

GATEWAY REGIONAL HIGH SCHOOL



**2021 - 2022
STUDENT/STAFF HANDBOOK**

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CONTACT INFORMATION

Gateway Regional High School
12 Littleville Road
Huntington, Massachusetts 01050

MS/HS Office	Phone: (413) 685 – 1102 Phone: (413) 685 – 1202 Fax: (413) 667 – 5593 Website: http://www.grsd.org/1/home
Grade 6-12 Attendance Line	Phone: (413) 685 – 1112
School District	Phone: (413) 685 – 1100 Website: www.grsd.org
Pupil Services	Phone: (413) 685 – 1017
Guidance Office	Phone: (413) 685 – 1107 Fax: (413) 667 – 0259 Website: http://www.grsd.org/1/Content2/272
Nurses Office	Phone: (413) 685 – 1240
School Based Health Center	Phone: (413) 667 – 0142
Technology	Phone: (413) 685 – 1022
Athletic Director	Phone: (413) 685 – 1101
Gator Athletic Line	Phone: (413) 685 – 1111 Website: www.highschoolsports.net
Wellness Center	Phone: (413) 685 – 1040
Staff Emails	First name initial, last name @grsd.org (ex. jdoe@grsd.org)



2021-2022

Dear Students and Parents/Guardians,

I welcome you to Gateway Regional High School, and look forward to the opportunity to work with and for you this coming year. Our mission at GRHS is to be “an academic community that fosters growth, respect, honor, and spirit,” and it is therefore important that we work together to create an environment that encourages the free exchange and development of ideas in the pursuit of academic achievement.

Our mission is a shared responsibility, to have and support high expectations and self-discipline. Awareness and understanding of our Code of Conduct, discipline policies and procedures, and rights and responsibilities is crucial in achieving this goal. I encourage you to read this handbook with this goal in mind, remembering that these policies and procedures are not ends in themselves, but merely means by which we can fulfill our potential. In addition, you will find our recently adopted Academic, Social & Civic Expectations rubrics and exemplars starting on page 4.

As we continue to adapt to the COVID 19 world, there will be challenges, and adjustments will need to be made. Faculty and staff have worked long and hard to create a structure to offer more opportunities to students and communicate these options to parents and guardians. Please share any questions and/or concerns you may have so we can work together to meet the needs of our students.

Have a great year!

A handwritten signature in cursive script that reads "Jason S. Finnie".

Jason S. Finnie
Principal

**Gateway Regional High School
Core Values & Beliefs About Learning**

Gateway Regional High School is an academic community that fosters growth, respect, honor, and spirit. We strive to provide a safe and caring learning environment where students are encouraged to share responsibility for their learning and academic achievement. Our curriculum provides students with the skills and knowledge needed to become productive citizens in a global society.

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We Believe....

- *All students can learn.*
- *Students learn in a variety of ways.*
- *Learning requires consistent effort.*
- *Learning requires a safe and supportive environment.*
- *Learning is meaningful.*

Student Academic Expectations

Students at Gateway Regional High School will:

- **Process and communicate information effectively**
- **Develop critical thinking and problem solving skills**
- **Develop an awareness of the arts, humanities, sciences, and technology**

	Surpasses Expectations	Meets Expectations	Approaches Expectations
Process and communicate information effectively	Creates well-organized meaningful content that communicates effectively with their audience; makes use of all appropriate conventions and various formats.	Creates organized meaningful content that communicates effectively with their audience; makes use of appropriate conventions and formats.	Begins to create organized meaningful content that communicates effectively with their audience; makes some use of appropriate conventions and formats. There may be some degree of inconsistency in their work.
Develop critical thinking and problem solving skills	Demonstrates a thoughtful and thorough process of reflection, revision, and/or self-evaluation, and is consistent throughout their work	Demonstrates a persistent process of reflection, revision and/or self-evaluation, though there may be some degree of inconsistency in their work.	Begins to demonstrate a process of reflection and/or self-evaluation, with a large degree of inconsistency in their work
Develop an awareness of the arts, humanities, sciences, and technology	Actively demonstrates awareness of arts, humanities, sciences and technology through work that exemplifies and promotes understanding in all these areas	Demonstrates an awareness of arts, humanities, sciences and technology through work that shows some understanding in all these areas	Begins to demonstrate some awareness of arts, humanities, sciences, and technology, has a degree of inconsistency in knowledge in one or more area

Communication Exemplars

Surpasses Expectation

Creates organized papers, presentations, or projects which contain meaningful content; communicates effectively with their audience; makes use of appropriate conventions; and demonstrates the complete process of reflection, revision and/or self-evaluation

Meets Expectation

Creates generally acceptable papers, presentations or projects which contain some meaningful content, communicates effectively with their audience, often makes use of appropriate conventions, and demonstrates a process of reflection, revision and/or self-evaluation

Approaches Expectation

Begins to provide organized papers, presentations, or projects with meaningful content; is limited in their ability to communicate effectively with their audience; reveals serious deficiencies regarding conventions; and is rarely able to engage in a process of reflection, revision, and/or self-evaluation without a great deal of assistance

Critical Thinking and Problem Solving Exemplars

Surpasses Expectation

Consistently show critical thinking and problem solving skills by applying knowledge appropriately; demonstrate clear and insightful understanding; interpret evidence, statements and graphics; and make logical predictions or inferences to resulting in well supported results and conclusions

Meets Expectation

Shows generally acceptable critical thinking and problem-solving skills by applying knowledge appropriately; demonstrates understanding, interprets evidence, statements, and graphics; and makes reasonable predictions or inferences resulting in basic results and conclusions.

