitution | | | | |
| | X Possible police notification | | | | |

**B-Travel/Field Study Form &
Procedures**

**Mt Greylock Regional School
Field Trip Approval Form**

Check one and follow directions:

- O Out-of-Country: Submit **typed form** to Superintendent at least **six months** before the event. School Nurse, Principal, Superintendent, and School Committee must approve. Superintendent must be provided with any of the following that apply: agenda, registration information, and itinerary materials.
- O Overnight/Out-of-State Day Trip (>200miles OW): Submit **typed form** to Superintendent at least **six weeks** before the event. School Nurse, Principal, Superintendent, and School Committee must approve. Superintendent must be provided with any of the following that apply: agenda, registration information, and itinerary materials.
- O Out-of-State Day Trip (<200miles OW): Submit to Principal at least **three weeks** before the event. School Nurse and Principal must approve. Provide principal with any of the following that apply: agenda, registration information, and itinerary materials.

School: _____

Date/s of Trip: _____

Destination (Indicate name/s of city or cities):

Purpose (Indicate this trip's connection to the curriculum/standards; indicate specific site/s or program/s to be visited):

Students

Total Number of Students: _____

(Indicate students' grade/s and whether trip is associated with a particular class, club, or activity): _____

Supervision

Note number of adult chaperones by position.

Elementary Schools: 1 adult/10 students

Middle/High School: 1 adult/15 students

_____ Building Staff

_____ Non-Building Staff

_____ Volunteers

_____ Parents

Total Number of Chaperones: _____

Provide the names of all adults.

If other non-students are participating, how many? _____

Cost per student: \$ _____

Method of funding: _____

Funding options for students who cannot afford the full cost of the field trip: _____

Field trip organizer/s or coordinator/s: _____

School Nurse Supervision Review:

School Nurse Signature: _____

Date: _____

Confirmation of Student Care: _____

Closest medical facility: _____ Location: _____

Signatures below denote approval.

Principal: _____

Date: _____

Superintendent: _____

Date: _____

School Committee Chair: _____

Date: _____



Mount Greylock Regional School District
1781 Cold Spring Road
Williamstown, MA 01267
(413) 458-9582
FAX (413) 458-9581
www.mgrhs.org

MGRSD REQUEST FOR TRAVEL/FIELD STUDY & TRANSPORTATION

Name of person making request: _____

Day/date of trip: _____

Teacher Checklist:

- ☐ Request submitted to Principal (14 days/6 weeks/6 months prior)
- ☐ Obtain written parental consent for every student participant (form in Principal's office)
- ☐ If a substitute is required, please notify Principal's Assistant (10 days prior)
- ☐ Student list distributed to faculty and staff (10 days prior)
- ☐ Review medical concerns with school nurse (10 days prior)
- ☐ Final list of all students and adults participating in travel/field study submitted to Principal's office prior to departure – includes students staying behind with reason

Pickup point: _____ Departure time: _____

Destination: _____ Departure time: _____

Return drop-off point: _____ Time of arrival: _____

Is wait time required? _____ Yes _____ No

Are any special accommodations required for a student/participant? _____

Number of student participants: _____ Number of adult participants: _____ Number of buses: _____

Teacher's signature: _____ Date submitted: _____

=====
FOR OFFICE USE ONLY

Distribution List: Mary MacDonald, James Leighton, Nancy McMullen, Brenda Rondeau, Tammy Jennings, Ryan Skrocki, Jesse Wirtes, Patsy Worley, Nichole Russell, Lindsey von Holtz



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FIELD/TRAVEL STUDY PERMISSION FORM

- I. MGRSD requires each student to have a field/travel study form signed by parents or guardians before they will be allowed to go on a field trip.
- II. All school rules and the code of conduct apply while on field or travel studies.
- III. Building administration reserves the ability to deny a student's participation based on but not limited to excessive absences, recent suspensions, or unserved detentions.

I hereby give permission for: _____

to participate in a field trip to _____

Town/City: _____

Date: _____ Time: _____ The teacher in charge is: _____

Educational Purpose of Trip: _____

Transportation will be by: _____ Bus Fee: _____

(cut off here and return bottom portion to teacher by: _____)

I hereby give permission for: _____

to participate in a field trip to: _____

Signature: _____ Date: _____ Phone: _____ (Parent or Guardian –
primary contact)

In case of emergency contact:

Name: _____ Relationship: _____ Phone: _____ (Secondary contact)

For medication that is prescribed by a licensed prescriber only and has been delivered to the school nurse by a responsible adult in a pharmacy labeled container, the medication will be administered by the school nurse or her designee. If medication is needed, please sign below.

I give my permission for the school nurse or the teacher in charge to administer _____
(Name of medication/dosage)

The medication is to be administered at _____ on _____
(time) (date)

Signature of Parent/Guardian _____ Date: _____

Appendix C—Behavior & Safety Contract and Communication Agreement

Communication Agreement

Today's Date: _____

I, _____, agree to follow the following steps while at Mount Greylock Regional High School:

1. I will speak respectfully to _____. I will also not engage in verbal or non-verbal forms of harassment such as eye-rolling, unkind gestures, or comments. In addition, any and all communication via text messaging or through social media will be appropriate and not hurtful or degrading.
2. I will not involve my friends or classmates in this situation.
3. I will not speak poorly about or engage in spreading rumors about the above named student(s).
4. If _____ attempts to engage with me, or tries to communicate through text messaging or through social media, in a controversial, negative, or degrading manner, I will not engage. I will go to the main office and inform Mr. Leighton or Mrs. MacDonald as to what is happening so they can handle the situation.

If I have a problem with _____ I will find a teacher, guidance counselor, or administrator to help me.

I will follow these rules every day. If I violate this agreement, I understand that disciplinary action will be taken including suspension.

Student Name _____

Date _____

Mr. Leighton

Mrs. MacDonald

Appendix D – College Course
Off-Campus College Course Agreement
Mount Greylock Regional School District

MGRSD requires each student to have an Off-Campus College Course Agreement form signed by parents or guardians prior to scheduling the college course towards graduation requirements or allowing dismissal.

All school rules and the code of conduct apply while attending and traveling to or from relative campus.

Building administration reserves the ability to deny a student's participation based on but not limited to excessive absences, recent suspensions, or unserved detentions.

Attendance Guidelines:

All students enrolled in off-campus courses will sign in and out of the main office
Students will be all allowed to leave MGRSD prior to the start of their class early:
Berkshire Community College – 30 minutes
Massachusetts College of Liberal Arts – 30 minutes
Williams College – 20 minutes

During weekdays when the college course does not meet, the student will report to the library during the time scheduled for the course. Students must report to the guidance department for permission to leave the library at any time.

Students are responsible for any missed assignments from MGRSD classes based on attendance of off-campus college courses.

