

Contents

File: IA - INSTRUCTIONAL GOALS3

File: IB - ACADEMIC FREEDOM4

File: IC/ICA - SCHOOL YEAR/SCHOOL CALENDAR5

File: ID - SCHOOL DAY6

File: IE - ORGANIZATION OF INSTRUCTION7

File: IGA - CURRICULUM DEVELOPMENT8

File: IGB - SUPPORT SERVICES PROGRAMS9

File: IGBE - REMEDIAL INSTRUCTION10

File: IGBH - ALTERNATIVE PROGRAMS11

File: IGD - CURRICULUM ADOPTION12

File: IHA - BASIC INSTRUCTIONAL PROGRAM13

File: IHA-E - BASIC INSTRUCTIONAL PROGRAM14

File: IHAI - OCCUPATIONAL EDUCATION15

File: IHAM - HEALTH EDUCATION16

File: IHAM-R - HEALTH EDUCATION17

File: IHAMA - PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION18

File: IHAMB - TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO19

File: IHB - SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS20

File: IHBA - PROGRAMS FOR STUDENTS WITH DISABILITIES21

File: IHBB - GIFTED AND TALENTED EDUCATION22

File: IHBD - COMPENSATORY EDUCATION23

File: IHBE - BILINGUAL INSTRUCTION24

File: IHBEA - ENGLISH LANGUAGE LEARNERS25

File: IHBG (also LBC) - HOME EDUCATION PROGRAM26

POLICIES AND PROCEDURES26

File: IHBG-E (also LBC-E) - HOME SCHOOLING28

File: IHBH - ALTERNATIVE SCHOOL PROGRAMS32

File: IIAE - RECONSIDERATION OF INSTRUCTIONAL RESOURCES34

FILE: IIBA – HIGH SCHOOL CLASS SIZE POLICY35

File: IJLA - LIBRARY RESOURCES37

File: IJND - ACCESS TO DIGITAL RESOURCES39

File: IJNDBA - WEB PAGE POLICY41

FILE: IJNDB – ACCEPTABLE USE POLICY44

File: IJNDB – E – NETWORK RESPONSIBILITY CONTRACT53

File: IJNDB – E - STAFF FORM57

File: IJNDB – E – 1 – STAFF ELECTRONIC COMMUNICATION DEVICES58

File: IJNDB-E-2 – STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES61

File: IJNDBA - WEB PAGE POLICY65

File: IJNDBA - SAFETY PRECAUTIONS66

File: IJNDBA-F GATEWAY REGIONAL SCHOOL DISTRICT TECHNOLOGY CONSENT AND WAIVER68

File: IJNDBA-R - WEB PAGE GUIDELINES AND PROCEDURES69

File: IJNDBR-R-1 - WEB STYLE GUIDE71

File: IJNDD - POLICY ON SOCIAL MEDIA74

File IJNDV - VIDEO SURVEILLANCE.....	76
File: IJOA - FIELD TRIPS.....	77
File: IJOA-E - FIELD TRIP PERMISSION SLIP	79
File: IJOA-E-I - FIELD TRIP MEDICAL FORM	80
File: IJOA-F - CHAPERONE EXPECTATIONS & FORM.....	2
File: IJOA-F1 - FIELD TRIP TRANSPORTATION RELEASE.....	1
File: IJOA-R – GUIDELINES FOR FIELD TRIPS	2
File: IJOA-R-1 - USE OF PRIVATE VEHICLES	4
File: IJOA-R-1F - FORM FOR USE OF PRIVATE VEHICLES.....	6
File: IJOB - COMMUNITY RESOURCE PERSONS/ SPEAKERS.....	8
File: IKE - PROMOTION AND RETENTION OF STUDENTS.....	9
File: IKF - GRADUATION REQUIREMENTS.....	10
File: IKFC - GRADUATION REQUIREMENT S FOR SPECIAL NEEDS STUDENTS	12
File: IMG - ANIMALS IN SCHOOL.....	13

FILE: IA - INSTRUCTIONAL GOALS

The primary function of a school program is the instruction of students. All staff activities and efforts shall be directed toward providing a high quality, effective, and ever-improving instructional program.

There are primarily three functions involved in carrying out the instructional program:

- Operating Function
- Coordinating and Developing Function
- Evaluating Function

The operating function involves classroom instruction and building program management. The coordinating and developing function includes monitoring activities (curriculum development), in-service education, and special services. The evaluation function involves data collection and synthesis and establishing future direction.

LEGAL REFS.: 603 CMR 26:00

CROSS REF.: AD, Educational Philosophy
ADA, School District Goals and Objectives

FILE: IB - ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth.

SOURCE: MASC October 2016

LEGAL REF.: Constitution of the Commonwealth of Massachusetts

FILE: IC/ICA - SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education:

1. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
2. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents/guardians, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [4:7](#); [69:1G](#); [71:1](#); [71:4](#); [71:4A](#); [71:73](#); [136:12](#)

603 CMR [27.00](#),

FILE: ID - SCHOOL DAY

The length of the school day is established in the collective bargaining agreements with the various school unions. The specific opening and closing times of the schools will be recommended by the Superintendent and set by the Committee.

The Superintendent is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to Committee approval.

Parents and guardians will be informed of the opening and closing times set by the Committee. To help insure the safety of all children, parents/guardians will also be notified that students will not be admitted into the school building until the start of the official day unless bus schedules require earlier admittance.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [15:1G](#); [69:1G](#); [71:59](#)

603 CMR [27.00](#)

FILE: IE - ORGANIZATION OF INSTRUCTION

The District offers a diversified educational program compatible with the needs of the community and state standards.

The organizational plan is designed to facilitate the philosophy of educating every student, each to his/her fullest potential.

The structure will consist of multiple levels (for example, Primary/Elementary, Middle and Secondary levels).

The Primary/Elementary level includes schools with Pre-K through grade five. The Middle level consists of schools for grades six, seven and eight. The Secondary level consists of schools with grades nine, ten, eleven, and twelve. *

Special education services are integrated across each grade level in all schools.

The organization is designed to meet the standards established within the Curriculum Frameworks as required by the Department of Elementary and Secondary Education, Time and Learning regulations, and to serve the needs of all students.

CROSS REFS: IC/ICA School Year / School Calendar

LEGAL REFS: 603 CMR [27.00](#)

SOURCE: MASC October 2016

FILE: IGA - CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise and gathering input from parents, and community.

The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

LEGAL REF.: M.G.L. 69:1E
 603 CMR 26:05

FILE: IGB - SUPPORT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the District, various educational services as listed shall be provided. The Student Services staff will work in cooperation with building staff and the administration of the District in the coordination and the supervision of the curriculum implementation of the instructional program, and support services programs.

The Pupil Services Director shall be responsible for all services for students who are not eligible for special education assistance, such as psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned.

SOURCE: MASC October 2016

CROSS REF.: [ACE](#), Nondiscrimination on the Basis of Handicap

FILE: IGBE - REMEDIAL INSTRUCTION

Remedial Reading

Remedial reading teachers and/or remedial reading tutors shall be assigned to assist those students accepted into a remedial reading program. Standard procedures will be established for entry into and exit from the remedial reading program. The procedures will be reviewed annually.

FILE: IGBH - ALTERNATIVE PROGRAMS

It is the philosophy of the District to provide programs for all its students. Where additional programs and/or environments could facilitate meeting the needs of students and the philosophy and objectives of the District, alternative programs may be established.

Definition

Alternative programs are defined as provisions within the public education system which offer major choices among diverse educational environments based on student needs, talents and interests; occupy a significant proportion of an individual student's time; and meet the District's philosophy and objectives.

Development

Any project shall have been discussed with the Administration and must receive its endorsement prior to development.

Alternative programs shall observe all policies and regulations that govern all of the schools and programs of the District unless specifically waived by the board.

Proposals for alternative programs must include a design for evaluating the effectiveness in achieving the purposes of the program and determining the extent to which it is successful in achieving the philosophy and objectives of the District. Alternative programs will be reviewed and evaluated annually for the first three years with a recommendation to the Committee as to continuation of the programs.

Approval

Alternative programs shall be approved by the Committee prior to implementation.

FILE: IGD - CURRICULUM ADOPTION

A dynamic instructional program requires ongoing alteration in the curriculum and courses of study.

All new programs and courses of study shall be subject to School Committee approval, as shall elimination of programs and courses and extensive alteration in their content.

New programs and courses of study shall not be acted upon the Committee until the meeting following their presentation by the administration so that Committee members may have opportunity to review the proposed program.

LEGAL REF.: M.G.L. 71:1; 69:1E

CROSS REF.: BCE, School Committee Subcommittees

FILE: IHA - BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

. . . shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and Constitution of the United States, the duties of citizenship, health education, physical education and good behavior...

The law further states that American history and civics, including the Constitution of the United States, the Declaration of Independence, the Bill of Rights, local history and government will be taught as required subjects in the public schools.

Physical education is compulsory for all students, except that no student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.

The Fundamental Skills

The business of the schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems.

The first claim of the community's and School Committee's resources will be made for the realization of these priorities. School dollars, school talent, school time, and whatever innovation in program is required must be concentrated on these top-ranking goals. No student should be bypassed or left out of the school's efforts to teach the fundamental skills. Schooling for basic literacy must reach all students, in all neighborhoods, and from all homes.

SOURCE: MASC October 2016

CROSS REFS: ADF, School District Wellness Program

LEGAL REFS.: M.G.L. [71:1,2,3](#); [71:13](#)

603 CMR [26:05](#)

FILE: IHA-E - BASIC INSTRUCTIONAL PROGRAM

Curricula

1. The curricula of all public school systems shall present in fair perspective the culture, history, activities, and contributions of persons and groups of different races, nationalities, sexes, and colors.
2. All schoolbooks, instructional and educational materials shall be reviewed for sex-role and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials.
3. School books, instructional and educational materials purchased after the date of 603 CMR 26.00 shall in the aggregate, include characterizations and situations which depict individuals of both sexes and of minority groups in a broad variety of positive rolls.
4. Each school shall provide equal opportunity for physical education for all students. Goals, objectives and skill development standards, where used, shall neither be designated on the basis of sex nor designed to have an adverse impact on members of either sex.

LEGAL REFS.: M.G.L. 71:1; 71:2; 71:3; 71:13
603 CMR 26:05

FILE: IHAI - OCCUPATIONAL EDUCATION

The School Committee recognizes that students in pre-kindergarten through grade 12 should:

1. Be afforded the opportunity to be informed about the world of work.
2. Be aware of the many vocations available to them.
3. Develop a respect for the dignity of work.
4. Be allowed the opportunity to develop an understanding regarding the technical, consumer, occupational, recreational and cultural aspects of industry and technology; they should also be afforded the opportunity to develop skills related to such aspects through creative problem solving experiences.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. [71:37K](#); [71:38A](#) through [71:38F](#); [74:1](#) et seq.

603 CMR [4.00](#)

FILE: IHAM - HEALTH EDUCATION

Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive, research-based health education program as an integral part of each student's general education.

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the district's health education program.

SOURCE: MASC October 2016

LEGAL REF.: M.G.L. [71:1](#)

FILE: IHAM-R - HEALTH EDUCATION

(Exemption Procedure)

Exemption will be granted from a specific portion of health education curriculum on the grounds that the material taught is contrary to the religious beliefs and/or teachings of the student or the student's parent/guardian.

A request for exemption must be submitted in writing to the principal in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.

The Principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

The Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

LEGAL REF.: M.G.L. 71:1

File: IHAMA - PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with law, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

SOURCE: MASC October 2016

LEGAL REFS: M.G.L. [71:32A](#)

FILE: IHAMB - TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

In accordance with state and federal law, the District shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs in grades K-12.

The drug and alcohol education program shall address the legal, social, and health consequences of drug and alcohol use. It shall include special instruction as to the effects upon the human system; the emotional, psychological and social dangers of such use with emphasis on nonuse by school age children and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The objectives of this program, as stated below, are rooted in the Board's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

- To create an awareness of the total drug problem-prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national and international levels.
- To relate the use of drugs and alcohol to physical, mental, social and emotional practices.
- To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.
- To understand the personal, social and economic problems causing the misuse of drugs and alcohol.
- To develop an interest in preventing illegal use of drugs in the community.

The curriculum, instructional materials and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

LEGAL REFS.: M.G.L. 71:1

FILE: IHB - SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school district's special education program are to allow each child to grow and achieve at his own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of law and regulation will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three to twenty-two who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school district's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents/guardians in designing and providing programs and services to children with special needs. Parents/guardians will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents/guardians will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee will make every effort to obtain financial assistance.