Approaches Expectation

Begins to show critical thinking and problem solving skills with minimal accuracy, understanding, and clarity by applying some knowledge satisfactorily; at times does not demonstrate comprehension of the material; and does not identify information or evidence correctly therefore cannot justify results

Education Awareness Exemplars

Surpasses Expectation

Exceeds the school's graduation requirements; demonstrates quality performances and deep understanding of core subject areas/electives as outlined in the school's program of studies

Meets Expectation

Meets the school's graduation requirements; demonstrates fundamental understanding and performs satisfactorily within the core subject areas/electives as outlined in the school's program of studies

Approaches Expectation

Has not yet met the school's graduation requirements as outlined in the school's program of studies

Student Social & Civic Expectations

Students at Gateway Regional High School will:

- **Respect cultural, ethnic and religious diversity**
- **Demonstrate responsible behavior and healthy decision-making**
- **Develop collaborative interpersonal relationships and skills within the school community**
- **Actively engage as a citizen within the school community and beyond**

	Exceeds Expectations	Meets Expectations	Approaching Expectations
Respect	Always: <ul style="list-style-type: none"> • demonstrates integrity • interacts appropriately • respects diversity 	Often: <ul style="list-style-type: none"> • demonstrates integrity • interacts appropriately • respects diversity 	Sometimes: <ul style="list-style-type: none"> • demonstrates integrity • interacts appropriately • respects diversity
Responsibility	Always: <ul style="list-style-type: none"> • meets classroom expectations • arrives on time • sets appropriate goals • demonstrates self-management • works effectively independently and collaboratively • utilizes school resources and technology ethically 	Often: <ul style="list-style-type: none"> • meets classroom expectations • arrives on time • sets appropriate goals • demonstrates self-management • works effectively independently and collaboratively • utilizes school resources and technology ethically 	Sometimes: <ul style="list-style-type: none"> • meets classroom expectations, • arrives on time • sets appropriate goals • demonstrates self-management • works effectively independently and collaboratively • utilizes school resources and technology ethically
Collaboration	Always: <ul style="list-style-type: none"> • contributes respectfully • listens attentively • shares resources and ideas • accepts and fulfills responsibilities to group 	Often: <ul style="list-style-type: none"> • contributes respectfully • listens attentively • shares resources and ideas • accepts and fulfills responsibilities to group 	Sometimes: <ul style="list-style-type: none"> • contributes respectfully • listens attentively • shares resources and ideas • accepts and fulfills responsibilities to group
Citizenship	Always: <ul style="list-style-type: none"> • actively participates and demonstrates an understanding of the democratic process in the classroom, school, and/or local communities 	Often: <ul style="list-style-type: none"> • actively participates and demonstrates an understanding of the democratic process in the classroom, school, and/or local communities 	Sometimes: <ul style="list-style-type: none"> • participates and demonstrates an understanding of the democratic process in the classroom, school, and/or local communities

Respect Exemplars

Students at Gateway Regional High School are encouraged to respect cultural, ethnic and religious diversity.

Gay/Straight Alliance, School Service Requirement, Internships, Advisory Program, Specific coursework as outlined in the Program of Studies, Teacher/Student exchanges, Specific visual/performing arts and athletic events

Exceeds: Always fulfills promises, treats others fairly and equitably, maintains the confidence of others. Actions and words say the same things.

Meets: Often fulfills promises, treats others fairly and equitably, maintains the confidence of others. Actions and words often say the same thing

Approaching: Sometimes fulfills promises, treats others fairly and equitably, maintains the confidence of others. Actions and words sometimes say the same things.

Responsibility Exemplars

Students at Gateway Regional High school are encouraged to take responsibility for their actions, and become advocates for their individual educational needs.

Exceeds: Always takes advantage of opportunities to improve grades. Always seeks help from teachers and counselors. Always gives full effort. Challenges self with difficult courses.

Meets: Often takes advantage of opportunities to improve grades. Seeks help from teachers and counselors on a regular basis. Usually puts forth full effort. Enrolled in challenging courses.

Approaching: Sometimes takes advantage of opportunities to improve grades. Occasionally seeks help from teachers and counselors. Effort is inconsistent. May have failed a course, but makes up credits in afternoon/ summer school. Enrolls in a challenging course or two.

Collaboration Exemplars

Students at Gateway Regional High school are encouraged to take leadership and to strive to include themselves and others in group-work, as well as in daily class participation.

Exceeds: Always takes leadership and organizes group tasks. Includes and synthesizes input from all members of group to create high quality final product.

Meets: Often takes leadership and organizes group tasks. Includes and synthesizes input from some members of group to create quality final product

Approaching: Takes some leadership and organizes group tasks. Include and synthesizes input from some members of group to create quality final product

Citizenship Exemplars

Recitation of Pledge of Allegiance, Class/student council elections, Voter registration, Internships, Specific Class and Advisory involvement in political process, Co-op program, Student Accountability Rubric, "Newspapers in Education" Program, Specific class and school expectations, Democratic process/collaborative leadership, Required social studies coursework, Discipline referral rates (attendance, tardy, etc...)