I hereby give permission for: _____ to participate in
a college course at (circle one): BCC MCLA Williams Other _____

Course: _____

Dates of Class: _____ Time of Class: _____

Transportation will be by: _____ Driver: _____

Signature: _____ Date: _____ Phone: _____
(Parent of Guardian – primary contact)

In case of emergency contact:

Name: _____ Relationship: _____ Phone: _____
(Secondary contact)

MOUNT GREYLOCK DANCE GUIDELINES AND PROCEDURES

- A. The advisor / staff member managing the dance must seek approval from administration. A building usage form must be completed and turned into the main office at least 16 days prior to the event.
- B. Chaperones
Minimum requirement of chaperones is 6 adults.
- At least two faculty members.
 - One administrator or designee.
 - Advisor or managing staff member must remain until the last student has left.
- C. One police officer must be present throughout the duration of all **High School** dances.
- D. Guest Passes are required for non-Mount Greylock students.
- Guests must be under 21 years of age.
 - One guest per student.
 - The student must register the guest through the main office (see Nancy McMullen for Guest Information Application).
 - No passes will be issued after school hours on Friday or at the door.
 - Administrators reserve the right to revoke or reject issuance.
- E. Facility
- All students must remain in the designated dance area(s).
 - Students who do not remain in this area may be asked to leave.
 - Once a student leaves the dance he/she will not be allowed to return.
- F. Any violations of the Code of Conduct by Mount Greylock students and/or their guests will be addressed as outlined in the Code of Conduct.
- G. There will be no inappropriate (including, but not limited to, slam dancing, dirty dancing, grinding, banging bodies, passing bodies, or flipping). Students dancing in this manner will be asked to stop and subsequent inappropriate dancing will result in removal from the dance.
- A student's hands may not touch a partner on any "personal" part of their body (think of this as parts of the body covered by a bathing suit).
 - Students must dress appropriately.
 - If a chaperone feels that students are being inappropriate, the students will be told to make the necessary changes so that they are appropriate.
- H. Students must abstain from use of tobacco products, alcohol, or controlled substances. A first offense will result in a two-week ban from any dances. A second offense will result in a removal from dances for the remainder of the school year. Any student in this situation may appeal his/her case to the administration for a decision, the result of which will be final.
- I. School administration will have the option to use a breathalyzer or similar device for students at school dances.
- J. DJ's must be approved by the Principal or Assistant Principal prior to any commitment or deposit.

Appendix F-Facility Request Form

Filling out the form:

- All persons employed by the district or outside entities MUST fill out a USE OF FACILITY REQUEST FORM to request the use of the building and/or grounds.
- The form must be submitted to the Main Office (Principal's Assistant) at least 16 days prior to the event.
- Forms are available in the Main office.
- The requester must fill out the form in its entirety. Completion of the form does not guarantee approval of the event or facility use.

Approval Process:

Once the form has been received the Principal's Assistant will review and check the date and time to see if the space is available. If the space is available it will be added to the "Master Calendar" to hold the space as the form makes its way through the approval process.

Prior to forwarding the request onto the department heads for their individual approval, the Principal's Assistant will review any necessary requests with the Principal.

The Custodial Supervisor, Facilities Supervisor, Activities Director and AV/Tech person will check their calendars' and make sure there are no conflicts associated with the request.

Comments / Conditions should be clearly written in the space provided and fees clearly marked if fees apply.

Upon receiving all necessary approvals, the Principal's Assistant will contact the requester via email or by phone to notify them of the approval. At this time the requester may advertise within the school walls or to the outside (general public).

NOTE: All advertisements posted within the school must have administrative approval prior to posting.

NOTE: If the request is denied at any point during the approval process, the Principal's Assistant will notify the request immediately with an explanation, and if possible, work with them to rectify a solution (e.g., change time and/or date).

Appendix F--Facility Use

MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT

- USE OF FACILITY - REQUEST FORM -

- * Completion of this form does not guarantee approval of event or facility use. Please do not advertise/announce your event until approval has been granted.
- * This form must be submitted to the Main Office at least 16 days prior to the event.
- * You will be notified of the status of your request once all Administrators/Supervisors have had the opportunity to approve/deny the request.
- * Please complete ALL information in detail to allow for a quicker response.

Name of Organization: _____

Person Responsible for Activity/Clean Up: _____

Address: _____

Phone Number: _____ Email Address: _____

Event Title: _____

Date(s) of Event: _____

Location(s) Requested: _____ Time: _____

Check all that apply: ☐ Building Usage ☐ Gymnasium ☐ Auditorium ☐ Grounds ☐ Athletic Fields

Special Equipment Needed (please be specific): _____

Purpose of Activity and Description of Program: _____

Will money be collected or merchandise sold? ☐ NO ☐ YES Describe: _____

Signature: _____ Date: _____

****PLEASE ATTACH: Insurance Certificate naming Mount Greylock School as Insured.**

APPROVALS:

Principal's Assistant: _____ Custodial Supervisor: _____

Activities Director: _____ Facilities Supervisor: _____ AV/Tech Director: _____

Comments/Conditions: _____

Custodial Fee:

Time and a Half (\$30/hr) @ _____ hrs.

Double Time (\$40/hr) @ _____ hrs.

Grounds/Aud/Gym/Classroom/Café:

Single Practice/Usage: \$30

Seasonal (8*) Practice/Usage: \$225

Event (3*hrs) w/ Admission: \$225

Event (3*hrs) w/o Admission: \$125

Additional Auditorium Usage Fee:

Single Use w/ Stage Lighting: +\$30

Seasonal Use w/ Stage Lighting: +\$125

Total Fee Charged: \$_____

**Late Forms may receive a late custodial notification fee.*

**A \$50 charge will be incurred if an additional garbage pick-up is necessary for your event.*

email: facilities@mgrhs.org

Phone: (413) 458-9582

Fax: (413) 458-9581

Appendix G—Parking Permit Registration

Mount Greylock Regional School District Parking Permit Registration

Bus transportation to and from school at Mount Greylock Regional School is provided to students. Open to students who are licensed and responsible drivers is the privilege to drive to and from school and park in the designated student parking area. Student parking permits are required to park at Mount Greylock Regional School District during the hours of school (7:00 a.m. to 3:00 p.m.) and may be purchased in the Main Office for a nonrefundable fee of \$25.00 per school year. At the time of purchase all students must provide a **copy of their license, registration, and proof of insurance with registration information**. Students may have to participate in an accident prevention/education component in order to receive/maintain a Mount Greylock parking permit.

Mount Greylock Regional School District's main goal regarding student parking is to provide adequate parking in an atmosphere of safety for every individual. Each driver can help bring this goal to reality by observing the regulations explained below. These expectations will be strictly enforced. Violation of parking/driving guidelines will result in appropriate action being taken by the administration. Any display of recklessness, irresponsibility, or disregard for the safety of an individual at any time may result in the revocation or suspension of a student's parking privilege.