SOURCE: MASC October 2016

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)

Rehabilitation Act of 1973

M.G.L. [71B:1](#) et seq.

603 CMR [28:00](#) inclusive

FILE: IHBA - PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students which will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

FILE: IHBB - GIFTED AND TALENTED EDUCATION

"Gifted and talented" students are those students who demonstrate outstanding performance or the assessed potential for such performance or whose abilities, talents and potential for accomplishment in one or more areas of endeavor are so outstanding that they require special provisions to meet their educational needs.

A gifted and talented educational program may be identified and provided for students in grades kindergarten through twelve who are intellectually and creatively gifted.

The program shall be flexible, responsive to individual student needs and provide a variety of options for gifted students. These options should include higher level learning activities and experiences, opportunity for independent study, access to multiple resources and intellectual peer interaction.

The program shall provide gifted and talented students, families and educators an atmosphere of support and guidance.

FILE: IHBD - COMPENSATORY EDUCATION

(Title 1)

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for district students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

FILE: IHBE - BILINGUAL INSTRUCTION

As required by law, the Gateway Regional School District School Committee will annually prior to March 1 determine the number of school-age children of limited English-speaking ability residing in the city. Whenever there are more than 20 such children of one language group (excluding children in parochial schools) the school committee will provide a program in transitional bilingual education.

Any child whose primary language is other than English and who has difficulty performing ordinary class work in English may participate in these classes. The classes will consist of students of approximately the same age and level of educational attainment. Classes may also be offered in preschool and summer school programs.

Within 10 days after a student's enrollment in the transitional bilingual educational program, the student's parents or guardian will be provided with, in both English and their native language, the following information:

1. A clear statement of the purpose, method, and content of the transitional bilingual education program.
2. A statement of parental rights, which include:
 - a. visits to the transitional bilingual classes
 - b. conferences with school personnel
 - c. right to withdraw the student at any time upon written notification to the school authorities

The offering of this program makes it necessary to provide sufficient numbers of bilingual teachers and aides to implement it. The School Committee will make every effort to recruit and develop a highly qualified and motivated staff to carry out this program.

LEGAL REFS.: M.G.L. 71A:1 et seq.
Board of Education Regulations for use in Administering Programs in Transitional Bilingual Education

FILE: IHBEA - ENGLISH LANGUAGE LEARNERS

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Dept. of Elementary and Secondary Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English, observations, intake assessments, and recommendations of parents/guardians, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to the Massachusetts Dept. of Elementary and Secondary Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by the Massachusetts Dept. of Elementary and Secondary Education to comply with federal law.

SOURCE: MASC October 2016

LEGAL REFS.: P.L. 114-95 Every Student Succeeds Act

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)

603 CMR [14.00](#)

FILE: IHBG (ALSO LBC) - HOME EDUCATION PROGRAM
POLICIES AND PROCEDURES

Those parents considering the possibility of providing a home education program for your children for part or all of their secondary school program should be aware of the following policies and procedures that govern application for and approval of home study. Under Massachusetts law, students must attend public schools or an approved private school until the age of sixteen. Parents also have the right to provide for the education of their children, provided the proposal for such an educational program is approved by the local school system. The following is a summary of the procedures for obtaining approval of a home education program at Gateway Regional High School.

Parents must receive approval for a home education program from the superintendent prior to the start of any school year in which they intend to provide such a program. Programs can begin at the beginning of each semester. The deadline for submitting proposals are August 10 for the Fall semester and January 10 for the Spring semester. The proposal must include the following:

- Information about the parents' educational background and qualifications to supervise a home education plan
- A description of the proposed educational plan and the curriculum materials to be used in the implementation of the plan
- A weekly schedule detailing when instruction will take place in each subject area to be covered under the home education plan

Following completion of a semester's work, parents should submit an evaluation of student work for the semester, including any grades that should appear on a student's transcript. In order to comply with college admissions requirements, student work completed at home should conform to course requirements and descriptions contained in the Gateway Program of Studies booklet. Student placement into courses upon return to Gateway Regional High School following a home education program will be based on parent-as-teacher recommendation.

Consistent with school policy relating to courses taken outside of Gateway High School, home education courses will not be calculated into a student's grade point average (GPA). Other examples of courses taken outside of the school that are not included in the calculation of a student's GPA are summer school courses, correspondence courses, courses taken while participating in a foreign exchange program in another country, and courses taken as part of a dual enrollment program at local colleges and universities.

The portion of a student's transcript covered by a home education program will be clearly identified and reported separately from any course work completed at Gateway Regional High School. As in the case of a student transferring into Gateway Regional High School from another accredited secondary school, the coursework and grades of a home educated student will be evaluated by the guidance counselor and included into the transcript. Student placement in courses taken at Gateway following participation in a home education program will be done based on such an evaluation.

The approval of home education plans will be for one semester or year at a time. Parents wishing to provide a home education program for students for more than one semester/year must submit new plans for each additional semester/year according to the schedule indicated above. The school will work closely with the parents of home- schooled students to ensure that they receive proper credit and placement in terms of meeting school requirements for graduation and college admissions requirements for postsecondary education. However responsibility for ensuring that home-schooled students meet these requirements is the responsibility of the individual student and parents.

File: IHBG (also LBC)

Any questions about the process for applying for approval of a home education program and further information may be obtained from the pupil services office, located next to the main office at Gateway Regional High School.

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324
(1987)

FILE: IHBG-E (ALSO LBC-E) - HOME SCHOOLING

In March 1987, the Massachusetts Supreme Judicial Court decided the case entitled Care and Protection of Charles, 399 Mass. 324 (1987). The decision sets forth the legal standards for approval of home education programs for children of compulsory school age in Massachusetts. This advisory opinion, prepared by Rhoda E. Schneider, General Counsel of the Department of Education, is intended to inform public school officials and other interested parties of the standards set forth in the decision. It supersedes the department's January 4, 1980 Advisory Opinion on Home Education, although the approval guidelines established by the court are very similar to those in the 1980 advisory.

There are four main components to the decision, which may be summarized as follows:

I. The school committee may enforce the compulsory school attendance law through a care and protection proceeding.

The court held that the Canton School Committee had authority to file a petition for care and protection (pursuant to General Laws Chapter 119, Section 24) with respect to three school-age children whose parents had not enrolled them in public school or an approved private school, and who had not been granted permission to educate them at home. The court noted that the compulsory school attendance law (General Laws Chapter 76, Section I) states that "the school committee of each town shall provide for and enforce the school attendance of all children (ages 6-16) actually residing therein in accordance here-with," and concluded that one appropriate way for the school committee to do so is a petition to find the children in need of care and protection with respect to their educational care.

II. The compulsory school attendance law provides adequate standards to determine a child's need for educational care and to withstand constitutional challenge.

The court held that General Laws Chapter 76, Section 1, the compulsory school attendance law, provides the standards by which a judge may determine that a child is in need of educational care, and is neither void for vagueness nor an unlawful delegation of legislative authority. In pertinent part, the statute provides:

Every child between the minimum and maximum ages established for school attendance by the board of education (6-16) . . . shall . . . attend a public day school . . . or some other day school approved by the school committee . . . unless the child attends school in another town . . . **but such attendance shall not be required of a child. . who is being otherwise instructed in a manner approved in advance by the superintendent or the school committee.** (Emphasis added.)

The court concluded that this grant of authority to the superintendent or school committee to approve an alternative manner of instruction for a child (specifically, home instruction) is not unconstitutionally vague, because the school officials may draw approval criteria from three sources. First, the legislatures established a general framework for public education, by mandating the subjects that must be taught in public schools and qualifications public school teachers must meet. (See General Laws Chapter 71, Sections 1, 2, 3 and 38G.) Second, the court stated that proposed home education programs are subject to the same standard of approval as private schools under General Laws Chapter 76, Section 1:

For the purposes of this section, school committees shall approve a private school when satisfied that the instruction in all the studies required by law equals in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town; but shall not withhold such approval on account of religious teaching.

Third, the court set forth specific procedures and approval guidelines for home education programs, which are discussed in section IV of this advisory. In light of all these factors, the court concluded that the law provides reasonable standards for reviewing and approving home education programs, and therefore meets constitutional requirements.

III. Parents have a basic right to direct their children's education, but that right is subject to reasonable regulation to promote the state's substantial interest in the education of its citizens.

Several United States Supreme Court decisions, cited by the court, have affirmed substantial state interest in the education of its citizenry, with which parents' basic right to direct children's education must be reconciled. The court agreed with the parents that "the state interest in this regard lies in ensuring that the children residing within the state receive an education, not that the educational process be dictated in its minutest detail." However, the court concluded that the approval process required under General Laws Chapter 76, Section 1 "is necessary to promote effectively the state's substantial interest," and that the school committee may use that statutory approval process to impose on home education programs "certain reasonable educational requirements similar to those required for public and private schools."

IV. Guidelines for approval of home education plans.

Having concluded that the approval process under General Laws Chapter 76, Section 1 is constitutionally permissible the court set forth guidelines for parents and school officials to follow in considering home education plans. They may be summarized as follows:

A. Procedures

1. Parents must obtain approval **prior** to removing the children from the public school and beginning the home education program.
2. The Superintendent or School Committee must provide the parents with an opportunity to explain their proposed plan and present witnesses on their behalf. A hearing during a school committee meeting is sufficient to meet this requirement.
3. In obtaining approval from the superintendent or school committee, the parents must demonstrate that the home education proposal meets the requirements of General Laws Chapter 76, Section 1, in that the instruction will equal "in thoroughness and efficiency, and in the progress made therein, that in the public schools in the same town."
4. If the home education plan is rejected, the superintendent or school committee must detail the reasons for the decision, and allow the parents to revise their proposal to remedy its inadequacies. If they begin the home education program without the necessary approval, the school committee may initiate a truancy proceeding or a care and protection petition, in which it would have to show that the instruction in the home does not meet the statutory standard for thoroughness, efficiency and educational progress.

B. Approval factors.

The court listed the following factors that may be considered by the superintendent or school committee in deciding whether or not to approve a home education proposal:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.

General Laws Chapter 71, Section 1, 2 and 3 list the subjects of instruction that must be taught in the public schools. Section 1 allows the school committee also to require such other subjects as it may deem expedient. In addition, the superintendent or school committee "may properly consider the length of the proposed home school year and the hours of instruction in each subject," noting that state law requires public schools to operate for a minimum of 180 days.

2. The competency of the parents to teach the children.

General Laws Chapter 71, Section 1 provides that teachers shall be "of competent ability and good morals." The court noted that parents providing education at home need not be certified, nor must they have college or advanced academic degrees. However, "the superintendent or school committee may properly inquire as to the academic credentials or other qualifications of the parent or parents who will be instructing the children."

3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.

The superintendent or school committee need access to this material "to determine the type of subjects to be taught and the grade level of instruction for comparison purposes with the curriculum of the public schools," but they "may not use this access to dictate the manner in which the subjects will be taught."

4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

The superintendent or school committee may properly require such testing, and in consultation with the parents may decide where the testing will occur and the type of testing instrument to be used. The court noted that "where practical, a neutral party should administer the test," and that the school authorities and parents may agree to other means of measuring the children's progress, such as periodic progress reports or dated work samples. In addition, if suggested that on-site visits by public school representatives may be included, although "with appropriate testing procedures or progress reports, there may be no need for periodic on-site visits or observations of the learning environment by school authority personnel."

File: IHBG-E (also LBC-E)

V. Conclusion.

The Supreme Judicial Court's decision provides both a legal framework and useful guidance for public school officials and parents with respect to proposals to educate a school-age child at home. We recommend that superintendents and school committees review their procedures and approval criteria for home education plans, to assure that they are consistent with the court's decision. As long as the school officials making the decision to approve or disapprove a home education program do so reasonably and in good faith, using the standards and procedures discussed above, it is likely that a court will uphold their educational judgments.

LEGAL REF.: M.G.L. 69:1D; 76:1

FILE: IHBH - ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school district.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school district, move into another educational setting, or prepare them for successful employment.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. [71:37I](#); [71:37J](#)

603 CMR [17.00](#)

FILE: IIAE - RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

- **Religion -- Factual, unbiased material on religions has a place in school libraries.**
- **Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.**
- **Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.**

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

If the decision of the school committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three years. If a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

After the School Committee has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made.

Adoption date: January 1996

SOURCE: MASC Policy

FILE: IIBA – HIGH SCHOOL CLASS SIZE POLICY

The High School Principal is to make the School Committee aware of the following:

1. If the class will incur an additional cost to the district; and/or
2. Any class with ten (10) or less students.

The School Committee must approve any class if it will incur an additional cost.

For example: A teacher instructing these students will teach above his/her regular assignments.