Exceeds: Actively participates in school elections, actively organizes and participates in community service projects for peers

Meets: Participates in school elections, is on track to fulfill required community service hours.

Approaching: Understands the democratic process in the school and has provided some service to the community.

ASSESSMENT RUBRIC

The following rubrics are an assessment tool that staff will utilize this year for student accountability and academic performance. The use of these rubrics helps teachers assess student performance on a daily basis and document that performance for inclusion into the grade a student receives for a course.

Gateway Regional High School Student Accountability Rubric													
Student:						Course:						Teacher:	
	Always = 4			Often =3		Sometimes =2		Rarely = 1		Never =0			
Objectives:	Week #1	Week #2	Week #3	Week #4	Week #5	Week #6	Week #7	Week #8	Week #9	Week #10	Total		
Attendance:													
Arrives on time													
Regular attendance													
Remains in class													
Preparation:													
Brings class materials													
Brings assignments													
Listening:													
Attentive to speaker													
Attentive to other media													
Follows directions													
Participation:													
Focused and on task													
Positive contributor													
Behavior:													
Shows respect for													
Teachers, Peers													
Property, and Self													
Appropriate response													
Follows all rules													
Shows positive													
character traits													

WRITING RUBRIC

	3 (Exemplary)	2 (Proficient)	1 (Needs Improvement)	0 (Failing)
Focused	The response fully and appropriately addresses the prompt or task given.	The response appropriately addresses the prompt or task given.	The response is related to the prompt.	The response is not understandable or is unrelated to the prompt.
Supported	The response includes relevant, well-chosen details or examples.	The response includes adequate details or examples.	The response includes details or examples, some of which may not support the main idea.	The response is not supported by any relevant details or examples.
Correct (mechanics)	Contains few, if any, errors in conventions.	May contain some errors in conventions, but errors do not interfere with understanding of the response.	May contain several errors in conventions, which may interfere with understanding of the response.	Frequent errors in conventions seriously interfere with understanding of the response.

GATEWAY REGIONAL HIGH SCHOOL BELL SCHEDULES

A Days- Odd Calendar Days
B Days- Even Calendar Days

Daily Schedule (60 min.)	
7:25	Warning Bell
7:30 - 8:30	Period 1
8:33 - 9:33	Period 2
9:36 - 10:36	Period 3
10:38-11:01	LUNCH
11:04-12:04	Period 4
12:07 - 1:07	Period 5
1:10 - 2:10	Period 6

<p>School Closing Information School Closings such as "Snow Days" will be broadcast over:</p> <p>WMAS (94.7 FM/1450 AM) WHMP (99.3FM/1400AM) WHYN (93.1 FM/97.9 FM/ 560 AM/640 AM) ROCK 102 (102 FM) WGGB (Channel 40) WWLP (Channel 22)</p> <p>When possible, closings will be posted on the district website and recorded on the school closing/cancellations phone line (413-685-1001)</p> <p><i>*If a delay is called on a scheduled early release day, the early release will be cancelled, and students will be dismissed at 2:05.</i></p>

Early Release* (40 min.)	
7:25	Warning Bell
7:30 - 8:10	Period 1
8:13 - 8:53	Period 2
8:56 - 9:36	Period 3
9:39 - 10:19	Period 4
10:21 - 10:44	LUNCH
10:47 - 11:27	Period 5
11:30 - 12:10	Period 6

2 Hour Delay (40 min.)	
9:25	Warning Bell
9:30 - 10:10	Period 1
10:13 - 10:53	Period 2
10:56 - 11:19	LUNCH
11:21 - 12:01	Period 3
12:04 - 12:44	Period 4
12:47 - 1:27	Period 5
1:30 - 2:10	Period 6

3 Hour Delay (30 min.)	
10:25	Warning Bell
10:30 - 11:00	Period 1
11:03 - 11:26	LUNCH
11:29 - 11:59	Period 2
12:02 - 12:32	Period 3
12:34 - 1:04	Period 4
1:07 - 1:37	Period 5
1:40 - 2:10	Period 6

Half Day (29 min.)	
7:25	Warning Bell
7:31 - 8:00	Period 1
8:03 - 8:32	Period 2
8:35 - 9:04	Period 3
9:07 - 9:36	Period 4
9:39 - 10:08	Period 5
10:11 - 10:40	Period 6

GENERAL INFORMATION

CANCELLATION OF SCHOOL/OTHER EMERGENCIES

Schools may be closed because of inclement weather and/or hazardous traveling conditions or other emergencies. Announcements regarding school closings will be made on radio stations WHYN (93.1FM), WTIC (1450AM), WNNZ (640AM), WHMP (1400AM, 99.3FM), WAQY (102.1FM), WMAS (94.7FM), and television stations WWLP (channel 22) and WGGB (channel 40).

COMPUTER USE: GUIDELINES AND RESPONSIBILITIES

The following are considered violations and will be reported to administration immediately.

1. Tampering with hardware or software on the network, hard drive, or floppy drive.
2. Accessing or using unauthorized programs, data files, or disks-including student owned disks on the network, hard drive, or floppy drive.
3. Accessing another student's files.
4. Copying any copyrighted material, including computer programs and/or data files.