1. To be properly authorized for parking at Mount Greylock Regional School District, a vehicle must display a current parking permit **on the rear window of the driver's side**. A student cannot park on campus during school hours without a parking permit unless given permission by the Principal or Assistant Principal.
2. Students must drive the vehicle they registered with the school. If a vehicle other than your registered vehicle is used, you must report to the Main Office with explanation and vehicle's info/tag#, prior to school start.
3. Student parking permits are not transferable, and doing so may result in suspension and revocation of the parking permit. A revocation of the parking permit will result if someone other than the person who signed for the decal/space is using it.
4. Always follow the rules, regulations and safe driving practices of the state of Massachusetts. Obey all signs erected on campus parking lots and fire lane markings. There is a 15 mph speed limit in MGRHS parking lot and all access drives.
5. Students are to get out of vehicles and enter the school upon arrival in the morning. There is no loitering in the designated student parking area. Students are not permitted to visit their vehicles during the day for any reason.
6. You must be at school and in your first class of the day before the bell. If you are consistently late to school, you will lose the ability to park on campus. Mechanical problems are not valid excuses for tardiness or absence from school.
7. No student is to leave campus without having parent permission AND checking out with the Main Office. The same applies when you arrive late; you are to check in through the Main Office.
8. Students are to leave campus immediately when they get to their cars after school, exiting the designated student parking area **with care** to Route 7. Please exercise extreme caution, patience and tolerance. Concentrate on good driving and safety.
9. In case of accident please report to the Main Office immediately for assistance. Failure to report an accident will result in revocation of privileges. The school is not responsible for vehicles and their contents.

10. A student or his/her parents or guardian shall be liable to the Mount Greylock Regional School Committee, its members, and employees for any loss or damages to any person or property arising from the use of a vehicle by a student under the provisions of this policy.
11. The display of anything inappropriate on or within your vehicle will result in parking privileges being terminated.
12. The rescinding of a student's parking privilege may be used as a disciplinary consequence for inappropriate behavior.
13. Vehicles on campus are subject to search at any time.
14. Not adhering to directions given by school officials can cause parking privileges to be revoked.
15. The School Administration reserves the right to suspend or revoke the parking privilege of students at any time for any reason. Other penalties for violations may include Warning, Detention, and Vehicle towed at owner's expense.
16. The grace period for student to obtain parking permits extends to September 25th.

This signed request form must be presented to the Main Office of Mount Greylock Regional School District to be accepted and issued a permit. Checks of \$25 should be made payable to MGRSD.

Name: _____
(Last) (First) (Middle initial)

Vehicle Make: _____ Model: _____ Color: _____

License Plate #: _____

By accepting the student parking privilege, the student and the parent/guardians of the student agree to indemnify the Mount Greylock Regional School District, its School Committee, agents and employees and hold them harmless for any claims, demands or liability of any kind for property damage and/or personal injury, including loss of life, arising out of the use of a motor vehicle by the student.

By signing this, I have read, understood and will abide by all parking rules and regulations. I will accept the consequence of any rule breaking behavior because I have been warned in writing and have received a copy of this form for my reference.

Student Signature: _____ Date: _____

By signing this, I have read, understood and accept all parking rules, regulations and disciplinary actions that may take place if my student doesn't follow these rules.

Parent Signature: _____ Date: _____

Permit Number: _____
(Assigned by Office Staff)

Appendix H- Due Process for Suspension

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- the disciplinary offense;
- the basis for the charge;
- the potential consequences, including the potential length of the student's suspension;
- the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- the date, time, and location of the hearing;
- the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal Hearing

The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;

- the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- the right to cross-examine witnesses presented by the school district;
- the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

- Set out key facts and conclusions reached by the principal;
- Identify the length and effective date of the suspension, as well as a date of return to school;
- Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

If the student is in grades pre-k through grade 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to

alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension or short-term suspension, as applicable.

IN-SCHOOL SUSPENSION UNDER 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

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, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

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

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Appendix I – Allergy Procedures and Medical-Condition Responses

MT. GREYLOCK REGIONAL SCHOOL/ SCHOOL UNION 71

ALLERGY PROCEDURES and MEDICAL-CONDITION RESPONSES

RESPONSIBILITIES

PARENTS/GUARDIANS

General for all types of allergies

- Notify the school nurse of the child's allergy prior to the opening of school (or as soon as possible after a diagnosis)
- Participate in developing and updating Individual Health Care Plan (IHCP) with the school nurse annually or as needed
- Participate in team meetings to develop a plan accommodating needs in the classroom, cafeteria, after school programs and on the school bus
- Provide written instructions from the licensed medical provider
- Provide the school with up-to-date EpiPen auto-injectors
- Provide the nurse with at least annual updates on the child's allergies
- Provide the school with a way to contact the parent (cell phone, beeper, etc.)
- Provide a medical alert bracelet/necklace for the child
- Be willing to go on the child's field trips if possible and if requested
- Educate the child in the self-management of his/her allergy
- Provide the nurse with up-to-date medical device (i.e. glucose monitor)

Specific to food allergies

- Provide a list of foods and ingredients to avoid
- Be willing to provide safe foods for the child as well as the class for special occasions (i.e. bring in a treat for the entire class so your child can participate)
- Provide a bag of "safe snacks" for your child so there is always something from which the child can choose

SCHOOL ADMINISTRATION

General for all types of allergies

- Identify a core team that includes at least the school nurse, teacher, principal, food service director, Director of Pupil Services, secretary of specific school, bus driver and school counselor to work with the family and student to develop an Allergy Action Plan (AAP)
- Communicate the details of the IHCP with appropriate faculty and staff. Use PowerSchool to note IHCP and any medical alert concerns
- Coordinate annual training and education for faculty and staff with School Nurse as needed regarding:
 - o Food, insect stings, medications, latex
 - o Emergency procedures
 - o Medical devices (i.e. glucose monitor)
 - o Epinephrine auto-injectors (EpiPens)
- Ensure that a nurse (or nurse delegate) is available to every school with students with life-threatening allergies

- Provide emergency communication devices (i.e. two-way radio, intercom, walkie-talkie, cell phone) for school activities
- Include in the school's emergency response plan a written plan outlining emergency procedures for managing life-threatening allergic reactions
- Implement a periodic anaphylaxis drill similar to a fire drill as part of the training course
- Make sure a contingency plan is in place in case of a substitute teacher, nurse or food service personnel
- Create specific areas that will be allergen safe

Specific to food allergies

- Coordinate special training as needed for food service personnel
- Set up policies for the cafeteria at each school regarding food allergic students
- Vending machine will carry a sign stating that the vending machine items may contain nuts or nut by-products
- Require that only allergy-safe snacks be sent in for class occasions