File: IJ - INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school district. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual orientation.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. [30B:7](#); [71:48](#); [71:49](#); [71:50](#)

BESE regulations 603 CMR [26.00](#)

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

File: IJLA - LIBRARY RESOURCES

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

Definition of Library Resources

Library resources are those print, non-print, and digital materials found in school libraries which support curricular and personal information needs.

Criteria for Selection of Library Resources

The criteria for selection of library resources in the District are:

- Needs of the individual student
 - Based on knowledge of students
 - Based on requests of parents/guardians and students
- Needs of the individual school
 - Based on knowledge of the curriculum of the school
 - Based on requests from the professional staff
- Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.
- Provision of materials of high artistic quality.
- Provision of materials with superior format.
- Reputable, unbiased, professionally prepared selection aids are consulted as guides.

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the District serve as advocates for the ideas expressed in any materials, nor does the presence of any material indicate automatic endorsement of the ideas expressed therein.

Disclosure of Information/Privacy of Circulation Records

Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

Re-evaluation (Weeding) of Library Resources

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.

Among the reasons for withdrawing an item are the following:

- Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
- Some materials contain factual material that is no longer accurate nor current.
- Some materials intended for recreational reading have become dated or unattractive and are no longer in demand. (Some such books, which are deemed "standards" or "classics", will be retained even though they rarely circulate).
- Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.
- Some materials have been superseded by newer items, which present the same information, but in superior format.

Withdrawn library/media center materials are processed in one or more of the following ways:

- Made available to be used as resource or supplementary material by teachers.
- Offered to other media centers in the District, as it is possible that a material, which lacks utility in one building, may have some usefulness in another.
- Contributed to appropriate charitable or educational agencies.
- Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community. Materials are not to be proscribed or removed because of actual or potential partisan or doctrinal disapproval, nor because of the origin, background or views of those contributing to their creation.

SOURCE: MASC October 2016

FILE: IJND - ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be

available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

FILE: IJNDBA - WEB PAGE POLICY

The availability of Internet access in Gateway schools provides an opportunity for students and staff to contribute to the school district's presence on the World Wide Web. The district's Web sites provide information to the world about school curriculum, instruction, school-authorized activities, and other general information relating to our schools and our district's mission. Internet access for the creation of Web pages is provided by the district's Technology Department. Creators of Web pages need to familiarize themselves with and adhere to the following policies and responsibilities. Failure to follow these policies or responsibilities may result in the loss of authoring privileges or other more stringent disciplinary measures.

The intention of this policy is to create an environment for creative publishing at Gateway through the medium of the World Wide Web. As with the printed media, state and federal laws govern the use of trademark and copyright material. Furthermore, Web publishing at Gateway takes place in a context subject to some additional regulations.

Subject Matter

All subject matter on Web pages should relate to curriculum, instruction, school-authorized activities, general information that is appropriate and of interest to others, or it should relate to the school district, or the schools within the district. Therefore, neither staff nor students may publish personal home pages as part of the district Web sites, or home pages for other individuals or organizations not directly affiliated with the district or the Community Access Network. Staff or student work may be published only as it relates to a class project, course, or other school-related activity.

Quality

All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or point (link) directly to objectionable material. Objectionable material is defined as material that does not meet the standards for instructional resources specified in the district's Selection Policy. Regarding the question of quality or propriety of Web page material, appearance, or content, the judgment of the Web Specialist, building or district administrators will prevail.

Ownership and Retention

All Web pages on the district's server(s) are property of the school district. Web pages will be deleted when a student graduates or moves, unless prior arrangements have been made with the Web Specialist.

SAFETY PRECAUTIONS

- A. In general
- Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.
- B. Student photographs
- Student photographs may be published only with the written consent of the student's parent or guardian.
 - Student photographs will not be accompanied by identifying information about the student(s).
- C. Student work
- Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.
- D. Staff photographs, identifying information and work
- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
 - Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

School Board Policies

All documents on the Gateway Web server(s) must conform to School Committee Policies and regulations as well as established school guidelines. Persons developing or maintaining Web documents are responsible for complying with these and other policies. Some of the relevant issues and related Committee Policies include the following:

1. Electronic transmission of materials is a form of copying. As specified in the district's Computer Network and Internet Use Policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the district's equipment, including its Web server(s).
2. Documents created for the Web and linked to district Web pages will meet the criteria for use as instructional resources.
3. Any links to district Web pages that are not specifically curriculum-related will meet the criteria established in the district Computer Network and Internet Use Policy . Any other non-curricular materials should be limited to information about other youth activities, agencies, or organizations which are known to be non-sectarian, exclusively devoted to community interests or child welfare, are non-profit, and non-discriminatory .Web page links may not include entities whose primary purpose is commercial or political advertising.

4. All communications via the district Web pages will comply with the district Computer Network and Internet Use Policy (IUP) and the district's Student Discipline Policy . Offensive behavior that is expressly prohibited by this policy includes religious, racial, and sexual harassment and/or violence.
5. Any student information communicated via the district Web pages will comply with Gateway's policies on data privacy and public use of school records.
6. Any deliberate tampering with or misuse of district network service or equipment will be considered vandalism and will be handled in accordance with the district Computer Network and Internet Use Policy, the district Student Discipline Policy, and other related policies .

Disclaimer

Material on Web pages reflects an individual's thoughts, interests, and activities. Such Web pages do not, in any way, represent individual schools or the Gateway Regional School District, nor are they endorsed or sanctioned by the individual school or the district. Concern about the content of any page(s) created by students or staff should be directed to the district Information Technology Coordinator. Given the rapid change in technology, some of the technical standards outlined in this policy may require change. Such changes will be made by the district Technology Coordinator with approval of the Superintendent.

FILE: IJNDB – ACCEPTABLE USE POLICY

**GATEWAY REGIONAL SCHOOL DISTRICT
ELECTRONIC COMMUNICATION DEVICES, NETWORK & INTERNET
ACCEPTABLE USE POLICY**

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district Electronic Communication Devices (ECDs) network system, acceptable use of the Internet, and use of Electronic Communication Devices (ECDs).

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student access to the school ECD network system and to the Internet, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district ECD network system and to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the ECD network system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

Increased use of school and personal electronic communication devices (ECDs) has both positive and negative consequences. ECDs facilitate student free speech, and schools have incorporated them in teaching and learning with much success. However, student ECD use on and off campus can be abused in a way that negatively affects students, teachers, and the school environment. This policy is intended to support the benefits of ECD use while curtailing possible abuses.

The school committee recognizes that all students enrolled in the public school system have the right to attend classes on school campuses that are safe, secure, and peaceful. Acts of bullying, cyberbullying, and sexting are distracting and potential forms of mistreatment that disrupt both a student's ability to learn and a school's ability to educate its students in a safe environment.

The school district, through its school administrators and their designees, has the authority to impose regulations on the possession or use of any ECD while students are on campus, while attending school-sponsored activities, or while under the control or supervision of school district personnel.

Massachusetts sets forth student discipline rules incorporating these policy provisions, defines specific terms such as bullying, cyberbullying and harassment, and describes the circumstances when they are grounds for discipline. (Refer to GRSD bullying policy and bullying plan)

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to school-owned ECDs and the school district's ECD network system, which includes Internet access. The purpose of

the system is not merely to provide students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, professional or career development, and limited high quality, self-discovery activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses, which might be acceptable on a user's private personal account on another system, may not be acceptable on this limited purpose network.

During personal time (i.e., during lunchtime, before and after school) in which staff or students have no specific responsibilities to the district, the Internet may be accessed through the District's ECD network for non-professional and personal interests provided that they fall within the realm of the district's "Internet Acceptable Use Policy."

IV. USE OF SYSTEM IS A PRIVILEGE

The use of school-owned ECDs, the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of school-owned ECDs, school district systems or the Internet may result in one or more of the following consequences: suspension or cancellation of use of access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws. Law Enforcement may be contacted when school officials reasonably believe a student's communication constitutes a threat to the safety and welfare of members of the school community or where such action may hold the individual criminally liable.

V. BULLYING AND CYBER-BULLYING

a. Bullying is prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or **through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.** Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs. The School Committee expects administrators and supervisors to make clear to students and staff that bullying in the school building, on school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

b. **Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.** The District will take appropriate steps to protect from retaliation persons who take action consistent with the bullying plan, or who report, file a complaint of, or cooperate in an investigation of a violation of the bullying plan. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action up to and including expulsion.

c. The Gateway Regional School District will endeavor to maintain a learning and working environment free of bullying.

VI. DEFINITIONS

a. “Bullying”, the repeated use by one or more school community members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying. Bullying is based upon unequal physical, psychological or social power or perceived power. Bullying may occur in a dating relationship. Bullying generally involves a pattern of conduct that is directed at another person, rather than a single, isolated incident. Bullying may include elements of bias (as defined below under Harassment).

b. “Cyber-bullying”, bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) 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. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

c. “Cyber-harassment” is defined as any willful and repeated harm inflicted through, but not limited to, Web pages, social networking sites, email, instant messaging or text messaging using computers, cell phones and other electronic devices which is motivated by the target individual or individuals membership in a protected group, whether real or perceived.

d. “Hostile environment” is 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. A hostile environment is created and the victim’s rights infringed upon creating a disruption of the education process if, following an incident covered in this paragraph, said intimidation, bullying or harassment, by either the perpetrator(s) or anyone acting on their behalf, whether through written, verbal or electronic expression or a physical act or gesture or any combination thereof, continues within the confines of the school building, on school grounds or at a school-sponsored activity, function, program.

e. “Harassment”, is defined as unwelcome, intentional, unprovoked discriminatory behavior, toward an individual or individuals, motivated by membership (real or perceived) in a protected category including: race, color, religion, ethnicity/national origin, disability, gender, gender identify, sexual orientation and age. Harassment included cyber-harassment (see prior definition).

f. “Retaliation” is defined as any form of intimidation, reprisal, or harassment by a school community member directed against another school community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this plan, or for taking action consistent with this plan.

- g. “School Community Member” is defined as any student, district or school employee, school committee member, independent contractor, school volunteer, parent or legal guardian of a student, or a visitor on school premises or at a school-related or school sponsored function or activity.
- h. “Sexting” refers to taking, possessing, viewing, sharing, or sending pictures, graphic images, text messages, emails, or other material of a sexually explicit nature on an ECD.
- i. “Electronic Communication Devices” (ECDs) may be school-owned or student-owned. Both types may include, but are not limited to, telephones, computers, pagers, cellular telephones, text-messaging devices, personal data assistance device, iPods, iPads, graphing calculators, portable game units or other similar electronic devices.
- j. “Material Disruption” can be any of the following:
 - i. The necessary cessation of instruction or educational activities.
 - ii. An inability of students or educational staff to have access to classroom and out-of-classroom activities.
 - iii. The institution of severe or repetitive disciplinary measures in the classroom or during educational and recreational activities to maintain order and protect students, school personnel, and the property of students and school personnel from harm.
- k. “Substantial Disruption” means any of the following:
 - i. Interference with the ability of students to participate and learn in a safe schooling environment free of intimidation sufficient to cause psychological trauma, physical harm, or threats of physical harm.
 - ii. Interference with teaching and administrative responsibilities of school personnel through intimidation sufficient to cause psychological trauma, physical harm, or threats of physical harm.
 - iii. Damage, or reasonable fear of damage, to school property or the property of students and school personnel.

VII. SCHOOL’S AUTHORITY OVER SCHOOL-OWNED ECDs ON and OFF CAMPUS

- a. Cyber-bullying using school-owned ECDs can begin both on and off campus. Both types have the potential to instantaneously reach a large number of students and public school employees and cause material and substantial disruptions in the schools.
- b. Conditions of using school-owned ECDs are set forth in this Policy, violations of which may be subject to disciplinary action by the District.

VIII. SCHOOL’S AUTHORITY OVER STUDENT-OWNED ECDs ON CAMPUS

- . Students have the right to exercise freedom of speech in the classroom and on school grounds. While schools possess broad authority to regulate student-owned ECDs, nothing in this policy permits school officials to infringe upon students’ constitutionally protected right of free speech.
 - a. The schools may regulate students’ possession and use of student-owned ECDs while students are on campus, while attending school-sponsored activities, and while under the supervision and control of school district employees.
 - b. School personnel possess the discretion to ban ECDs during classroom instruction hours and school-sponsored activities.
 - c. School personnel may confiscate student-owned ECDs when they have reasonable cause to believe that ECDs have been used to bully or harass other students or employees of the school district, or the use of ECDs will materially and substantially disrupt school activities.
 - d. School personnel may conduct searches of student-owned ECDs only when they reasonably believe the search will reveal evidence of misuse. The search must not exceed the scope of the alleged misconduct-giving rise to the school official’s belief in the necessity of the search.