DISMISSAL FROM SCHOOL

When a dismissal is necessary and is known in advance the following steps **must** be taken:

1. The request for dismissal must be brought to the main office by the end of morning break.
2. The request must state the student's name, reason for dismissal, and time to be dismissed.
3. Dismissals for dental or doctor's appointments must be confirmed with a note from the physician's office in order to be excused medically. (Failure to do this will be considered an unexcused absence under the attendance policy.) When a student is aware of a scheduled appointment before the date and may arrive late to school, notification should be given to the office before the day of the appointment.
4. The office will give the student a dismissal note to be released from class.
5. Students who have completed the "rights of an 18 year old" paperwork must abide by the above policy. (see p.13)

DISPENSING OF MEDICATION

The State of Massachusetts requires that the following forms must be on file in your child's health records before we begin to give any medicine at school:

1. Signed consent by parent or guardian to give the medicine: Please complete the consent form and give it to your school nurse. This is necessary for over-the-counter medicine as well as prescription medicine.
2. Signed medicine order: The written medication order form should be taken to your child's licensed prescriber (your child's physician, nurse practitioner) for completion and returned to the school nurse. This order must be renewed as needed and at the beginning of each academic year. This is necessary for over-the-counter medicine as well as prescription medicine.

Medicines should be delivered to the school in a pharmacy or manufacturer-labeled container by the parent or guardian. Please ask your pharmacy to provide separate bottles for school and home. No more than a thirty-day supply of medicine should be delivered to the school.

For short-term medications, those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order; if the nurse has any questions she may request a licensed prescriber's order.

No over-the-counter medications (Tylenol, cough medicine, lozenges) will be dispensed without a doctor's order and a signed consent by the parent or guardian.

When your child needs a medicine to be given during the school day, please act quickly to follow these policies so we may begin to give the medicine as soon as possible. The forms are available in the school nurse's office and are also available to print out from www.grsd.org.

FACULTY MAILBOXES

Faculty mailboxes are private and under no circumstances is any student to remove anything from or put anything into a faculty mailbox.

FIELD TRIPS

At times during the school year, teachers may arrange for classes to go on a field trip to supplement student learning. Students are not required to go on field trips. However, students who are not on the field trip are expected to attend school that day.

Teachers have deadlines to meet when making reservations for events and arranging for transportation. Therefore, students must meet the prescribed deadline for permission slips, medical forms, and payments in order to attend the field trip. All financial obligations to the school must be met before going on a field trip.

Due to the nature of field trips, students demonstrating behavior in violation of the Student Handbook may be excluded from field trips at the discretion of the administration.

Parents serving as chaperones must have a CORI check. This can be completed at the central office. Results of the CORI check must be received prior to the field trip.

FINANCIAL OBLIGATIONS

We encourage and support all students to participate in co-curricular, activities, field trips, etc. However, all financial obligations to the school must be met before such participation may occur.

At the close of the school year, students are to return all issued supplies and materials, including their texts to the issuing teachers. Students in first semester courses are to return all issued supplies and materials, including their texts at the end of the first semester. Students will be assessed a replacement cost for non-returned items. Unfulfilled financial obligations will be carried over to the next school year.

FIRE DRILLS AND EMERGENCY EVACUATIONS

Teachers will explain detailed instructions for fire drills and evacuations. Directions for leaving the building are posted in every classroom. If in doubt, ask individual teachers to show you where the directions are and to explain the evacuation route from that room. All students and personnel should exit as quickly and as quietly as possible.

GRADUATION PROTOCOL

We remind students and parents/guardians that participation in the graduation ceremony is a privilege, not a right (**City of Boston v Bureau of Special Education Appeals, No. 01-3705-H (Suffolk Superior Court, September 18, 2002 (Giles, J), held that there is no property involved in excluding a student from graduation. A graduation ceremony serves as a symbolic conclusion to the education process, but attendance at a ceremony is not a prerequisite to receiving the diploma).**

- Members of the senior class are expected to be at **all** senior class activities (with the exception of those that require payment i.e., Senior Banquet, senior class trip)
- Members of the senior class are duly informed that all school rules are in effect up to and including graduation
- **Any current debt to Gateway Regional High School must be rendered before participation in commencement exercises may take place. Only cash payments will be accepted within the two weeks prior to graduation.**

Student attire is to be reflective of the dignity of the ceremony. The graduation gown is to be free of any design or ornament, and should be ironed and neat. Mortarboard decorations **must follow approved guidelines**, and be worn as instructed. (Please note: caps and gowns are the property of the students, they do not need to be returned to the school.)

Commencement Exercises will be held in the Gateway Performing Arts Center and a simulcast of the event will be televised in the high school gymnasium. The event may be held outside if the graduating class provides the funding necessary by January 1st of its graduating year.

**Please remember to be courteous of others when using cellphones/cameras.*

GUIDANCE SERVICES

The Guidance Department is located on the second floor of the high school. Ms. Johnson is the counselor for students with last names in the first half of the alphabet, while Mr. Romani assists those in the second half. The Guidance Department's mission is to provide a comprehensive and developmental program, in line with the Massachusetts Model for Comprehensive School Counseling Programs that fosters the academic, career and personal/social growth of all students. As such, the counselors provide all students with opportunities for academic advising, career exploration activities and assessments, and with the information they need to make informed decisions about college choices, the application processes, and financial aid. In order to make this information accessible to all students, the counselors hold several evening information sessions, an annual College Fair, host college representative visits to the school, create a "Career Plan" document with each student, collaborate with teachers in the classrooms and teach 9th and 11th grade seminars during Advisory. The counselors also coordinate aspects of special education, Individualized Learning Plans (ILPs), the School-to-Career internship/work study program, career speakers, dual enrollment and referrals to peer mediation, mental health counseling and outside services. Students who wish to make an appointment with their counselor can do so through the secretary, Ms. Conway, or by phone at 413-685-1107.