NURSE

General for all types of allergies

- Preferably before entry to school in September or in the spring of the previous year (or in the case of a new diagnosis as soon as possible after diagnosis), the nurse will meet with or communicate with the parent to develop an Individual Health Care Plan (IHCP)
- Arrange follow-up on a semi-annual basis, or as often as necessary, to review effectiveness of the IHCP, make changes if indicated and review with parent and team
- After the plan is developed ask the parent to review the prevention plans, symptoms and emergency procedures with their child
- Post school district's emergency protocol and have available all IHCPs and AAPs in the nurse's office. Post location of epinephrine auto-injectors
- Arrange a time to meet individually or in a team meeting to review the plan with all staff who come in contact with the student with allergies, including principal, teacher, specialists, food service personnel, aides, custodians
- Educate new personnel as needed, especially substitute teachers (organized as part of training protocol)
- Collaborate with the classroom teacher as to where the closest medical facilities will be for each field trip, and provide the care plan and EpiPen for the teacher
- Coordinate with administration to post allergy alerts on PowerSchool

CLASSROOM TEACHER

General for all types of allergies

- Participate in a team meeting to develop an AAP in conjunction with a 504 plan for the student with life-threatening allergies or medical conditions
- Prohibit all food from the classroom during all school activities.
- Require that only allergy-safe snacks be sent in for class occasions
- Ask for parent approval to send a letter to other families to inform them of the school's peanut/nut or other food allergy policy.

Specific to food allergies

- Inform parents of any special occasions/parties in the classroom as a reminder to send appropriate food

A. Snacks/Lunchtime

- Discourage students from sharing or trading snacks. (*All grade levels- PreK-12*)
- Encourage parent/guardian to send in “safe” snacks for their child
- Reinforce hand washing before and after eating

B. Classroom Activities

- Prohibit use of allergen for classroom activities (i.e. arts and crafts, counting, science projects, etc.)
- Use stickers, pencils or other non-food items as rewards instead of food
- Prohibit use of peanut/nut products for cooking in Nutrition classes at the High School

C. Field Trips

- Collaborate with the school nurse when planning the details of a field trip
 - (1) Ensure the EpiPen and glucose monitor and instructions are taken on the field trips
 - (2) Ensure that schools provide a communication device for field trips
 - (3) know where the closest medical facilities are located
 - (4) Invite parents of a student at risk for anaphylaxis to accompany child on the field trip
 - (5) Ensure that child with allergy is with a person trained in use of EpiPen

D. Substitute Teachers, Volunteers, etc.

- Coordinate with School Nurse to ensure that substitute teachers and/or volunteers receive written information that the students with food allergies are in the class, information for peanut-free tables or other special modifications, and the resources available if a student has an allergic reaction.

FOOD SERVICES**General for all types of allergies**

- Attend the team meeting to discuss the IHCP and AAP when scheduled by the school nurse
- Post the student’s AAP in the kitchen of appropriate school with consent of parent(s)/guardian(s)

Specific to food allergies

- Read all food labels and recheck routinely for the presence of food allergens
- Remove all peanut products from food service preparation to the best of one’s ability
- Train all food service staff and their substitutes to read product food labels and recognize food allergens
- Maintain contact information for distributors of food products

General for all types of allergies

- Have at least two people in the eating area trained to administer an EpiPen
- Have an EpiPen readily accessible to lunchroom staff. Store in kitchen
- Take all complaints seriously from any student with a life-threatening allergy
- Be prepared to take emergency action
- Use non-latex gloves when handling food

Specific to food allergies

- Thoroughly clean all peanut-free tables prior to first lunch, using specific bleach solution and/or disinfectant
- Ensure that peanut-safe/tree nut-safe areas or tables are labeled as such

SCHOOL BUS COMPANY

Specific to food allergies

- Enforce policy of “no food to be eaten” on school buses on the daily school runs.

COACHES AND OTHER ON-SITE PERSONS IN CHARGE

OF CONDUCTING SCHOOL SPONSORED AFTER-SCHOOL ACTIVITIES

General for all types of allergies

- Communicate with the school nurse regarding the IHCP of a child with life-threatening allergy
- Keep a copy of the AAP
- Make certain an emergency communication device is present at all sports events and after-school activities
- Ensure that the student is aware that he/she is responsible for having EpiPen with them for all sports events and after-school activities

Fundraisers

These procedures are not intended to encompass school fundraisers. School Administration will direct such groups to post signs warning that food items sold may contain nuts or nut by-products.

NON-SCHOOL SPONSORED ACTIVITIES AND PROGRAMS

Non-school sponsored extra-curricular activities and non-school sponsored after-school programs are not under the control or supervision of the District. The District is not responsible, and assumes no liability for, such non-sponsored activities and programs. Parents/guardians are solely responsible for ensuring that appropriate safety precautions are in place should they decide to have their child with life threatening allergies participate in such non-sponsored extra-curricular or after-school programs.

Appendix J - DAILY SCHEDULE, EARLY RELEASE AND TWO HOUR DELAY

Bell Schedule—2017/18

| Period | Time | M | Tu | W | Th | F |
|---|---------------|-----------|-----------|----------|-----------|----------|
| Period 1 | 7:40 - 8:24 | 1 | 2 | 3 | 4 | 6 |
| Period 2 | 8:28 - 9:12 | 2 | 3 | 4 | 6 | 8 |
| Break | 9:12 - 9:17 | B R E A K | | | | |
| Period 3 | 9:21 - 10:05 | 3 | 4 | 6 | 8 | 9 |
| Period 4 | 10:09 - 10:53 | 4 | 6 | 8 | 9 | 1 |
| Period 5 – Directed Study/Lunch (7-9) | 10:57 - 11:27 | 5 | 5 | 5 | 5 | 5 |
| Period 6 | 11:31 - 12:15 | 6 | 8 | 9 | 1 | 2 |
| Period 7 – Directed Study/Lunch (10-12) | 12:19 - 12:49 | 7 | 7 | 7 | 7 | 7 |
| Period 8 | 12:53 - 1:37 | 8 | 9 | 1 | 2 | 3 |
| Period 9 | 1:41 - 2:25 | 9 | 1 | 2 | 3 | 4 |

| Early Dismissal Day | Time | M | Tu | W | Th | F |
|----------------------------|---------------|----------|-----------|----------|-----------|----------|
| Period 1 | 7:40 - 8:12 | 1 | 2 | 3 | 4 | 6 |
| Period 2 | 8:16 - 8:48 | 2 | 3 | 4 | 6 | 8 |
| Period 3 | 8:52 - 9:24 | 3 | 4 | 6 | 8 | 9 |
| Period 4 | 9:28 - 10:00 | 4 | 6 | 8 | 9 | 1 |
| Period 6 | 10:04 - 10:35 | 6 | 8 | 9 | 1 | 2 |
| Period 8 | 10:39 - 11:10 | 8 | 9 | 1 | 2 | 3 |
| Period 9 | 11:14 - 11:45 | 9 | 1 | 2 | 3 | 4 |

| Two-Hour Delay | Time | M | Tu | W | Th | F |
|---------------------------------------|---------------|----------|-----------|----------|-----------|----------|
| Period 1 | 9:40 – 10:08 | 1 | 2 | 3 | 4 | 6 |
| Period 2 | 10:12 – 10:40 | 2 | 3 | 4 | 6 | 8 |
| Period 3 | 10:44 – 11:12 | 3 | 4 | 6 | 8 | 9 |
| Period 4 | 11:16 – 11:44 | 4 | 6 | 8 | 9 | 1 |
| Period 5 Directed Study/Lunch (7-9) | 11:48 – 12:18 | 5 | 5 | 5 | 5 | 5 |
| Period 6 | 12:22 – 12:49 | 6 | 8 | 9 | 1 | 2 |
| Period 7 Directed Study/Lunch (10-12) | 12:53 – 1:23 | 7 | 7 | 7 | 7 | 7 |
| Period 8 | 1:27 – 1:54 | 8 | 9 | 1 | 2 | 3 |
| Period 9 | 1:58 – 2:25 | 9 | 1 | 2 | 3 | 4 |