- e. GRSD Policy and Regulations broadly authorizes the school to punish students who use ECDs inappropriately or to bully or harass while attending school or participating in school activities. Students who are on school grounds, going to or coming from school and are on or off campus during school-sponsored activities are considered involved in school activities.

IX. SCHOOL'S AUTHORITY OVER STUDENT-OWNED ECDs OFF CAMPUS

- . School Authority is not limited to the geographical boundaries of the school grounds.
- a. School officials may regulate students' off-campus use of student-owned ECDs when they can prove there is a strong possibility that the off-campus activity will result in a material disruption of the school environment or a substantial interference with the rights of others.
- b. School officials may discipline students for their off-campus use of student-owned ECDs when:
 - i. The student knew or should have known that the off-campus ECD communication and/or its effects would appear on campus, meaning that the on-campus consequences were reasonably foreseeable; and
 - ii. School officials can demonstrate a causal nexus between the students' off-campus activity and a material disruption of the school environment; or
 - iii. Evidence exists that the off-campus communication caused a substantial interference with the rights of others, including the rights of both students and employees to be free from trauma and psychological harm.

X. UNACCEPTABLE USES

The following uses of the school district system and Internet resources or accounts are considered unacceptable:

- . Users will not use the school district system to access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material.
- i. Users will not use the school district system to transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language.
- ii. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that are inappropriate to the educational setting or disruptive to the educational process and will not post information or materials that could cause damage or danger of disruption.
- iii. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
- iv. Users will not use the school district system to knowingly or recklessly post false or defamatory information about a person or organization, to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- v. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
- vi. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to

violate the school district system's security, and will not use the school district system in such a way as to disrupt the use of the system by other users.

- vii. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
- viii. Users will not use the school district system, or district email, to post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone
 - ix. numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - x. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user.
 - xi. Users will not use the school district system to violate copyright laws, or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 - xii. Users will not use the school district system for the conduct of a business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services, check private email accounts or complete other personal business during the hours that staff is professionally contracted to the district but may use the system, within the guidelines of this AUP, during time that is personal (lunchtime or before/after school).
- a. Any use of the system that appears to be inappropriate should be immediately reported to the technology department. If said use is deemed to be inappropriate, the incident will be reported to the building administrator for appropriate discipline. Each building administrator shall maintain a log of all incidents of inappropriate use and log all disciplinary action against the student into the Student Information System.
- b. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. A user may also, in certain rare instances, access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher. Examples of such projects may include hate literature, art, or other topics, which would generally be removed by standard filtration software.

XI. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of ECDs, the school district ECD network system and use of the Internet shall be consistent with school district policies and the mission of the school district.

XII. LIMITED EXPECTATION OF PRIVACY

- a. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect that the school may at any time, and without prior notice, review the content of personal files on the school district system.
- b. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- c. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time. Inquiries should be made to the network administrator by appointment.
- d. School district employees and students should be aware that data and other materials in files maintained on the school district system might be subject to review, disclosure or discovery.
- e. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities and activities not in compliance with school district policies conducted through the school district system.

XIII. INTERNET USE AGREEMENT

- . The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.
- a. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- b. The Internet Use Agreement form must be read and signed by the user and the parent or guardian. The form must then be filed at the school office.

XIV. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XV. USER NOTIFICATION

- a. All users shall be notified of the school district policies relating to Internet use.
- i. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives or servers.

- b. Information retrieved through school district computers, networks or online resources.
- c. Personal property used to access school district computers, networks or online resources.
- d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

- e. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

- b. Notification that, even though the school district may use technical means to limit Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
- c. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student or the student's parents.
- d. Notification that should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
- e. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.

II. **PARENT RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other potentially offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

- a. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

- i. A copy of the user notification form provided to the student user.
- ii. A description of parent/guardian responsibilities.
- iii. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and a supervising teacher prior to use by the student.
- iv. A statement that the school district's acceptable use policy is available for parental review.

III. **IMPLEMENTATION; POLICY REVIEW**

The school district administration may develop appropriate guidelines and procedures necessary to implement this policy. Such guidelines and procedures shall be an addendum to this policy.

- a. The administration shall revise the student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- b. The school district's Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- c. Because of the rapid changes in the development of the Internet, the school committee shall conduct an annual review of this policy.

Cross References: GRSD Network Responsibility Contract (IJNDB – E)

GRSD Student Use of Electronic Communication Devices (IJNDBB)

GRSD Student Use of Electronic Communication Devices Guidelines &

Permission (IJNDBB-E)

GRSD Electronic Communication Devices – Staff Policy, Procedures and Information (IJNDB – E-1)

District Use of District EMail and Social Media File: IJNDD - R

FILE: IJNDB – E – NETWORK RESPONSIBILITY CONTRACT

Please read the following carefully before signing this document. This is a legally binding contract and must be signed before network access is given.

The Gateway Regional School District's electronic communication devices (ECD) network provides access to the Internet. The Internet is an electronic information and communications "highway" connecting millions of electronic communication devices all over the world and millions of individual people. Students, teachers, support staff, parents and community members with accounts have access to any or all of the following:

- 1) electronic mail (email) communication with people all over the world;
- 2) information and news from a wide variety of sources and research institutions;
- 3) public domain and shareware software of all types;
- 4) discussion groups on a wide variety of topics;
- 5) access to many university libraries, the Library of Congress, and more!

With access to electronic communication devices and people all over the world also comes the availability of some materials that may not be considered to be of educational value within the context of the school setting. The School Committee and Administration of the GRSD firmly believe that the valuable information and interaction available on this worldwide network far outweigh the possibility of users procuring material that is not consistent with the educational goals within each school.

Here are some of the guidelines provided to establish the responsibilities you are about to acquire. If any user violates any of these provisions, his or her account or access privileges may be terminated, appropriate disciplinary action taken, and all future access could be denied.

1. ACCEPTABLE USE:

- a. The purpose of GRSD's provision of access to the Internet is to support research and education in and among schools and academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of Gateway Regional School District. Use of other organizations' networks or computing resources must comply with rules appropriate for that network. Transmission of any materials in violation of any U.S. or state organization is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or materials protected by trade secret. Use for commercial activities by for-profit institutions is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.
- b. During personal time (i.e., during lunchtime, before and after school) in which staff or students have no specific responsibilities to the district the Internet may be accessed through the District's ECD network for non-professional and personal interests provided that they fall within the realm of the district's "Internet Acceptable Use Policy."

2. PRIVILEGES:

The use of GRSD network services is a PRIVILEGE, not a right, and inappropriate use may result in a cancellation of those privileges.

- a. The site and/or system administrator(s) will deem what is inappropriate use, take appropriate action and determine consequence. Also, the site and/or system
- b. administrator(s) may close an account or deny access at any time as required. The site administration and/or staff of GRSD may request the system administrator to deny, revoke, or suspend specific user accounts.

3. NETIQUETTE (NETWORK ETIQUETTE): The use of an account/access requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following:

BE POLITE. Do not send abusive messages to ANYONE.

- a. USE APPROPRIATE LANGUAGE. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden. (Note that email is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities must be reported to appropriate authorities.)

b. PRIVACY. Do not reveal the personal address or phone numbers of yourself or any other person. All communications and information accessible via the network should be assumed private property. Do not forward/distribute an email message without permission from the author.

c. CONNECTIVITY. Do not use the network in such a way that would disrupt the use of the network by others.

4. SERVICES: The Gateway Regional School District uses the Google Applications Suite for both students and staff for the purposes of collaboration, class work, and creativity including Google Drive for storing documents created in Google Drive, Google Mail, Google Calendar, and Google Sites. Unlike the consumer version of many Google products, this Google Apps for Education Platform is entirely managed by the GRSD, thereby allowing for enhanced security, privacy, and supervision of content.

As part of this, we are giving students access to the Google Apps store to download appropriate free applications for classroom use. Before we can open up the store to students, the Children's Online Privacy Protection Act (COPPA) of 1988 requires parental consent for children aged 13 and under, and Google requires parental consent up to the age of 18. Please visit <https://support.google.com/a/answer/139019?hl=en> for frequently asked questions and http://www.google.com/apps/intl/en/terms/education_terms.html for the terms of service.

a. GRSD will not be responsible for any damages you may suffer. This includes loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained via GRSD network services is at your own risk. GRSD denies any responsibility for the accuracy or quality of information obtained through network services.

5. SECURITY: Security on any computer network system is a high priority, especially when the system involves many users. If you feel you can identify a security problem within the GRSD network, you must notify a system administrator either in person or via the network. Do not demonstrate the problem to other users. Do not use another individual's account, forge messages or post anonymous messages. Attempts to login to the system as any other user may result in cancellation of user privileges. Attempts to login to GRSD networks as a system administrator or any other form of unauthorized access may result in immediate cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to GRSD network services.
6. VANDALISM: Vandalism may result in cancellation of privileges and/or criminal prosecution. This includes, but is not limited to, contamination, deletion or reconfiguration of data or degradation of system performance in any way.
7. UPDATES: GRSD may occasionally require new registration and account information from you to continue providing services. You must notify the system administrator of any changes in your account information. All Terms and Conditions as stated in this document are applicable to the Gateway Regional School District. These Terms and Conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the Commonwealth of Massachusetts, United States of America.
8. INTERNET ACCEPTABLE USE POLICY: All of the requirements, understandings, and obligations the GRSD "Internet Acceptable Use Policy" are incorporated and are made a part of this contract. Your signature on this document signifies your understanding and acceptance of said Internet Acceptable Use Policy.

WEB PAGE and SOCIAL NETWORKS POLICY

- I. The availability of Internet access in Gateway schools provides an opportunity for students and staff to contribute to the school district's presence on the World Wide Web through websites, blogs, wikis and other social networks. The district's internet sites provide information to the world about school curriculum, instruction, school-authorized activities, and other general information relating to our schools and our district's mission. Internet access for the creation of Web pages and posting to social networks are provided by the district's Technology Department. Creators of internet content need to familiarize themselves with and adhere to the following policies and responsibilities. Failure to follow these policies or responsibilities may result in the loss of authoring privileges or other more stringent disciplinary measures.
- II. The intention of this policy is to create an environment for creative publishing at Gateway through the medium of the World Wide Web. As with the printed media, state and federal laws govern the use of trademark and copyright material. Furthermore, Web publishing at Gateway takes place in a context subject to some additional regulations.
- III. SUBJECT MATTER - All subject matter on district maintained internet pages should relate to curriculum, instruction, school-authorized activities, general information that is appropriate and of interest to others, or it should relate to the school district, or the schools within the district. Therefore, neither staff nor students may publish personal home pages as part of the district Web sites, or home pages for other individuals or organizations not directly affiliated with the district or the Community Access Network. Staff or student work may be published only as it relates to a class project, course, or other school-related activity.

- IV. QUALITY - All published work must be free of spelling and grammatical errors. Documents may not contain objectionable material or point (link) directly to objectionable material. Objectionable material is defined as material that does not meet the standards for instructional resources specified in the district's Selection Policy. Regarding the question of quality or propriety of published material, appearance, or content, the judgment of the Web Specialist, building or district administrators will prevail.
- V. OWNERSHIP AND RETENTION
- a. All Web pages on the district's server(s) are property of the school district. Web pages will be deleted when a student graduates or moves, unless prior arrangements have been made with the Web Specialist.
 - b. All publications to the internet that are done as part of a district related project or are completed on district time are the property of the school district.
- VI. STUDENT SAFEGUARDS
- . Documents may not include a student's phone number or address.
 - a. Published email addresses are restricted to staff members or to a general group e-mail address where arriving e-mail is forwarded to a staff member.
 - b. Decisions on publishing student pictures (video or still) and audio clips are based on the building Web Master's judgment. The Webmaster must first check with the school office or the district's Information Technology coordinator to determine if the student's parents/guardians have objected to such publication through the regular data privacy restriction process.
- VII. SCHOOL BOARD POLICIES
- . All material published to the internet that are done as a district related project or are completed on district time or published to district server(s) must conform to School Committee Policies and regulations as well as established school guidelines. Persons developing or maintaining this information or documents are responsible for complying with these and other policies. Some of the relevant issues and related Committee Policies include the following:
 - a. Electronic transmission of materials is a form of copying. As specified in the district's Computer Network and Internet Use Policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the district's equipment, including its Web server(s).
 - b. Documents created for the Web and linked to district Web pages will meet the criteria for use as instructional resources.
 - c. Any links to district Web pages that are not specifically curriculum-related will meet the criteria established in the district Computer Network and Internet Use Policy. Any other non-curricular materials should be limited to information about other youth activities, agencies, or organizations which are known to be non-sectarian, exclusively devoted to community interests or child welfare, are non-profit, and non-discriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising.
 - d. All communications via the district Web pages will comply with the district Computer Network and Internet Use Policy (AUP) and the district's Student Discipline Policy. Offensive behavior that is expressly prohibited by this policy includes bullying or religious, racial, and sexual harassment and/or violence.
 - e. Any student information communicated via the district Web pages will comply with Gateway's policies on data privacy and public use of school records.
 - f. Any deliberate tampering with or misuse of district network service or equipment will be considered vandalism and will be handled in accordance with the district Computer Network and Internet Use Policy, the district Student Discipline Policy, and other related policies.
- VIII. DISCLAIMER - Material on Web pages reflect an individual's thoughts, interests, and activities. Such Web pages do not, in any way, represent individual schools or the Gateway Regional School District, nor are they endorsed or sanctioned by the individual school or the district. Concern about the content of any page(s) created by students or staff should be directed to the district Information Technology Coordinator. Given the rapid change in technology, some of the technical standards outlined in this policy may require change. Such changes will be made by the district Technology Coordinator with approval of the Superintendent.