HALL PASSES

Students are not allowed to be in the halls during class time without a hall pass. Teachers and office staff can issue passes. Students without hall passes are subject to disciplinary action.

HEALTH SERVICES

The Health Office is located in the main lobby area of the school. In order to provide adequate health services, both parents and students should cooperate with the following standards. The school is responsible for the administration of emergency care (immediate and temporary care given in the case of accident or sudden illness.) Treatment and aftercare is not the responsibility of the school. This is the responsibility of the family.

Parents are requested to keep ill children home until they are capable of functioning in the classroom setting and free from spreading illness to others. This includes any student with symptoms of illness and a temperature of 100 degrees or above. Children who become ill at school should report to the nurse, who will make further arrangements.

Any student who has been absent from school due to contagious illness, accident, or hospitalization is requested to present a doctor's certificate to the main office upon returning to school, stating the student is capable of returning to school and also listing any restrictions, which will be sent to the nurse. In addition, students who have been absent from school for 5 or more school days because they have been sick or in an accident will be required to give a doctor's note to the nurse when they return to school. This note should include any instructions the doctor might order, including restrictions, if any.

All medical excuses for exclusion from any physical education class must be brought to the Health Office, where it will be attached to the student's health record. The nurse will present an authorized form to the student, which indicates the period of medical absence from Physical Education class. This form must be forwarded to the Physical Education Instructor. **THE NURSE WILL BE AVAILABLE BETWEEN 7:15 AM - 2:15 PM.**

A REMINDER: The nurse should be notified of any children with physical handicaps, allergies, or other issues affecting participation in PE.

Students athletes who are injured and under medical care, or seen by a doctor, must give a medical release in order to return and participate in either practice or games.

All students in the **ninth grade** will be screened for scoliosis, vision, hearing, and SBIRT (Screening Brief Intervention and Referral to Treatment). Students in the **tenth grade** will be screened for height and weight. If you would prefer that your child's physician screen your child, you must provide written verification from the physician that the screening has taken place.

If you do not want your child screened, please send a letter to the building principal. Any screening not done at school will need to be done by the child's primary care provider. Documentation of the screening must be provided to the school nurse.

A student who is pregnant is permitted to remain in general education classes and participate in extracurricular activities throughout her pregnancy. After giving birth, a student is permitted to return to the academic program in which she was enrolled and is permitted to participate in extracurricular programs. The district does not require a pregnant student to obtain certification from a physician that she is physically and emotionally able to continue in school unless certification is required for all students with other physical or emotional conditions requiring the attention of a physician.

LIBRARY/MEDIA CENTER

The Learning Resource Center is located on the second floor above the Cafeteria. It provides students and staff with a wide range of library materials in a variety of formats. These materials are selected to enrich and support the curriculum while taking into consideration a variety of abilities, learning styles and outside interests. The Center includes the library's book collection, student study/reading areas, a computer lab, AV storage room and the librarian's office/work area. The facility is shared with the Middle School and Junior High School.

Faculty and students are encouraged to make full use of the LMC's holdings. The Library Media Center houses over 12,000 volumes in its circulating and reference book collection, and subscriptions to more than 20 magazines and newspapers. There are 12 computer stations available for word processing of Internet research. In addition, the faculty library includes professional books, videotapes, DVDs and audio book tapes.

Students may use the library with their classes, individually with a pass from their subject area teacher, and/or before or after school. Upon entering the LMC, students must show their ID/pass and sign in to the facility. The LMC uses the Follett automation system for our catalog and circulation. Therefore, students must have their ID cards to check books out of library. Students are able to access the library's holding in school using Gateway's LAN (local area network) or at home online at the LMC's web address: *library.grsd.org*.

All Patrons deserve a library that is conducive to study, research and reading. Therefore, students exhibiting inappropriate behavior while in the LMC will be sent back to their classroom. Classroom teachers will be notified when students have had their library privileges suspended.

LUNCH PROGRAM

The cafeteria, with a seating capacity of approximately 350, is located on the first floor between the high school and middle school. The cafeteria services approximately 1000 students with breakfast and lunch daily. Students have their choice of type A lunch or an approved A La Carte selection, which includes a variety of low fat, health conscious products. ALL students are accountable for the cleanliness and general condition within the Cafeteria. Careless littering or other acts, which reduce conditions within the cafeteria, will not be condoned. Information regarding free or reduced lunches will be made available to students during the first week of school. The cafeteria uses a computerized point of sale system. All students purchasing lunch must "swipe" their ID cards to purchase lunch. Students may also apply money to an account at any time. This time saving feature helps the lunch lines move quicker.

Students are allowed to exit the cafeteria only with the permission of one of the lunch monitors. Permission to be outside is given at the discretion of administration. When granted, students must 1) remain in view (i.e. not behind the building or around the corner), 2) properly dispose of or return any trays, food and drinks brought outside 3) follow any specific guidelines determined and defined by administration.