Appendix K – PHYSICAL RESTRAINT PROCEDURES

Appendix K – PHYSICAL RESTRAINT PROCEDURES

PHYSICAL RESTRAINT PROCEDURES

Pursuant to 603 CMR 46.03, the District adopts the following written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures shall be annually reviewed and provided to school staff and made available to parents of enrolled students.

School District General Policy

It is the policy of the District to use physical restraint only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

In accordance with this policy, physical restraint shall only be used by employees who have received the necessary training under 603 CMR 46.04(2) or 603 CMR 46.04(3). Employees shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

Alternatives to Physical Restraint

Alternatives to physical restraint that are to be utilized by school staff include engaging in conversations with the student regarding the need to comply with instructions for safety of the student and staff, CPI techniques of de-escalation including providing personal space, observing body language and listening skills. Staff may implement re-direction techniques on the student, which may include escorting the student a safe area of the school where he/she would remain under direct observation of school staff, such as in the case of a time-out.

District's Method of Physical Restraint

The District utilizes Crisis Prevention Intervention (CPI) training and methodologies to prevent student violence, self-injurious behavior, and suicide, including de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

By using CPI the focus is on prevention, our core training program equips staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. It's been setting the standard for crisis prevention and intervention training for over 35 years, and can help your organization:

- Reduce the risk of injury.
- Comply with legislative mandates.

- Meet regulatory/accreditation standards.
- Improve staff retention.
- Minimize exposure to liability.
- Promote *Care, Welfare, Safety, and Security*

Schools have implemented CPI's *Nonviolent Crisis Intervention*® training to significantly reduce classroom incidents and suspensions, create behavioral and crisis response plans, and ensure safe learning environments for teachers and students.

Engaging Parents and Youth Regarding Restraint Prevention

The District shall engage parents and youth in discussions about physical restraint and use of restraint as an emergency procedure. To this end, all families in the District will receive a communication from the District which will provide parents with a copy of the District's policy regarding the use of physical restraint, and contact information for parents to discuss any questions or concerns pertaining to physical restraint. In addition, said communication will include a copy of the investigation procedure for complaints of improper use of physical restraints.

Physical Restraint Definition

Physical restraint is direct physical contact which prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical Escort Not a Restraint- A physical escort, defined as a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student that is agitated to walk to a safe location, is not considered to be a physical restraint.

Permitted physical escorts include guiding a student to time-out (if the student is not fighting the re-direction against his/her will), redirecting students by a busy road, or grabbing a student who is about to fall, or breaking up a fight between students.

Staff Involvement in Physical Restraint

The District has a Crisis Intervention Prevention specialist on staff. Staff shall respond to in accordance with CIP training. Only staff members who have received CIP training in the use of physical restraint can administer physical restraint.

Appropriate Situations to Implement Physical Restraint

The use physical restraint is appropriate only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate. In all instances physical restraint must be conducted with extreme caution. Whenever possible, physical restraint must be witnessed by at least one person who is not participating in the restraint.

Emergency Situations- The student represents an imminent danger to self or others.

Last Resort- Other methods of de-escalation or behavior support have been unsuccessful, or would be inappropriate.

Physical restraint may not be used in any of the following circumstances:

- a) Punishment- Physical restraint as a means of punishment is strictly prohibited.
- b) Student Medical Safety Concerns- Physical restraint shall not be used where it cannot be safely implemented because of medical conditions (such as asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting).
- c) Student Misbehavior Not Resulting in Assault or Imminent, Serious, Physical Harm- Physical restraint may not be used in response to a destruction of property, disruption of school order, refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious physical harm.
- d) Physical Restraint as a Standard Response - Physical restraint may not be used as a standard response. Employees are required to engage in positive behavioral interventions. No written behavioral or individualized educational program (IEP) may include the use of physical restraint as a standard response to any behavior.

Appropriate Amount of Force

When the use of physical restraint is appropriate, staff trained in CIP shall only use the amount of force reasonable necessary to protect a student or another member of the school community from assault or from imminent, serious, physical harm.

Safety Procedures & Prohibited Restraints

The use of physical restraint shall be done in accordance with CIP training, in the safest method available and appropriate to the situation in a manner to prevent or minimize physical harm. Physical restraint shall not be administered in a manner in which the student is prevented from breathing or speaking.

During the restraint a staff member must continuously monitor the physical status of the student, including skin temperature and color, and respiration. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

The use of mechanical restraint, medication restraint, and seclusion are prohibited in all instances. The use of prone restraint is generally prohibited.

Mechanical restraint- Mechanical restraint is defined as the use of any device or equipment to restrict a student's movement.

Medication restraint- Medication restraint is defined as the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Seclusion- Seclusion is defined as the involuntary confinement of a student alone in a room or area from which

the student is physically prevented from leaving.

Prone Restraint- As indicated above, the use of prone restraint is generally prohibited. Prone restraint is a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face down position.

Prone restraint is prohibited, except when all of the following criteria are met:

- the student has a documented history of repeatedly causing serious injury to self or others;
- all other forms of restraint have been unsuccessful in ensuring safety;
- there are no medical contraindications as documented by a licensed physician;
- there is psychological or behavioral justification with no psychological or behavioral contraindications as documented by a licensed mental health professional;
- the program has obtained consent from the parent to use prone restraint in an emergency, and the consent has been approved in writing by the principal;
- the program has documented all of the above in advance of the use of prone restraint.

Time Period of Restraint

Any use of physical restraint shall end as soon as the student is no longer an immediate danger to him/herself and/or others.

Principal Approval Required for Restraints In Excess of Twenty (20) Minutes- If a student is restrained for a period longer than twenty (20) minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

Seclusion Prohibited

Seclusion occurs when a student who is left alone with no staff present or immediately available in an area where the student is prevented from leaving. Seclusion is not permitted under any circumstances.

Use of Time-Outs

Time-outs are a permitted behavioral support strategy. Time-outs involve a temporary separation of a student from learning activities or from the classroom, either by choice or by direction of staff for the purpose of calming.