STUDENT FORM

"I have read, understand and will abide by the above Terms and Conditions for use of GRSD network services and the GRSD Acceptable Use Policy. I further understand that any violation of the regulation above is unethical and may constitute a criminal offense. Additionally, I have also read, understand and will comply with the Limited Expectation of Privacy statement as it is written in the district Acceptable Use Policy. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action pursued."

Student's/User's Full Name:(please print)_____

Student's/User's Signature:_____

Date: ___ / ___ / ___

Current Grade Level: _____

Year of Graduation: _____

School: _____

Parent or Guardian Network Responsibility Contract

(If user is under the age of 18, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the Terms and Conditions for use of GRSD network services, as well as the District Acceptable Use Policy. I understand that these privileges are designed for educational purposes only. However, I also recognize it is impossible for the school district to restrict access to all potentially controversial materials and I will not hold GRSD responsible for material acquired or problems related to the use of the material acquired on the Internet. I have also read, understand and will comply with the Limited Expectation of Privacy statement as it is written in the district Acceptable Use Policy

I hereby give my permission for my child to utilize GRSD network services, the Google Suite of Applications, and the Google Store for Education and certify that the information contained on this form is correct. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

Parent or Guardian Name (please print): _____

Signature: _____

Date: ___ / ___ / ___

*******OFFICE USE ONLY*******

DO NOT WRITE BELOW THIS LINE

Login Name	Initial Password	Created(by/date)

FILE: IJNDB – E - STAFF FORM

"I have read, understand and will abide by the above Terms and Conditions for use of GRSD network services and the GRSD Acceptable Use Policy. I further understand that any violation of the regulation above is unethical and may constitute a criminal offense. Additionally, I have also read, understand and will comply with the Limited Expectation of Privacy statement as it is written in the district Acceptable Use Policy. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action pursued."

User's Full Name:(please print)_____

User's Signature:_____

Date:

FILE: IJNDB – E – 1 – STAFF ELECTRONIC COMMUNICATION DEVICES

Staff Policy, Procedures and Information

Definitions:

Electronic communication devices (ECDs) include computers, pagers, cell phones, smartphones, portable game units, graphing calculators, iPods, iPads, and similar electronic equipment. Many of these devices enable users to communicate directly or through internet social networking sites such as Facebook, MySpace, and Twitter.

Use of ECDs:

Staff use of computers and similar ECDs owned by the school is subject to the conditions set forth in the Acceptable Use Policy (AUP) that all staff must sign indicating that they have read and agree to comply with its terms. As many ECD's are portable, they are liable to physical damage and theft. Any person with access to a GRSD owned ECD must assume a reasonable amount of responsibility for its safety against theft or damage. In the event that an ECD is presumed stolen, the GRSD Technology Department must be notified immediately and a police report must be filed. GRSD Technology Department staff must receive a copy of this report.

Any person holding administrative rights to an ECD in their possession will be held responsible for ensuring that updates of the operating system and virus scanner are carried out to District standards. Automatic updates will be set up for those ECD users who do not have administrative rights.

The District reserves the right to audit any ECD at any time that does not disrupt normal business and/or academic functions.

Any abuse that occurs may result in ECDs being prohibited from leaving GRSD property, or the suspension of electronic account privileges as outlined in the GRSD AUP.

While operating a district owned vehicle, you should not use an ECD. If you need to take a call, make a call, text or otherwise use the ECD, you should find a safe place to pull off the road to complete the task. Violations of this protocol may result in appropriate disciplinary action up to and including termination. If an employee is cited by the police for using an ECD while operating a district owned vehicle, this citation must be reported to the employee's immediate supervisor.

Reasonable Care of your GRSD ECD:

Although some repairs are covered by the warranty of your GRSD ECD, users are reminded that they are primarily responsible for taking reasonable care of their GRSD ECDs. Any damage to an ECD could possibly result in user downtime while the system is repaired or replaced. ECD's that are broken or fail to work properly should be taken to the HelpDesk at the main complex. The following are some general precautions to assist in protecting your GRSD ECD from theft or damage:

1. Do not allow food or drink next to your ECD when in use.
2. Cords, cables, and removable storage devices must be inserted and removed carefully.
3. ECDs such as laptops should not be carried while the screen is open.
4. ECDs should be shut down when carrying or not in use to conserve battery life.
5. ECDs should remain free of any writing, drawing, stickers, or labels that are not the property of GRSD.
6. An ECD should never be stored in a vehicle for any length of time. Storing an ECD in a vehicle renders it vulnerable to theft and possibly extreme temperature changes, especially in the winter months.
7. If an ECD is inadvertently left in a vehicle for any length of time during the winter months, it should be allowed time to reach room temperature before it is powered on.
8. Do not use an ECD on unstable furniture and ensure that any power cords or connectors do not present a trip hazard (potentially causing bodily harm and ECD damage).

9. When using an ECD in a public place, never leave it unattended. ECDs are a popular target for thieves.
10. Avoid extremely dusty or smoky environments with an ECD.
11. Always transport ECDs in protective cases.
12. You should always unplug ECDs from power outlets and/or wired network ports during a lightning storm.
- 13.

Software Maintenance:

In the event that an ECD must be re-imaged or is having maintenance performed, the user is responsible for ensuring that all personal data is removed from the device's storage and stored in a safe location such as their network space, CD-R(W), memory stick, portable drive, etc. Personal data should also be backed up periodically to avoid data loss due to a hard drive/storage failure.

NOTE: The GRSD Technology Department assumes no responsibility for personal data residing on an ECD's storage device.

Theft:

As mentioned previously, an ECD should never be left unattended for any period of time. It takes only seconds for an ECD to be stolen. Leaving an ECD unattended in school or in any other public area constitutes an act of negligence, and may lead to disciplinary consequences.

You should never leave an ECD unattended in a vehicle. Users will be subject to disciplinary consequences due to ECDs being stolen from vehicles.

In the event that an ECD is stolen, the GRSD Technology Department must be notified immediately and you must call the police to report the theft. You will receive a record of your GRSD ECD serial number when you sign the equipment out. Keep this in a safe place, as the police will require this information. Filing a false police report is against the law, and the police may charge the offender accordingly.

Repairing or Replacing your ECD:

Normal "wear and tear" will not result in any disciplinary action as this occurs on an ECD over time, because of recommended and responsible usage. Instances of normal "wear and tear" are determined by GRSD Technology Staff, and usually do not include cuts, cracks or breakage.

Repairs covered under our vendor warranty will not result in any disciplinary consequences. These repairs are determined solely by the vendor. Some components may be repaired or replaced under warranty due to defects in manufacturing. GRSD Technology Staff will complete all warranty calls to a vendor.

Accidental damages generally are not covered under vendor warranties. Staff will be responsible for repair of damages to, or replacement of, ECDs not covered under the vendor warranty unless there are extenuating circumstances.

Guidelines and practices relevant to the use and reasonable care of GRSD ECDs are summarized within this document. For financial purposes, negligence is defined as the failure to follow the previously mentioned guidelines and practices. If your ECD or accessories are damaged or stolen due to negligent or intentional conduct, you may be subject to disciplinary consequences.

Protection Options:

Warranty protection from the vendor is automatically provided.

Basic insurance for accidental damage (accidental drops, power surges, natural disasters) can be purchased at a reasonable cost through the District's Technology Department.

Insurance for theft, loss or fire is not covered by these policies. Following are three options that available for these types of losses, and staff members must commit to one:

1. No Insurance - The staff member agrees to pay for the replacement of the ECD at the current value of the lost/damaged ECD.
2. Personal Insurance - The staff member covers the ECD under your own insurance policy and in the case of a theft, loss or damage by fire, or uncovered accidental damage, the staff member agrees to pay GRSD the amount received from your insurance company plus any additional amount needed to match the ECDs value at the time of loss.
3. School District Protection - The staff members chooses to pay GRSD an annual protection payment for coverage of theft, loss or damage by fire, or uncovered accidental damage. The payment is non-refundable.

INTENTIONAL DAMAGE: Staff are responsible for full payment of intentional damage to ECDs. Warranty, Accidental Damage Protection, or School EDC Protection DOES NOT cover intentional damage of ECDs.

Potential loss of ECD privileges:

Staff members who have recorded three or more instances of ECD damage, loss of an ECD, damage through negligence, or have misused their ECD or network privileges may have certain use restrictions put into place. These may include:

1. Staff members may lose the option of taking their ECDs off district property for specific lengths of time.
2. Staff members may have to check their ECD out of the technology department each day.
3. Staff members may lose the option of having a mobile/portable ECD assigned to them.
4. Staff members may lose specific network privileges.

Staff members who have been negligent in the operation/care of their district provided ECDs, or have intentionally damaged ECDs or intentionally misused the district's electronic infrastructure may:

1. Face disciplinary measures for failure to comply with the AUP or for negligence or intentional damage to their district provided ECDs.
2. Be held financially liable for certain incidents involving district provided ECDs.
- 3.

ECD Return Procedures:

Upon leaving the district's employment, or in cases of losing privileges, staff will be responsible for returning GRSD ECDs directly to the GRSD Technology Department. All accessories issued (power adapter, power adapter cord, ethernet cable, etc.) must be returned with the ECD at the same time. Staff may have to pay the replacement cost of any accessories missing from the system when it is returned.

The GRSD Technology Department will assess the condition of returned ECDs in the presence of the staff member returning the ECD to determine if there is any non-warranty damage. The staff member and technology department will sign an ECD assessment form indicating the condition of returned equipment.

Upon return of the ECD to the GRSD Technology Department, all data from the storage area is erased. Data backups are optional and must be completed by the staff member prior to the return of the ECD.

FILE: IJNDB-E-2 – STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

Student Use of Electronic Communication Devices (ECDs) Guidelines and Permission Slip

I. Purpose

- a. We recognize that electronic communication devices (ECDs) are an important part of our everyday world and are increasingly used in teaching and learning. However, we do not want these devices to interfere with the students' learning environment.
- b. With so much innovative technology available and utilized in the world today, the district feels it is important to integrate this technology into school activities to help prepare students for their futures. Staff may incorporate newer methods of instruction and assessment, some of which may entail student use of school-owned or student-owned ECDs for purposes such as recording speaking assessments, text message reminders, use of instructional programs, and other classroom activities.
- c. In order to apply such technology, students will need to have access and authorization to use personal ECDs in the classroom by both a parent/guardian and school personnel. This permission slip outlines the appropriate use of such ECDs, states potential consequences for misuse, and allows you to control the use of student-owned ECDs in school sponsored/related activities. Refer to "Student Use of Electronic Communication Devices Policy, File IJNDBB" for further details.

II. Definition of Electronic Communication Devices (ECDs)

- a. Electronic Communication Devices (ECDs) include pagers, cell phones, smartphones, portable game units, graphing calculators, iPods, iPads, computers and similar electronic devices.
- b. These devices allow users to communicate electronically person to person or through the Internet.
- c. Accessing the internet through either a school-owned ECD or a student-owned ECD shall meet the requirements of the district's acceptable use policy (File IJNDB) and a completed "Student Network Responsibility Contract".

III. Use of ECDs

Student use of computers and similar ECDs owned by the school is subject to the conditions set forth in the Acceptable Use Policy that all students and staff must sign indicating that they have read it and agree to comply with its terms.

IV. Application

- a. These rules apply when students are at school or attending a school-sponsored/related activity on or off-campus, including the following:
 - i. Attending class
 - ii. Socializing in hallways and elsewhere on school grounds
 - iii. Using school media centers, restrooms, locker rooms, gyms and other school facilities
 - iv. Going to and from school (both walking and on busses)
 - v. During lunch
 - vi. Attending school-sponsored activities off campus, such as field trips, dances and related activities

- i. Attending school-related activities off campus, such as away athletic events.