***NOTE:** Understanding that a large number of students are present at each lunch and the need to have minimal disruptions during this time, students are advised that any student causing a disturbance may be subject to immediate suspension of cafeteria privileges and/or disciplinary action. Activities leading to such disciplinary action may include, but not be limited to: 1) screaming/yelling, 2) failure to leave cafe when directed to do so by a staff member, 3) throwing of food or an object with purpose to disturb or disrupt, 4) inappropriate behavior of any type

RIGHTS OF THE 18 YEAR OLD

The student who has reached the age of majority (18) has the right, provided by statute, to assume responsibility for his/her dealings with the school. The student must sign a form obtained from the principal's office and provide proof of age. The principal or his/her designee will notify the parent or guardian of the student's intent. **Students opting to exercise these rights should be aware that they are still bound by all school rules, including those relating to attendance and dismissal.** Furthermore, unless a student emancipates himself/herself from his/her parents (legal court proceeding) the school will maintain contact with the student's home.

SCHOOL BASED HEALTH CENTER

The School Based Health Center, a program of the Hilltown Community Health Centers, is located in the main entrance lobby to the MS/HS. It is open during school hours and provides easy access to quality health care. It is staffed by a nurse practitioner, who provides physical exams, prescriptions, treatment of illness, immunizations, selected laboratory tests, and sports physicals. A social worker provides behavioral treatment. A student, if under eighteen years of age, must have a consent form signed by a parent or guardian to access the services of SBHC. The staff of the SBHC can be reached at 685-2134 to answer questions, make appointments, or to receive a consent form.

STUDENT DRESS CODE (STUDENT COUNCIL)

A person's type of dress is an expression of his/her attitude toward themselves and toward others. Although we, the Student Council of Gateway Regional High School, believe that all students should be allowed the license to dress comfortably and fashionably, this privilege also carries with it a responsibility. The responsibility of man cannot exist without affecting others by its existence; therefore, society sets standards, which allow for freedom of choice to a certain extent, yet restrict the individual from offending or distracting others. There is a safety, public health, and maintenance factor involved in the use of certain school facilities (i.e. gymnasium, shop area, science laboratory). Teachers in charge of such classrooms will prescribe dress. When an article of clothing is deemed unsafe or inappropriate, the student will be asked to change the clothing. Additionally, sunglasses and slippers may **not** be worn in school.

The Student Council wishes to emphasize to students and parents that Gateway is an educational institution. Its purpose, duties, and responsibilities are to be carried out in a business-like manner. It is logical to expect that proper dress and grooming will reflect this philosophy.

STUDENT IDS

Students must possess their school ID at all times during the school day. IDs must be shown for the purchase of school lunch, library usage, and identification. Students will be provided with one ID and one lanyard each school year free of charge. Replacement IDs cost \$5.00 and lanyards \$1.00. IDs may not be altered, defaced, or misrepresent the owner.

STUDENT LOCKERS

Each student will be assigned a hall locker. Students will keep the same locker throughout their enrollment. They are for the individual use of students and should not be shared. All students must realize the importance of proper locker security. Because the locker is the property of the school and not the student, the administration has the right to open and examine the contents of a student's locker in order to maintain the integrity of the school environment and to protect other students. The use of the locker is entrusted to the student, and it is the obligation of each student to keep the locker neat, orderly, free of marks/writing and secure at all times.

Students are responsible for the locker assigned to them by the office. Students who insert objects into the locking mechanism causing the locker to remain unlocked are liable for any items removed or damage done to the locking mechanism. Gateway Regional High School is NOT responsible for items left unattended.

STUDENT PARKING

Parking at GRHS is a privilege; failure to live up to the standards proscribed by this handbook may result in a revoking of this privilege at the discretion of administration.

The following regulations apply to all Gateway Regional High School students who drive their vehicle to school and park in the Student Parking Lot:

1. Students wishing to park their vehicle on school property must have a valid parking decal that must be affixed to the driver's side, rear window such that it is easily visible when the vehicle is pulled front-end first into a parking space.
2. Parking stickers and passes are available in the central office on a first-come first-served basis. Students must have a sticker to park on school property when school is in session (7:15A.M - 2:15 P.M.). (Day passes necessitated by special circumstances may be granted if requested ahead of time, and approved by administration.)
3. Student parking is restricted to the north parking lot abutting Booster Field. Student vehicles parked in any other parking lot will be subject to disciplinary action.
4. Students are subject to all applicable motor vehicle laws. Violation of any laws will result in suspension of parking privileges and/or a citation by the school's community resource officer.

These violations include, but are not limited to:

- Speeding (the speed limit in a school parking area is 5 mph)
- Driving on any lawns, fields, medians, or sidewalks, etc.
- Passing a school bus on school property
- Parking in bus drop off/pick up area
- Trying to exit the parking area while the buses are in the process of leaving

The consequences for violation of these laws, in addition to any citations are as follows:

- 1st violation – written warning
- 2nd violation – suspension of driving privileges for 1 week
- 3rd violation – suspension of driving privileges for 2 weeks
- 4th violation – suspension of driving privileges for remainder of school year

STUDENT RECORDS

The temporary records of any student enrolled at Gateway Regional High School shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Former students desiring information from their records may obtain them by requesting such information from the high school principal on or before the date of destruction. Any student, fourteen years or older desiring information from his/her school records may obtain it by making an appointment with the Guidance Department.