Time-outs must end as soon as the student has calmed. If time-outs are used as a behavioral support strategy, there must be a procedure in place for the use of time-outs that includes a process for obtaining principal approval for time-outs of more than thirty (30) minutes. During a time-out the student must be continually observed by staff member(s). Staff member(s) must be with the student or immediately available to the student at all times.

The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.

Notification Following Use of Physical Restraint

Employee Notification to Principal- Employees who administered restraint are required to verbally inform the

principal as soon as possible, and submit written report no later than the next school day.

Parent Notification- The Principal or Director of Pupil Services, or his/her designee, will make reasonable efforts to verbally notify the student's parents of the physical restraint with twenty-four (24) hours of the event. A written report will be sent to the parents/guardians within three (3) school days by an email provided to the school by the parent/guardian or postmarked within three (3) school days by regular mail. If the parent/guardian receives school-related information in a language other than English, the written report shall be provided in such non-English language. The student and parents/guardians shall have the right to respond to the use of physical restraint as well as the content of the report verbally or in writing.

Written Report to Parents/Guardians Following a Restraint

The written report to parents within three (3) school days must include the following:

- 1) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
- 2) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- 3) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- 4) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- 5) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Actions in Addition to the Written Report

The District is required to take certain follow up procedures in addition to the report. The follow up procedures required are dependent upon whether the student was restrained once over the course of a week, or was restrained multiple times over the course of the week.

Single Restraint of Student in the Course of a Week

After the release of a student from a restraint, the District shall review the incident with the student to address the behavior that precipitated the restraint, review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Multiple Restraints of Student in the Week

The Principal is required to conduct weekly reviews of restraint data. If the Principal identifies a student or student(s) who have been identified as being restrained multiple times during the course of the week, the Principal shall convene a team to assess the restrained student's progress and needs. This assessment shall include at least the following:

- review and discussion of the written reports and any comments provided by the student and parent about such reports and the use of the restraints;
- analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- agree on a written plan of action by the program.

*Note- If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

Principal Monthly Review

As mentioned above, the Principal is required to conduct weekly reviews to determine if any students have been physically restrained multiple times. Additionally, the principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

State Reporting Requirements

Injury reports and annual data on the use of physical restraints must be reported to the Department of Elementary and Secondary Education (Department).

Injury reports- All restraint-related injuries will be reported by the District to the Department. When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report detailed above postmarked no later than three (3) school days of the administration of the restraint. The District shall also send the Department a copy of the record of physical restraints written reports for the thirty (30) day period prior to the date of the reported restraint. Within thirty (30) calendar days the

Department will determine if any action is warranted.

Annual report- The District will collect data concerning every use of physical restraint and report such data to the Department on an annual basis. Such data shall be reported in a manner and form directed by the Department.

Investigation of Complaints

A complainant who believes that they or someone else has been subject to improper use of physical restraint may first discuss his/her concerns with the building Principal in an attempt to resolve the matter informally. If the complainant is not successful in achieving a resolution that is satisfactory to the complainant within ten (10) calendar days, or if the complainant wishes to bypass the informal process, he/she may notify the Superintendent of Schools that he/she would like to file a formal grievance. This must be filed within ninety (90) calendar days after the complainant becomes aware of the alleged improper use of physical restraint. (Processing of allegations of improper use of physical restraint which occurred before this grievance procedure was in place will be considered on a case-by-case basis.) To file a formal grievance the complainant must inform the Superintendent of Schools in writing and must include:

The name and address of the person filing and a brief description of the alleged improper use of physical restraint, including the date the action occurred and the name(s) of the person(s) believed to be responsible.

Upon receiving the complaint the Superintendent or his/her designee will conduct an investigation with respect of all timely filed complaints. This investigation procedure contemplates informal but thorough and impartial investigations, affording all interested persons and their representatives an opportunity to present witnesses and other evidence relevant to a complaint.

The District will provide a prompt and equitable resolution, including taking steps to prevent recurrence of any improper physical restraint that it finds has occurred, and to correct the effects of such improper physical restraint on the complainant and others, if appropriate. The Superintendent of Schools or his/her designee will issue a written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than thirty (30) calendar days after the complaint was filed.

A complainant who is dissatisfied with the resolution can request a reconsideration of the case. The request for reconsideration must be made in writing to the Superintendent of Schools within ten (10) calendar days after the complainant's receipt of the written determination. The District will consider the request for reconsideration within sixty (60) days after the District's receipt of the request.

Staff Training Requirements

Annual the District will conduct general staff training covering information on the role of the student, family, and staff in preventing restraint. The training will cover the district's restraint prevention and behavior support policy and procedures, including the use of time-out as distinct from seclusion.

Staff will be instructed in interventions that could be used to preclude the need for restraint, as well as de-escalation techniques and other alternatives. Staff will also receive information on the types of permitted physical restraints and related safety considerations, including medical or psychological limitations, known or suspected trauma history. Staff who have received or will receive in-depth training and who can serve as

resources to others should be identified to the school staff as a whole.

The District shall consider the Department's recommendation of training for certain staff members who have received in-depth training for an annual refresher of at least 16 hours, which would include the following:

- Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- Demonstration by participants of proficiency in administering physical restraint; and,
- Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

Appendix L – Residency Procedures

Mount Greylock Residency Procedures

Verification

Before any student is assigned or invited to attend Mount Greylock Regional School, his/her parent or legal guardian must provide the following required proofs of primary residency to the Guidance Department as part of their registration process. Applications cannot be processed without these documents. **A parent/guardian government issued photo ID plus two documents** are required for any new student enrollment or to file a change of address.

TWO of the following documents (items cannot be from the same bullet):

- A Utility Bill (not including cell phone bill) within the past 60 days
- A Deed, Mortgage Payment dated within the past 60 days, or Property Tax Bill dated within the last year
- A current Lease, or Section 8 Agreement
- A W2 form dated within the year or a Payroll Stub dated within the past 60 days
- A Bank or Credit Card Statement dated within the past 60 days
- A Letter from an Approved Government Agency* dated within the past 60 days

***Approved government agencies:** Departments of Revenue (DOR), Children and Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security, any communications on Commonwealth of Massachusetts Letterhead.

These residency procedures do not apply to homeless students.

FAQ

1) Q How is “residency” defined?

A

In order to attend Mt. Greylock Regional School, a student must actually reside in the towns of Lanesborough, Hancock, New Ashford, or Williamstown. “Residence” is the place where a person dwells permanently, not temporarily, and is the place that is the center of his or her domestic, social and civic life. Temporary residence in any of the above listed towns, solely for the purpose of attending Mt. Greylock Regional School, shall not be considered residency. The residence of a minor child is presumed to be the legal residence of the parent(s) or guardian(s) who have physical custody of the child. This presumption, however, may be rebutted, if there is evidence that the child actually resides elsewhere.

2) Q How does Mt. Greylock verify residency?