V. **Potential disciplinary Infractions**

The following conduct at any of the activities noted in item IV will result in disciplinary consequences:

Refusal to turn off an ECD when told by a teacher, administrator, coach, counselor, or other school official

- i. Damaging an ECD owned by the school
- ii. Causing disruption
- iii. Using an ECD to cheat, including getting and giving answers to tests and copying from the internet
- iv. Using an ECD to bully, threaten, harass, or attack another student or school personnel whether or not communicated directly to that person
- v. Sending, asking to receive, or sharing pictures or videos of people who are partially or completely undressed, or are pretending to or actually performing a sexual act.

a. The school may also discipline students who misuse ECDs **away from school on their own time** if both of the following are true:

- 1. The student's use of the ECD causes significant disruption at school or serious harm to the school, other students, or school personnel, and
- 2. The student knew, or should have known, that the harm would occur

VI. **Potential Disciplinary Actions**

Students must turn over the ECDs in their possession at school or school-sponsored/related activities to school personnel upon request. Failure to do so will be grounds for disciplinary action. Law enforcement may be contacted at the discretion of school personnel.

a. When a student misuses an ECD, the school may do the following, as long as the severity of the school's action matches the seriousness of the student's misuse of the ECD:

- i. Search the ECD within the context of the alleged misuse
- ii. Warn the student, verbally or in writing
- iii. Take away the ECD. Depending on the offense, the school may keep the student owned ECD for the remainder of the day or require that a parent/guardian come in to reclaim it.
- iv. Lose specific network privileges or the ability to use ECDs during school and school related activities.
- v. Deny the student the privilege of participating in extracurricular and athletic activities.
- vi. Contact the student's parents/guardians or the police
- vii. Implement other disciplinary measures up to suspension or expulsion in accord with student discipline procedures.

b. Students will face disciplinary action for off-campus use of ECDs in their possession if they reasonably knew or should have known that the off-campus ECD communication would appear on campus and if the effects cause significant disruption of school activities or significant interference with the rights of others at school or school-sponsored/related activities

i. **Significant disruption** is evident if:

- a. Instruction or educational activities are interrupted,

- b. Students and educational personnel are denied access to, or cannot focus on, classroom or out-of-classroom activities, or,
 - c. Continuous disciplinary measures are necessary to maintain order and protect persons and property from harm.
- ii. **Significant interference** with the rights of others is evident if:
- a. The ability of students to participate and learn in a safe schooling environment is limited by psychological harm, physical harm, or threat of physical harm;
 - b. The ability of school personnel to carry out their responsibilities is limited through intimidation sufficient to cause psychological harm, physical harm, or threats of physical harm; or
 - c. There is reasonable fear of damage to school property or the property of students and school personnel.

VII. **Authorizations**

a. I have received, read, and reviewed with my child a copy of the “Student Use of Electronic Communication Devices”. I understand that failure to follow these rules may result in disciplinary action and affect my right to use ECDs while at school and at school-sponsored/related activities both on and off campus.

b. Personal ECD authorization (please check all that apply):

- i. I give _____ permission to use school-owned ECDs while at school and at school-sponsored/related activities (completion of Network Responsibility Contract is also required).
 - ii. I give _____ permission to use his/her personal ECD while at school and at school-sponsored/related activities* (completion of Network Responsibility Contract is also required).
 - iii. I give _____ permission to send and receive text messages for classroom activities*. In addition, I grant permission for him/her to receive general text messages to his/her personal ECD about important class/district information such as reminders for tests, quizzes and other assignments.

**I/we will not hold the Gateway Regional School District, or any of its employees, liable for any phone/carrier charges incurred through calls or the sending/receiving of messages for the educational purposes listed above. I also understand that a text message will not be sent for every important event, assessment or school activity.*

Name of Student (Print)

Date

Student Signature

Name of Parent/Guardian

Signature of Parent/Guardian

Date

FILE: IJNDBA - WEB PAGE POLICY

The availability of Internet access in Gateway schools provides an opportunity for students and staff to contribute to the school district's presence on the World Wide Web. The district's Web sites provide information to the world about school curriculum, instruction, school-authorized activities, and other general information relating to our schools and our district's mission. Internet access for the creation of Web pages is provided by the district's Technology Department. Creators of Web pages need to familiarize themselves with and adhere to the following policies and responsibilities. Failure to follow these policies or responsibilities may result in the loss of authoring privileges or other more stringent disciplinary measures.

The intention of this policy is to create an environment for creative publishing at Gateway through the medium of the World Wide Web. As with the printed media, state and federal laws govern the use of trademark and copyright material. Furthermore, Web publishing at Gateway takes place in a context subject to some additional regulations.

Subject Matter

All subject matter on Web pages should relate to curriculum, instruction, school-authorized activities, general information that is appropriate and of interest to others, or it should relate to the school district, or the schools within the district. Therefore, neither staff nor students may publish personal home pages as part of the district Web sites, or home pages for other individuals or organizations not directly affiliated with the district or the Community Access Network. Staff or student work may be published only as it relates to a class project, course, or other school-related activity.

Quality

All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or point (link) directly to objectionable material. Objectionable material is defined as material that does not meet the standards for instructional resources specified in the district's Selection Policy. Regarding the question of quality or propriety of Web page material, appearance, or content, the judgment of the Web Specialist, building or district administrators will prevail.

Ownership and Retention

All Web pages on the district's server(s) are property of the school district. Web pages will be deleted when a student graduates or moves, unless prior arrangements have been made with the Web Specialist.

FILE: IJNDBA - SAFETY PRECAUTIONS

- A. In general
- Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.
- B. Student photographs
- Student photographs may be published only with the written consent of the student's parent or guardian.
 - Student photographs will not be accompanied by identifying information about the student(s).
- C. Student work
- Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.
- D. Staff photographs, identifying information and work
- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
 - Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

School Board Policies

All documents on the Gateway Web server(s) must conform to School Committee Policies and regulations as well as established school guidelines. Persons developing or maintaining Web documents are responsible for complying with these and other policies. Some of the relevant issues and related Committee Policies include the following:

1. Electronic transmission of materials is a form of copying. As specified in the district's Computer Network and Internet Use Policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the district's equipment, including its Web server(s).
2. Documents created for the Web and linked to district Web pages will meet the criteria for use as instructional resources.
3. Any links to district Web pages that are not specifically curriculum-related will meet the criteria established in the district Computer Network and Internet Use Policy . Any other non-curricular materials should be limited to information about other youth activities, agencies, or organizations which are known to be non-sectarian, exclusively devoted to community interests or child welfare, are non-profit, and non-discriminatory .Web page links may not include entities whose primary purpose is commercial or political advertising.

4. All communications via the district Web pages will comply with the district Computer Network and Internet Use Policy (IUP) and the district's Student Discipline Policy . Offensive behavior that is expressly prohibited by this policy includes religious, racial, and sexual harassment and/or violence.
5. Any student information communicated via the district Web pages will comply with Gateway's policies on data privacy and public use of school records.
6. Any deliberate tampering with or misuse of district network service or equipment will be considered vandalism and will be handled in accordance with the district Computer Network and Internet Use Policy, the district Student Discipline Policy, and other related policies .

Disclaimer

Material on Web pages reflects an individual's thoughts, interests, and activities. Such Web pages do not, in any way, represent individual schools or the Gateway Regional School District, nor are they endorsed or sanctioned by the individual school or the district. Concern about the content of any page(s) created by students or staff should be directed to the district Information Technology Coordinator. Given the rapid change in technology, some of the technical standards outlined in this policy may require change. Such changes will be made by the district Technology Coordinator with approval of the Superintendent.

FILE: IJNDBA-F GATEWAY REGIONAL SCHOOL DISTRICT TECHNOLOGY CONSENT AND WAIVER

This form must be signed, dated and returned to the Gateway Regional School District Office of Technology before personal computer, network and Internet access will be granted. This form shall be used and referenced any time a student's name, work, or image appears in a group of three students or fewer which will be placed on the district website. No student work, student image or student name is to be placed on the district web site without prior consent indicated in this document.

By signing this agreement, I, as a Gateway Regional School District Student, and my parent(s) or legal guardian(s), agree:

- That we have discussed the conditions and responsibilities contained in this agreement ;
- That I will abide by the responsibilities and limitations contained in this agreement ;
- That I will use school computer systems responsibly, and in the manner intended ;
- That I will only access the Internet if my parent(s) or guardian(s) have granted permission; and,
- That I have read, understand and will comply with the Limited Expectation of Privacy statement as it is written in the district Acceptable Use Policy; and
- That the Gateway Regional School District shall not be held responsible for the abuse of Personal Computers, Networks or the Internet.

Student Name: _____ (Please print) Graduation Year : _____

Student Signature: _____ Date: _____

A Parent or Legal Guardian responsible for the student must sign this agreement
(Please check one box in each category):

Publication of Student Work on the Internet

I/We [] GRANT Permission for this Student's work to be published on the District's public Internet site.

I/We [] DO NOT GRANT Permission for this Student's work to be published on the District's public Internet site..

Publication of Student First Name, Last Initial, and/or Photograph on Internet

I/We [] GRANT Permission for photographs that include this Student and/or their first name and last initial to be published on the District's public Internet site.

I/We [] DO NOT GRANT Permission for photographs that include this Student and/or their first name and last initial to be published on the District's public Internet site.

Parent/Guardian Signature

Printed Name

Date

FILE: IJNDBA-R - WEB PAGE GUIDELINES AND PROCEDURES

The district will have a Web Committee of at least three members, including one building administrator, to create and monitor Internet publications. This committee is responsible for gathering information and overseeing the development and creation of school Web pages.

Content Standards

Each school principal is responsible for any web pages produced on school facilities that represent said school. The principal may designate one or more webmasters at the school to compose and update web pages. Web pages should be accurate and appropriate. No school pages are to be posted without the sanction of the Principal or webmasters at the school.

Technical Standards

Each Web page added to the district Web site(s) must contain certain elements which will general consistency for district Web pages.

1. The start page of your web site MUST be named index.html in order for it to work properly.
2. At the bottom of the Web page, there must be an indication of the date of the last update to that page and the name or initials of the person(s) responsible for the page or update. It shall be that person's responsibility to keep the Web page current.
3. At the bottom of the Web page, there must be a link that returns the user to the appropriate point(s) in the district Web pages. A template will be available for all users.
4. Additional consistency standards will be developed by the district as the need arises.
5. All Web pages must be submitted to the building technology representative or the district Web Specialist for review prior to their placement on the district server(s).
6. No computers other than the assigned building Web servers shall be configured as Web/FTP servers.
7. Users must exhibit care when creating Web pages with extensive tiled backgrounds or large graphics. Such files require extensive download time, are frustrating for modem users, and slow down the file servers. As a general rule, a Web page should not take longer than one minute to download over a 14.4K modem connection. Graphics files shall be under 100K in size unless a special situation exists that requires a larger graphic.
8. The authorized teacher who is publishing the final Web page(s) for herself or himself or for a student will edit and test the page(s) for accuracy of links, and check for conformance with standards outlined in this policy.
9. Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the

final page is actually in place on the district server(s) .

10. All Web pages must be given names , which clearly identify them. The names of all documents shall coincide with current Computer Services' naming practices and structures.
11. Any graphics, sounds, or video used on Web pages must conform to the format currently approved by the district.
12. Web pages may not contain any student e-mail address links.
13. Password-protected pages are NOT allowed.
14. Final decisions regarding active Web pages will rest with the district Web Specialist.

FILE: IJNDBR-R-1 - WEB STYLE GUIDE

Design Principles

The World Wide Web is a rapidly expanding communications medium. It is important to identify a clear mission or focus for your Web pages, one that is in tune with the needs and expectations of your audience. The following considerations may offer some guidelines in the process of developing and maintaining your Web site:

Visually Interesting	Capture and hold the visitor's attention,
Clear Navigation	To avoid confusion, utilize relative links wherever possible and create absolute links only when linking to an outside web site.
Easy to Read	Be concise. Use bullet points whenever possible. Body content should be between 10px and 16px (font size 2 or 3), Titles should be between 12px and 20px (body font size+ 1).
Comprehensive	Brainstorm to make sure the web site offers all pertinent information. Show your site to as many people as possible.
Organized	Use a logical outline of information , beginning with broad topics. Your front page should be a table of contents for your whole web site.
Expandable	Create pages so that they are easy to modify for new and changing information.
Quick Download	Keep files (pages, graphics, video and audio clips, tables, etc.) as small as possible for quick downloading.
Browser Compatibility	Test pages with multiple browsers. If possible, try to check pages on multiple platforms (Apple, Windows, Android).
Up-to-date	It is imperative that the content of your pages is current. Update your pages often. Provide a "last modified" date.