SURVEYS & USE OF STUDENT NAMES, IMAGES AND WORK IN THE MEDIA

There will be times that we will need to provide statistical information for state & federal grant applications. As a result, the Gateway Regional School District & the School-Based Health Center will need to survey the student body. If you object to your child's participation in such surveys, please send a statement requesting exclusion from the survey to the building Principal.

Parents may also wish to opt out of granting permission for the following by completing the proper paperwork that is handed out to students at the beginning of the school year:

- Publication of student work on the internet
- Publication of student name and/or photograph on the Internet, radio, or television, or in newspapers.

TELEPHONE CALLS

Students wishing to make phone calls must do so before or after school. The office (high school and guidance) telephones are reserved for school business only.

Students will not be called from class to take a telephone call except in an emergency. When deemed necessary, the school secretary will take telephone messages from a parent/guardian. Students who must have access to a telephone for an emergency must use the telephone in the main office with the permission of the front office staff (secretary/administrator).

TRANSCRIPTS

All requests for transcripts should be addressed to the Guidance Office. Under the Privacy of Information Act all requests for information must be accompanied by written permission from the student to release the information, also specifying the person, school, or organization to which the transcript is being sent. A \$5.00 charge will be required for all transcripts provided to post graduates.

WITHDRAWAL OR TRANSFER

Transfer: Guidance office must receive signed release of information from new school. Upon receipt of such release form, all records will be forwarded.

Withdrawal: Student must be 16 years of age in order to withdraw from school. Parent/guardian consent/signature is required. Students over 18 years of age do not need parental consent.

Any student who plans to withdraw from school or transfer to another school must follow the following procedure:

1. Inform their counselor one week prior to the anticipated last day of attendance.
2. Clean out locker and return all books and other issued materials
3. Fulfill all outstanding financial obligations.

The guidance secretary will complete a withdrawal form requesting grades for current courses. Staff will confirm the return of all books and materials and any fees owed.

WORK PERMITS

Students residing within the Gateway Regional School District can obtain state required work permits in the Guidance Office at Gateway Regional High School. All students between the ages of 14 and 18 must obtain a permit for employment purposes. For students 14 to 16, obtaining a permit requires the employer's signature and your physician's signature. When this first card is returned with the proper signatures on it, the second part of the permit will be issued. The student MUST be present for this part to be issued. For students 16-18, a permit may be obtained without any other signatures, but again the student MUST be present when completing this form.

ACADEMICS AND ATTENDANCE

The administration and staff of Gateway Regional High School strive to provide a quality education for all students. To accomplish this, academic and attendance standards have been established. All parents/guardians and students should read the following information carefully. Questions concerning any of the material in this section should be addressed to the guidance office, health office, or administration.

COURSE OF STUDY

Each year the high school publishes a Program of Studies booklet, specifically describing each program and class that a student may wish to schedule. Parents/guardians should contact the appropriate counselor to be sure a schedule is built to meet the student's personal goals and objectives. All students regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

ACADEMIC REQUIREMENTS- CLASS OF 2024 ON

***SEE () FOR OTHER CLASS 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	10 credits	(Class of '22- 15; Class of '23- 10)
Physical/Health	12.5 credits	(Class of '22- 15; Class of '23- 12.5)
Electives	32.5 credits	(Class of '22- 45; Class of '23- 42.5)
Total Credits	200 credits	(Class of '22- 220; Class of '23- 210)

+ 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.

PROMOTION REQUIREMENTS- CLASS OF 2024 ON

****SEE () FOR OTHER CLASS REQUIREMENTS***

Semester courses are worth 5 credits; year courses are worth 10 credits; A/B courses are worth 2.5 credits.

- Entrance to grade 10.....50 credits
- Entrance to grade 11.....100 credits (Class of '23- **110**)
- Entrance to grade 12.....150 credits (Class of '22- **170**; Class of '23- **160**)
- Graduation.....200 credits (Class of '22- **220**; Class of '23- **210**)

GRADE SCALE

<u>LETTER</u>	<u>NUMERICAL</u>	<u>AP</u>	<u>HONORS</u>	<u>COLLEGE PREP</u>
A+	100	5.00	4.50	4.00
A+	99	4.93	4.43	3.93
A+	98	4.86	4.36	3.86
A	97	4.79	4.29	3.79
A	96	4.72	4.22	3.72
A	95	4.65	4.15	3.65
A	94	4.58	4.08	3.08
A	93	4.51	4.01	3.51
A-	92	4.44	3.94	3.44
A-	91	4.37	3.87	3.37
A-	90	4.30	3.80	3.30
B+	89	4.23	3.73	3.23
B+	88	4.16	3.66	3.16
B	87	4.09	3.59	3.09
B	86	4.02	3.52	3.02
B	85	3.95	3.45	2.95
B	84	3.88	3.38	2.88
B	83	3.81	3.31	2.81
B-	82	3.74	3.24	2.74
B-	81	3.67	3.17	2.67
B-	80	3.60	3.10	2.60
C+	79	3.53	3.03	2.53
C+	78	3.46	2.96	2.46
C	77	3.39	2.89	2.39
C	76	3.32	2.82	2.32
C	75	3.25	2.75	2.25
C	74	3.18	2.68	2.18
C	73	3.11	2.61	2.11
C-	72	3.04	2.54	2.04
C-	71	2.97	2.47	1.97
C-	70	2.90	2.40	1.90
D+	69	2.83	2.33	1.83
D+	68	2.76	2.26	1.76
D	67	2.69	2.19	1.69
D	66	2.62	2.12	1.62
D	65	2.55	2.05	1.55
D	64	2.48	1.98	1.48
D	63	2.41	1.91	1.41
D-	62	2.34	1.84	1.34
D-	61	2.27	1.77	1.27
D-	60	2.20	1.70	1.20
F(ailing)	59-0	0.00	0.00	0.00