A

Families applying to register a child at Mt. Greylock or submitting a change of address must demonstrate residency by submitting one document from each of two categories listed on registration overview.

The Mt. Greylock Regional School administration reserves the right to request additional documents and/or to conduct an investigation. Because residency may change during the school year, school officials may require verification of residency at any time. Families who change residency during the year must report such change immediately to the Principal of each school in which their children are enrolled, and must provide verification of continued residency upon request.

3) Q What if I don't have the required proofs of residency with me when I register?

A

All new applicants must submit two required proofs of residency in addition to government issued photo identification. Applicants who do not have the required documents will be asked to return to the guidance department with the appropriate materials before beginning the registration process. Guidance staff will not accept any substitutions for items on the list of acceptable proofs of residency.

4) Q What can I use for proof of recent rent or mortgage payment?

A

You may present a copy of a money order, cancelled check, or rent receipt. You also may present a copy of a bank statement that shows an automatic deduction for rent or mortgage payment.

5) Q What if I own my home but do not have a copy of the deed?

A

Contact the financial institution that handles your mortgage or the Berkshire County Registry of Deeds.

6) Q What if I own a home but do not pay a mortgage?

A

If you no longer pay a mortgage on your home, you must submit a copy of the property deed, along with a copy of the discharge of mortgage.

7) Q What if I do not pay for utilities or if none of the utility bills are in my name?

A

If you live in a household where all utilities are listed in the name of your landlord or someone else, AND if this is noted on your lease or landlord/shared tenancy affidavit, then you may submit proof of residency in the name of your landlord or the person who pays the bills. If your lease specifies that all utilities are included, and you do not have a home telephone ("land-line telephone") or cable television, guidance staff will verify this information and your application will be processed.

8) Q What if I have recently moved and have not yet received any utility bills?

A

To fulfill the requirements you may submit a work order from any utility company stating that your service has been ordered or installed.

9) **Q What if I cannot produce all required proofs?**

A

If your personal circumstances make it impossible for you to provide proof of residency consult the Mt. Greylock guidance staff. Bring copies of any proofs of residency you have, and describe the circumstances that prevent you from having the required proofs.

10) **Q What if I live with a friend or relative?**

A

If you share housing with a friend or relative, you may use the landlord/shared tenancy residency affidavit to fulfill the proof of residency requirement. This form is available at www.mgrhs.org or by calling the guidance dept. Ask your friend or relative to complete and sign the affidavit to affirm your residence.

11) **Q What if my family does not have any permanent residence?**

A

The proof of residency requirements do not apply to homeless students and families covered by the McKinney-Vento Act. Contact the Mt. Greylock guidance department for assistance with registering your child, if you believe that you qualify as homeless under the Act. If you are staying in a shelter, bring a letter from the shelter staff stating that you are living there.

12) **Q What if I am an undocumented immigrant?**

A

No child who actually resides within the district will be denied access to school because of his or her immigration status.

13) Q Will documents that I submit to prove residency remain confidential?

A

All documents submitted to prove residency will be marked with the student's name and considered part of his or her confidential record. The Mt. Greylock guidance department will adhere to the standards of confidentiality set forth in state and federal laws governing the maintenance and disclosure of these records.

14) Q How can I report a suspected violation of the residency requirements?

A

Families, staff, students and others can report possible residency violations by calling the Superintendent's office at 413-458-9582 x155.

Any applicant for the Mount Greylock Regional School who cannot produce a property deed or lease must ask the owner or lessee of the property where the applicant lives to complete and sign this legal affidavit.

It is the responsibility of the applicant (not the person who completes this affidavit) to attach a record of recent rent payment, unless this affidavit affirms in #3 below that the tenancy does not require payment of rent.

I, _____ hereby depose and state as follows:

Print Name

(Complete all three items and sign below)

1. I am (CHECK ONE) the ☐ owner ☐ lessee of property located in the town of _____, Massachusetts

Print Address

2. _____, who is the parent/legal guardian of

Print Name

_____, leases/subleases this property as their

Print Student's Name

principal residence from me, without a written lease, in a tenancy at-will, from month to month.

3. CHECK ONE:

_____ I have received within the last thirty (30) days rental payment for the lease/sublease of these premises by the party named above.

OR

_____ I hereby state that the party named above resides with me at the address above with no payment of rent required.

Signed under the pains and penalties of perjury, this _____ day of _____, 20____.

Signature

Print your name: _____

Print your address: _____

According to Massachusetts General Law Chapter 76, Section 5:

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. **Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools.** 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, disability, gender identity, or sexual orientation. **The information contained in this legal affidavit is subject to verification.**

Appendix M – Guidelines for Booster Organizations

GUIDELINES FOR BOOSTER ORGANIZATIONS

Introduction

The Mount Greylock School District is dedicated to offering an outstanding activities program to the students of this district. Mount Greylock students can choose from approximately 20 co-curricular organizations and 15 athletic programs, all of which are integral parts of the total educational process. Through participation in these opportunities, students can have experiences and training in events not ordinarily obtainable in the general curriculum. Student participants benefit from an enriched educational experience and are provided with lifelong and life quality learning experiences

On behalf of the Mount Greylock Regional School District (MGRSD), we want to thank you for your service to help provide our students with the best possible experience in their co-curricular and athletic activities. Booster Organization are an important part of the co-curricular and athletic programs in the Mount Greylock School District; supporting, encouraging, and advancing these programs. Booster organizations are comprised mainly of parents of students who participate in the activity the organization supports. Support can be through fundraising, chaperoning, assisting with events or any other means of providing help to the co-curricular or athletic activity. MGRSD recognizes the important role booster organizations play in creating co-curricular and athletic opportunities for students and in maintaining excellent programming. The District also recognizes and supports the invaluable contribution parents and community members provide in helping students experience success.

Relationships with the school

Parent/guardian booster organizations are independent organizations and are therefore not sponsored or organized by the School District. However, each principal is responsible for the relationship between the school and its booster organizations. Due to State Law and public perception, it is necessary for boosters to follow Mount Greylock School District guidelines regarding their relationship with the school; including fundraising, spending, and accounting.

The principal, activities director, advisor, or coach must approve any activity of the organization that affects the school. Booster organizations do not have the authority to direct the duties of a school system employee and may not interfere with curricular affairs.

Itemized reports should be published to the membership and must be provided to the activities director yearly. All expenditures should be itemized to ensure that they can be easily reported for federal gender equity requirements and other school committee policies.

Fundraising

Fundraising is a necessary part of high school co-curricular and athletic programs today. We are very thankful for the efforts of parents and booster clubs for the work they do raising funds for our programs.

Each fundraiser and/or project must have the approval of the activities director. Approval should be obtained by submitting a complete "Fundraising Request and Approval Form" to the Main Office. Forms are located in the Main Office and approval must be obtained prior to beginning a fundraiser or project.