Design Layout Considerations

When designing your pages, note that the variation in hardware, software, and browsers affects how your Web site will be viewed.

Resolution and Tables

The minimum width of most monitors is 640 pixels. To ensure that the entire Web page is displayed, we recommend that Web page elements (tables, graphics, photos, etc.) not exceed a width of 600 pixels. Use fixed-width tables to position type and images within your window. Unless otherwise specified, text and graphics will readjust and reflow to accommodate the size of the viewer's browser window. Sometimes the results can be less than optimum at higher resolutions. To ensure that the viewer displays your pages as you designed them, you might want to use tables set to predetermined widths and then place your text and graphics within the table cells. This will prevent text and graphics from refolding.

File Size and Bandwidth

Although today's standard modems are faster, the downloading time for Web pages, graphics, and video and audio clips is still a concern for Web designers. Try to keep most graphics files around 28k.

Homepage	Subpages	Photos
50 Kb- 12 sec.	23 Kb- 6 sec	If > 20K, use thumbnails

Navigation Bars

Navigation bars are a convenient method for visitors to explore all of the various topics on a site. It's helpful to visitors if the placement and size of navigation bars are consistent from page to page within a site.

Graphics and Photo File Formats

There are two standard image file formats used on the Web: GIF (Graphics Interchange Format) and JPEG (Joint Photographic Experts Group). The virtue of a GIF image is that it has a very small file size and is quick to download. *GIF* is good for reproducing and downloading line art. JPEG is a compression format that is designed to be used with photographs.

Consider limiting the number and file size of graphics for quicker transmission of your pages. JPEG files tend to be larger than GIF files, but because of the compression feature they can be downloaded as fast as GIF files. JPEG files, however, take added time to decompress. While smaller files are best, one large file can often be downloaded faster than several smaller files. Thumbnails (small graphic links to larger images) should be saved in GIF format. Animated GIFs are composed of sequential GIF images, like moving pictures. Animated GIFs add dimension to a site, but should be used in moderation.

Browser Safe Color Palette

The major browser manufacturers have determined a set of 216 colors that can be accurately represented on all Web browsers, whether Macintosh or PC. When the color accuracy is critical, such as with the Widener logo blue, it's important to refer to this universal palette of colors. (This palette does not apply to photographic images.) Each color is designated by two codes . One code combines pairs of letters or pairs of letters and numbers in HTML (hypertext markup language) . The other code represents values of RGB (red, green, and blue) and is used when working in a program such as Photoshop . The Widener blue, for example, is designated as Red-051/green-204/Blue-255 and as 3CCFF (HTML).

You can view the Browser Safe Color Palette at <http://www.lynda.com/hex.html>.

Organizing Pages

Page organization is the responsibility of their respective authors. Each page should include:

- the name of the person responsible for updating the page
- a link to that person's e-mail address
- the date on which the page was last modified
- a link back to Gateway's district home page
- a link back to the individual school's home page

FILE: IJNDD - POLICY ON SOCIAL MEDIA

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) Improper fraternization with students using social media or other electronic means.
 - a. Teachers may not friend or follow current students on social media.
 - b. All electronic contacts with students should be through the district's computer and telephone system, except emergency situations.
 - c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.
 - d. All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.
 - e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - f. Inappropriate contact via phone or electronic device is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid
- 5) Monitoring and penalties for improper use of district computers and technology
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that
Gateway Regional School District

inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

SOURCE: MASC October 2016

FILE IJNDV - VIDEO SURVEILLANCE

The Gateway Regional School Committee shall ensure that students, staff and all property owned by the District are protected at all times from possible damage, outside intrusion or disturbances occurring on school grounds or in school buildings. Security devices and measures such as, but not limited to, video cameras, motion detectors and alarms may be installed in any or all school buildings, or in school transportation vehicles to protect school property. Outside lighting and/or video surveillance devices may be installed and maintained at each school building to provide illumination and observation of the immediate grounds. The District shall cooperate with all law enforcement agencies to support its' passive surveillance measures. It is understood that no system is foolproof or able to cover all areas equally. Passive electronic surveillance is designed to supplement the actions of staff to ensure safety and security. The School Committee recognizes the value of electronic surveillance systems on school property and in school vehicles in order to protect the health, welfare and safety of its students and staff and shall periodically review and update its passive surveillance systems.

The building principal in conjunction with the maintenance supervisor and technology department shall take all necessary steps to ensure that the video surveillance system installed at his/her building is operating properly. Central office shall ensure that assigned staff are trained to operate the surveillance equipment, and that archiving, logging, and storage of video is properly maintained for a minimum of 30 days.

The District shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on school property. Students in violation of school policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action and/or referred to law enforcement agencies. Signage on entrances to the facilities will also notify staff, students and visitors that video equipment is in use.

Having carefully weighed and balanced the rights of privacy of students and staff against the District's duty to maintain order and discipline, the School Committee authorizes the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. All main entrances shall be monitored. To the extent possible, electronic surveillance shall be provided for other exterior doors and hallways.
2. The District shall notify its students and staff that video surveillance may occur on any school property or on any transportation vehicle. The District shall incorporate said notice in the student handbook.
3. The use of video surveillance equipment on transportation vehicles shall be supervised by the school transportation supervisor under the guidance of the building administrator, business manager or other personnel designated by the superintendent.
4. The use of video surveillance equipment on school grounds and on other school property shall be supervised and controlled by the building administrator or other responsible administrator.
5. The use of video recordings from surveillance equipment shall be subject to other policies of the District including policies concerning the confidentiality of student and personnel records.
6. The use of the District's video surveillance system as a device for the supervision and evaluation of the work performance of staff shall be strictly prohibited.

FILE: IJOA - FIELD TRIPS

Field trips designed to stimulate student interest and inquiry and provide opportunities for social growth and development are considered appropriate extensions of the classroom. To the extent that they provide the most effective means for accomplishing general curriculum objectives of the schools, field trips may be authorized by the building principal, subject to requirements established by the Gateway Regional School Committee and/or the Superintendent.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips:

- Value of the activity to the particular class group or class groups
- Relationship to the field trip activity to a particular aspect of classroom instruction
- Suitability of the activity and distance traveled in terms of the age level
- Mode and availability of transportation
- Cost

Additionally, the Gateway Regional School Committee requires that:

1. Each child who goes on a field trip has written parental permission and current medical form filed with the school district.
2. No medical or health insurance information from the district is to be provided to an organization/entity in order for students to participate in a field trip.
3. If the organization/entity requires a medical form to be completed, this form must be completed by the parent, no medical information for these forms will be released by the school. Said organization/entity will provide the reason for requesting the medical information on their form. The school field trip permission form will state that the district is not responsible for maintaining these medical forms and that they will simply be releasing these forms to the requesting organization/entity.
4. All trips are within budgetary allotments for such purpose. Pupils may, however, be asked to pay incidental expenses, provided arrangements can be made for the payment expenses of pupils unable to do so.
5. Private transportation provided by teachers or parents will be avoided. School bus transportation may be used when arrangements can be made to do so without disrupting regular school bus schedules.
6. Enough supervision must be provided so that discipline on the trip is effective. At least one adult accompanying the students must be a staff member.
7. All safety precautions are observed.

8. All out-of-state or extended (late night or overnight) trips and excursions, except those required for student participation in tournament competition or contest, must have advance approval of the school committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

Home-Schooled Students

The following procedures should be utilized in allowing home-schooled students to attend field trips:

1. Home-schooled students may attend a field trip providing there is space available.
2. Home-schooled students may attend a field trip providing the parent accompanies the child, or provides appropriate adult supervision that is agreed upon by the building principal.
3. When there is a charge by an outside organization, parents pay the full cost for the child and him/her.

CROSS REF.: JFCE, Alcohol Use by Students

IJOE-R – Field Trips & Excursions

IJOA-F - Field Trip Permission Form

IJOE-E1 – Field Trip Medical Form

Source: Gateway

Adopted: 1/9/08, Revised 2011, Revised 2012

FILE: IJOA-E - FIELD TRIP PERMISSION SLIP

Date(s) of Trip: _____ Time: From _____ To _____

If this trip is an overnight trip, four students may be assigned to a room with up to two students to a bed. Please contact the trip supervisor if you have any questions or concerns regarding rooming arrangements.

Supervised By: _____

Number of Students: _____ Number of Chaperones: _____

Destination (Name and Location): _____

Purpose of Trip: _____

Cost of Trip: _____

I give permission for my son/daughter _____

To visit _____

Name and Location

On _____

Please provide us with an emergency contact number at which you can be reached on

Emergency Phone Number _____

In consideration of the making of arrangements for the trip by the Gateway Regional School District, I hereby release and hold harmless the Gateway Regional School District from any and all liability for any injuries, loss, or other claims arising out of or resulting

Signed: _____

Parent(s)/Guardian(s)

Source: Gateway

Adopted: 1/9/08, Revised 12/12

FILE: IJOA-E-1 - FIELD TRIP MEDICAL FORM

Please print or type information:

Student Name: _____ Date of Birth: _____

Address: _____ Telephone: _____

City & State: _____ Emergency Phone: _____

Parent or Guardian: _____

Employer: _____ Medical Insurance: _____

Medical Insurance Certificate Number: _____

List any known allergies that your child has: _____

List medications (and dosage) that your child takes: _____

Does your child need medication on the field trip? _____

If so, please contact the school nurse for required paperwork (parent and physician).

Medication includes prescription as well as over-the-counter medications.

Do you give permission for your child to take the medication on the field trip? _____

I/we grant permission to any member of the Gateway Region Staff who are attending the

field trip to authorize treatment by a doctor, hospital or medical center to my child

_____ in case of an emergency. The school will make every

reasonable effort to first contact parent.

Signature: _____ Date: _____

Source: Gateway

Parent(s) or Guardian(s)

FILE: IJOA-F - CHAPERONE EXPECTATIONS & FORM

GATEWAY REGIONAL SCHOOL DISTRICT

Dear Parents,

Since field trip “season” is upon us, I wanted to give parents a brief reminder of some of our district policies and procedures regarding field trips.

- As Volunteers of the GRSD, chaperones must sign a volunteer agreement (annually - located on the volunteer webpage).
- All chaperones must have a valid CORI and a Fingerprint-Based Criminal History Record Information Check (for overnight field trips) on file with the School.
- Chaperones must also complete a Chaperone Expectation Agreement indicating that they are aware of their duties and responsibilities.
- Students may only attend field trips if they have submitted a written permission form and updated health record.
- Parents who attend a field trip, but are not a chaperone, must follow all of the field trip rules and regulations.
- Parents who attend a field trip and would like to leave directly from the field trip site with their child must request and complete the “Permission to Release from Field Trip” form. This must be done prior to the actual trip. (At the time that the child is released to the parent’s custody, the parent will initialize the completed form to document actual transfer of responsibility.)
- Field trips are considered extensions of the school environment, thus all rules and regulations stated in the Student Handbook apply to field trip sites.

We realize that sometimes there seems to be numerous rules and regulations to follow. However, your child’s safety and well being are most important to us. Thus, we are willing to take whatever measures necessary to ensure that all students and field trip participants are safe during field trip events.

We truly appreciate your participation in our field trips. Thank you for your cooperation in making these events successful learning experiences for our children.

Chaperone Expectation Agreement

Gateway Regional School District

1. The purpose of having chaperones with us on a trip is to help us insure the well being and safety of our students. As a chaperone, you will be assigned a small group of children to supervise. These students must remain with you the entire duration of the field trip.
2. All field trips are an educational extension of our school curriculum. Therefore, all students are expected to follow our school and classroom rules on any trip. It is imperative that we, the adults, be the role models for these children. We need to remember that young people look to us and at us for role models. The way we look, talk and act are a reflection of what WE expect of our children.
3. Also, because a chaperone's job is supervision, we cannot allow any siblings to attend our field trips.
4. Chaperones must also complete a Chaperone Expectation Agreement indicating that they are aware of their duties and responsibilities.
5. It is the policy of the district that anyone helping in the school or on field trips must fill out a CORI (Criminal Offender Record Information) and complete a Fingerprint-Based Criminal History Record Information Check (only for overnight field trips) prior to attending. It takes a couple of weeks to process the CORI form and get the official notification. FBI finger print checks must be done through the state of Massachusetts and require electronic fingerprinting. Please allow yourself enough time. CORI forms are available in the school office.
6. The **NO SMOKING** rule for Massachusetts school grounds is extended to our field trips as well.

I understand and agree to the above responsibilities as a chaperone representing the Gateway Regional School District

Signature: _____ Date: _____

FILE: IJOA-F1 - FIELD TRIP TRANSPORTATION RELEASE

I, _____ hereby accept my
(Parent's name)

son/daughter _____ into my care. This
(Child's name)

releases the Gateway Regional School District from any duty or liability with respect to the transportation of my son/daughter to and/or from the today's field trip.

Date(s) of Field Trip: _____

Initial one or both:

_____ I will transport my student **to** the field trip.

_____ I will transport my student **from** the field trip.

* * * * *

I, _____ hereby provide permission for
(Parent's name)

my son/daughter _____ to be transported by
(Child's name)

private vehicle as driven by the following Gateway Regional School District employee or volunteer driver(s): _____.

Date(s) of Field Trip: _____

Parent/Guardian Signature

Date

Note: It is recommended that all students be transported via school/site arrangements. It is the principal's discretion whether or not to allow students to be transported via another means of transportation. If the student is transported via means other than arranged by the school, the parent releases the School District from any and all liability that may arise as a result of this alternate means of transportation.

FILE: IJOA-R – GUIDELINES FOR FIELD TRIPS

Educational field trips shall be planned and conducted in accordance with the following guidelines:

1. The teacher shall review the educational value of the field trip with the principal and receive the principal's approval prior to making arrangements for the field trip.
2. A parental permission slip is required for each child participating in the trip, including walking or bicycling excursions. Slips will be available in each school office.
3. The teacher will provide the parents with information concerning the purpose and destination of trip, transportation, and eating arrangements, date and time of departure, estimated time of return, and a detailed itinerary when a field trip will extend beyond the school day.
4. Participating students will pay no pro rata share of costs for any special transportation, admission fees, etc. However, School Committee funds will be available through the principal for families requesting assistance with such expenses.
5. One or more adults in addition to the teacher will accompany each class on field trips unless otherwise approved by the principal. Teachers are responsible for informing accompanying adults of their duties and responsibilities.
6. The teacher should review acceptable standards of conduct with the students in advance of the trip. The teacher has primary responsibility for the conduct of the children. Children who cannot be self-controlled or teacher-controlled may be excluded from field trips.
7. The teacher planning the trip will be responsible for arranging an appropriate educational experience and supervision for students who do not participate in the field trip.
8. Students' safety will be a primary consideration, with first-aid kits required on all field trips.
9. The buddy system, or partners, is recommended to assure constant awareness of each child's whereabouts, needs, and participation.
10. Should an emergency situation occur, the teacher is responsible for notifying the principal by telephone as soon as possible.
11. School buses ordinarily will be used for transportation. Commercial carriers may be used for certain trips.
12. The use of private vehicles by staff members for transporting small groups of students may be authorized in certain instances, provided the driver has the required liability insurance.
13. Requests for school bus transportation will be channeled through the Principal to the School Business Administrator.
14. Any requests for special commercial transportation will be channeled through the Principal to the School Business Administrator, who will certify the FMCSA rating.
15. Children will not be permitted to leave the field trip group during the trip unless they are released to parents.
16. If children return to the school from a trip after hours, their transportation home is the responsibility of the parents. This will be made known to the parents in advance.
17. Field trips requiring overnight accommodations:
 - a. Students will be randomly assigned to rooms,
 - b. Members of the opposite sex shall not be assigned to the same room,
 - c. When staff is aware of existing dating relationships between students, they shall not be assigned to the same room. File: IJOA-R
- a) Field trip permission forms will indicate whether students will be required to share beds, if so then:
 - a. If students are uncomfortable with this arrangement, the student and parent(s) may

request a separate bed, however this may incur an additional rooming cost to the student and his/her family.

- b. If there are documented medical reasons for not sharing a bed and these are written into a 504 or IEP, than different rooming arrangements will be made for these accommodations at no additional charge to the student.

Issued 1976, revised 2008, 2011, 2012

Source: Gateway

FILE: IJOA-R-1 - USE OF PRIVATE VEHICLES

The use of private vehicles is not recommended, because the school does not have much control over private vehicles. Because of the lack of control, the school will need to make efforts to ensure the safety of its students while riding in private vehicles. These efforts include:

1. Volunteer driver selection, screening and training. Ensure volunteer drivers:
 - a. Are at least 21 years old
 - b. Have a valid driver's license
 - c. Are screened using the criminal offender record information ("CORI") checks pursuant to Chapter 385 of the Acts of 2002 including fingerprint based criminal record checks as required by M.G.L. c. 71, § 38R, as amended by H.B. 4307, § 7"
 - d. Have completed the School District Volunteer Driver Checklist (this form checks the information above and asks for insurance and driving record information)
 - e. Understand that the vehicle's liability insurance is primary
 - f. Have received a copy of the Guidelines for Volunteer Field Trip Chaperones
 - i. Are provided all relevant field trip information
2. Vehicle insurance: Private vehicle drivers should provide proof of vehicle insurance
 - a. With minimum liability limits of \$100,000 per person/\$300,000 per accident and \$50,000 property damage. This information is available on the vehicle's insurance policy, and is a part of completing the School District Volunteer Driver Checklist.
3. Vehicle inspection: The volunteer driver completes the School District Volunteer Driver Checklist.
4. Checklist form. The "Vehicle Inspection" portion of this form asks basic vehicle safety questions. The school administrator checks the completed form on the day of the trip.
5. If not in a school bus, children less than eight years old must be restrained in child restraint systems, unless the child is 4'9" tall or taller. (For example a child car seat, booster seat, vest, or other restraint that is federally approved for use in the car.) A child, who is eight years old or older, or 4'9", must be properly restrained either with the vehicle's safety belt or an appropriately fitting child restraint system. Children under 13 years old must be transported in rear seats where it is practical to do so.

6. Specific parental permission: When students will be transported by adult volunteer drivers, written parental permission to ride with a designated volunteer driver must be obtained from all students who will ride with the volunteer drivers.
7. Students may not drive themselves or other students.
8. Parent provided transportation: A parent/guardian may elect to transport their student to and/or from the field trip. If the student is transported via means other than arranged by the school, the parent/guardian must release the District from any and all liability that may arise as a result of this alternate means of transportation. The Field Trip Transportation Release Form may be used for this purpose.

For some non-curricular events (such as clubs), the school may require students to provide their own transportation to and from the activity. To reduce liability to the school district in the event of a loss during parent provided transportation, school staff should take no role in such arrangements.

FILE: IJOA-R-1F - FORM FOR USE OF PRIVATE VEHICLES

**SCHOOL DISTRICT VOLUNTEER DRIVER CHECKLIST
TRIP INFORMATION**

DATE: _____ SCHOOL: _____

PURPOSE OF TRIP: _____

DATE OF TRIP: _____

TRIP IS TO: _____

TRIP IS FROM: _____

MAXIMUM # OF STUDENTS TO BE TRANSPORTED IN VOLUNTEER'S VEHICLE: _____

DRIVER SCREENING/INSURANCE/INSPECTION REQUIREMENTS

NAME OF DRIVER: _____

VEHICLE YEAR/MAKE/MODEL: _____

LIC #: _____

Please respond to each of the following items with a "YES" or "NO" answer:

_____(Yes/No) - I am older than 21 years of age.

_____(Yes/No) - I have a valid State driver's license.

License #: _____ Expiration Date: _____

_____(Yes/No) - I have had no vehicle moving violations or at-fault accidents within the last three years. If you have had any, please list:

_____(Yes/No) - I carry minimum auto liability limits of \$100,000 per occurrence and \$300,000 aggregate combined single limits of liability (or \$100,000/\$300,000 Bodily Injury; \$50,000 Property Damage) and uninsured motorist coverage.

Company: Policy #: _____ Exp. Date: _____

_____(Yes/No) - I am aware that, in the event of an accident while on a school-related activity, any claims will be tendered to my personal automobile insurance company, and my insurance is primary.

Gateway Regional School District

_____(Yes/No) - I have a current state inspection sticker on my car.

_____(Yes/No) - There is a working seat belt for the driver and each passenger, and I enforce the wearing of seat belts by all.

_____(Yes/No) - My vehicle's brakes, including the emergency brake, are in good working order.

_____(Yes/No) - My vehicle's tires have a legal tread depth (at least 3/32").

_____(Yes/No) - My vehicle's brake lights, turn indicators, and headlights are in good working order.

_____(Yes/No) - My vehicle's windows are clear and provide an unobstructed view for the driver.

_____(Yes/No) - My vehicle has functioning rear view mirrors (center and left side).

_____(Yes/No) - My vehicle has no other physical defects that would interfere with the safety of the driver

_____(Yes/No) - My vehicle has a rated capacity of ten passengers or less.

_____(Yes/No) - If my vehicle has dual airbags, I will not seat children under 12 years old or small persons in the front passenger seat.

The above information is true and accurate to the best of my knowledge. I hereby give my permission for a copy of my personal Motor Vehicle Report to be ordered and used in consideration of my transporting students during field trips.

Printed Name of Volunteer Driver: _____ Signature of Volunteer Driver: _____

ADMINISTRATIVE REVIEW

____ All students have parental permission to ride with a volunteer driver.

____ All "NO" responses have been addressed satisfactorily.

____ I have reviewed the above information and this driver and vehicle are approved for this

trip. Signature of Administrator/Designee & Date: _____

Date paperwork sent to Central Office: _____

FILE: IJOB - COMMUNITY RESOURCE PERSONS/ SPEAKERS

Community resources are those individuals or groups who are invited into the schools to present supplementary information and ideas to the classroom course of study. These experiences afford students the opportunity to benefit from community viewpoints. Care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view.

CROSS REF.: [ADDA](#), Background Checks

SOURCE: MASC October 2016

FILE: IKE - PROMOTION AND RETENTION OF STUDENTS

School staff is dedicated to the best total and continuous development of each student enrolled. The professional staff places students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, teachers make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal directs and aids teachers in their evaluations and reviews grade assignments in order to ensure uniformity of evaluation standards.

Students normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved or students have excessive, unexcused absences (defined as any absence not covered by a doctor's note, hospital stay, external suspension, religious observance, court appointment, funeral of a family member or close acquaintance, school approved trips/visitations or the student being sent home by the school nurse). Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

Adopted: 10/8/08

File: IKF - GRADUATION REQUIREMENTS

In order to graduate from the Gateway Regional High School, a student must have met the following requirements:

ACADEMIC REQUIREMENTS

It is the responsibility of each student to see that he/she fulfills all of the requirements for graduation. The Gateway Regional School Committee has approved the following requirements for graduation. In addition, all students must pass the MCAS (Massachusetts Comprehensive Assessment System) Tests in the areas of English Language Arts, Mathematics and Science/Technology.

Subject Area English 40 credits

Mathematics 40 credits

Science 30 credits

Social Studies 35 credits

Fine Arts 20 credits

Physical/Health 25 credits

Electives 50 credits

Total Credits 240 credits*

* All students are required to pass Health Education as a criterion for graduation.

* Students are advised to be aware of the Massachusetts four-year State College and University system requirements for admission. Students should consult with their guidance counselor when planning a program of study. More information is also available at www.mass.edu.

GRADUATION REQUIREMENTS

The school's philosophy is that education should be structured for the individual. School Committee regulations state that a student must have successfully completed the established requirements for graduation and successfully passed MCAS in order to receive a diploma. A student will receive a Certificate of Attainment when a student has successfully met GRHS requirements but has not passed MCAS. Any of the above requirements may be waived if it can be documented that a requirement will impede a student's ability to complete a viable educational program as determined by the guidance department and administration. The proper forms and directions for this waiver may be obtained from the Guidance Office. Other requirements may be established by the school administration in relation to the particular program, otherwise the additional credits needed for a graduation may be selected from

among elective courses. For the total number of credits required please see the high school program of studies or student handbook.

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in the Gateway Regional High School.

FILE: IKFC - GRADUATION REQUIREMENTS FOR SPECIAL NEEDS STUDENTS

1. Any special needs student who meets the requirements for graduation as determined by the Gateway Regional School District Committee, shall be eligible to receive a standard diploma.
2. All other special needs students shall be eligible to receive a "Certificate of Completion" as determined by the TEAM and the High School Principal and according to "766" Regulation, 322.1 (o).
3. All special needs students who meet requirements 1 or 2 shall be eligible to participate in all ceremonies and other standard practices of a graduation year in a manner non-distinguishable from other students.
4. All special needs students receiving a non-standard diploma are entitled to receive special education services up to age 22.

Adopted: February 10, 1988

Source: Gateway

File: IMG - ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the building Principal.

The School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have their health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination.

***Exception:** Classroom animals that have been examined by a veterinarian and given a clean bill of health may be allowed at the discretion of the Building Principal.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability." The regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability."

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will

Gateway Regional School District

also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or their designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC October 2016