Booster funds must benefit all participants of the program, regardless of the amount raised by an individual. Junior Varsity players cannot be required to raise money to support purchases made solely for a Varsity Team. Voluntary contributions and donations may be solicited from and/or received from students, parents/guardians and interested citizens for the support of co-curricular and athletic activities. However, no student may be charged fees as a condition of participation by a booster organization.

Sales campaigns should be planned carefully to ensure that the projects provide a good return for value for the items sold, and that money raised directly supports the program or activity supported by the organization. Fundraising activities should be investigated carefully before committing the organization's support.

Fundraising activities should support the educational goals of the school and should not exploit students. Fundraising activities may not involve any student during instructional time. It is recommended that organizations choose service based fundraisers to help eliminate the pressure of sales and to encourage cooperation among members.

Be aware that membership in a program and/or playing time is not affected in any way by the amount of money raised by any individual or group. No individual can be required to raise a designated amount of money, sell a designated amount of tickets, or appear at an event for a designated amount of hours. Requiring students to pay for items or tickets not able to be sold is strictly forbidden.

Membership in booster organizations cannot be required for student participation in activities.

Individuals who actively coach or direct an activity should serve in an advisory capacity to the booster organization and cannot have control or signature authority over booster organization funds, including petty cash or miscellaneous discretionary funds.

Accounting

Funds should never be co-mingled with personal funds or school funds.

Personal checking accounts cannot be used.

Booster organizations are responsible for their own tax filings and accounting and must obtain their own federal tax identification number. Booster organization funds must never be co-mingled with student activity funds or School Districts funds. All funds collected from a booster organization fundraiser or otherwise obtained by a booster organization must be deposited into the booster organization's account. Disbursement from the booster organization's bank account shall be properly documented (i.e. receipts, invoices, etc.).

Booster organizations may donate funds, designated and undesignated, to the School District. When undesignated funds are deposited in a school district account, the booster organization relinquishes all control over these funds. Designated funds are donated to the District with a specific use designated by the organization. To the extent allowable and appropriate, the District will expend designated funds for the donated purpose.

All funds must be processed through the booster organizations books. Any financial obligation incurred by a booster organization shall be solely that of the organization. The booster organization may not obligate MGRSD for debts or liabilities.

Cash transactions are discouraged and booster organizations should have written procedures with checks and balances for the handling of cash, receipting of funds and the protection of volunteers. Receipts should be required for all reimbursements.

There should be at least 3 members (adults) present for an involved in all financial decisions. No member, coach, or advisor can allocate funds individually.

Alterations to School Property:

Any improvements to existing district property, whether new construction, modification, alteration or renovation, either interior or exterior in nature, proposed by an individual or organization other than the district shall not be commenced until plans, specifications and projected costs have been reviewed and approved by the Principal, Custodial Supervisor, Facilities Manager, and Activities Director.

Documentation showing funds available for the project (letter of financial verification from organization's bank, including current bank statement and organization's financial statement), proposed financing, and loans for paying off any debt incurred for the project shall be submitted as part of each application for project approval.

Thank you

Parent involvement in booster clubs makes a tremendous contribution to the programs we offer. Without your help, we would not be able to provide quality programs for all Mount Greylock students. *Thank you.*

GUIDELINES & EXPECTATIONS FOR SPECTATOR CONDUCT

Mount Greylock is very fortunate to have the support of our parents and friends at co-curricular and athletic events. The teachers, administrators, and especially the students, appreciate this support. However, it is important to note that participating and attending events at Mount Greylock is a privilege.

As such, there are certain expectations in place for all visitors to Greylock events.

Please cheer, clap, stomp, and get loud, when appropriate, to support our Mounties!

Profanity, taunts, derogatory terms, or comments deemed by the administration, faculty, or coaches to be considered as such, may result in removal from the event. A warning is not required.

While parents are encouraged to speak to coaches and advisors, immediately after an event or athletic contest may not be the best time. Parents are always encouraged to contact the coach or advisor to make an appointment to discuss any concerns.

Younger siblings and future Mounties are always welcomed at Mount Greylock events. However, it is not the responsibility of the Greylock administration to supervise these students. Parents who drop their children off at school events should not expect the Greylock administration or faculty to supervise these students.

Attendance at practices and meetings is a privilege and an advisor, coach, or administrator may elect not to allow parents and/or spectators into these sessions. A desire to close a practice, meeting, or rehearsal should be communicated in advance.

Booster parents and adults who may be chaperoning an event, attending a practice/meeting, or electing to assist with supervising any Greylock activity shall always defer to the directions of a Greylock advisor, coach, or administrator.

While Mount Greylock is a public school, we are not open to the public! Failure to abide by these rules, any violation of School District Policy or State Law, or by acting in a manner that may reflect poorly on Mount Greylock, may result in an adult or participant being banned from Mount Greylock events.

Please ask a coach, advisor or administrator if you have any questions or concerns.

Fundraising Request and Approval Form

Please complete this form two weeks in advance of the proposed fundraising date. All fundraisers for Mount Greylock Organizations must be approved by the Director of Activities prior to any arrangements with a company. The purpose of this form is to prevent multiple organization from conduction fundraisers at the same time or with the same items.

Name of Organization: _____

Advisor/Coach: _____

Fundraising Company: _____

Description of Fundraiser (include costs, items, dates, locations, and all other logistics):

Purpose of Fundraiser: _____

Estimated Cost to your Organization: \$ _____

Item: _____ Cost: \$ _____

Item: _____ Cost: \$ _____

Projected Profit: \$ _____

Advisor/Coach Signature Date _____ Date request received: _____

Date of Event: _____ Actual Profit: _____ Amount Deposited: _____

Date of Deposit: _____

____ Approved ____ Denied

Approval: _____ Date: _____

Banquet Guidelines

At the end of a year or sport season, banquets may be held on or off campus for the purpose of celebrating student achievement and recognizing all who participate. Mount Greylock Regional School District banquets are school sponsored events and are governed by school committee policies and regulations.

PLANNING

The advisor/coach will make final decisions about any aspect of a banquet.

The advisor/coach may include student leaders, team members, and parents in the planning.

Planning meetings will be arranged by the advisor/coach and the banquet committee.

GUIDELINES

In order to keep banquets affordable to all students, the cost per ticket/per student shall be kept as low as possible. This cost shall include the funds necessary for purchasing all gifts.

The individual participant cost will be re-evaluated each year.

Alcoholic beverages are prohibited in or in close proximity to the function room where the banquet is being held. (Chemical Health Policy)

Any team/club/program that violates any of the guidelines will not be allowed to conduct banquets off campus for the next season.

All participants of the program or varsity/junior varsity teams will be encouraged to attend.

Advisors/Coaches are responsible for determining students who may need financial assistance and for discretely making tickets available for them to participate.

Advisors'/coaches' gift must not exceed \$50 including the cost of the ticket to the banquet. (MGL, Chapter 268A)

When preparing for a banquet, organizers must be sensitive to cultural differences and food allergies.