CLASS RANK

Rank-in-class for students earning/attempting to earn a GRHS diploma is determined by calculating a grade point average. Each grade and level is assigned a numerical weight depending on grades of 100 through 60. Honors/Advanced Placement courses are rated highest.

A transfer student must be in attendance at Gateway Regional High School for his junior and senior year in order to be accurately ranked. Determination will be based in such cases on final grade averages from previous school(s) attended as well as Gateway grades. If a student attends Gateway Regional High School for only his/her senior year, any class rank issued will be only approximate and consequently the student is not eligible for valedictorian and salutatorian honors.

REPORT CARDS

The School year is 180 days in length for students. Report cards are distributed four times during the school year. Progress Reports are distributed at the mid-point of each term. Each term is forty-five days long and halfway through each term is approximately twenty-two days. These dates are approximate due to weather, teacher professional development days, exams, and parent/teacher conferences. With the exception of the final report card, students are distributed report cards in school. The final report card will be mailed to the home address after July 1st.

EXAM EXEMPTIONS

Students attaining a grade of 93 or higher may be exempt from final exams in three subject areas each semester. Established protocol (i.e., paperwork submitted before the scheduled exam) must be adhered to.

HONOR ROLL REQUIREMENTS

First Honors - All A's in all courses taken.

Second Honors - A minimum of two A's with B's in all other courses taken.

Third Honors - A minimum of one A with B's and no more than one C in courses taken.

If a student carries a D or F in any subject, this automatically disqualifies him/her from consideration for honors. Students with incomplete grades are not considered for honors until the final grades are given.

SCHEDULE CHANGES

Once schedules are distributed, it becomes very difficult to make changes without disrupting the master schedule. Students may meet with their guidance counselors to discuss schedule changes for the following reasons:

1. To correct placement on the wrong academic level in a course
2. To meet college admissions or high school graduation requirements
3. To meet a requirement stipulated in an individual educational program (IEP)
4. A student is newly enrolled to GRHS

Changes can only be made within the first two weeks of a semester. Should a student withdraw from a course beyond the two week period, the student will receive a grade of WP or WF on his/her transcript. The withdrawal will take place only if the parent/guardian, guidance counselor, teacher, student, and administration are in agreement with the schedule change.

HOMEWORK GUIDELINES

Homework is a learning activity, which should increase in complexity with the maturity of the student and aid in his/her development. The care with which a homework assignment is given, the quality of the responses of students, and the nature of the follow-up activities in the classroom are of greater importance than the quantity of work involved in a homework assignment.

Meaningful homework assignments should be made, with the purpose of the assignment being clearly understood by both the teacher and the student. Assignments should be consistent in terms of the amount so that the teacher and the student can establish a pattern of meaningful homework.

Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has received instruction in the use of them. Because students within the same class differ in their abilities, interests, and educational needs, teachers are encouraged to vary homework assignments.

Homework should be an application or adaptation of a classroom experience. To support teacher assignment of homework, parents or guardians are encouraged to provide a time and place for completion of homework. To help make homework most helpful to the student, parents can also offer needed guidance and support to promote student responsibility. If there are questions about assignments, parents are encouraged to contact individual teachers.

Please keep in mind that the level of a course (i.e., an Advanced Placement course vs. a Standard course) may be an indication of the amount of homework necessary by the demands of the course.

EXTRA HELP

Students are encouraged to seek extra help whenever the need arises. Arrangements are to be made in advance with the teacher. All faculty members are required to remain after school for two days every week. All teachers will announce which day they are available.

COLLEGE VISITATIONS

Arrangements must be made in advance with the student's counselor. A signed confirmation of the visit by the college admissions office is required upon return in order for the day's absence to be considered excused. Students will be allowed a maximum of 5 such visits.

MAKE-UP OF CLASS WORK

Students are responsible for promptly arranging to make up work missed due to absence from class. Teachers are not obligated to remind students about the need to make up missed work. Teachers are authorized to give failing grades for failure to make up work satisfactorily within **two weeks upon return to school**. The safest plan for the student is to arrange for making up work immediately upon his/her return to school after an absence. Students who are truant or who intentionally miss an assigned class period will forfeit all privileges to make up work. Students on external suspension are entitled to receive homework assignments and make up any work missed during the suspension. Students absent for illness, or other approved reasons, such as a school-sponsored activity may make up class work.

MAKE-UP OF COURSES FAILED DURING SCHOOL YEAR

Any student who fails a course should repeat the course the next semester if possible, especially if the course is required for graduation. The only options currently available to a student making up a course are to repeat the course at Gateway or take the course in summer school or through an approved online or correspondence school. It is important to note that the guidance department, subject to the approval of the principal, makes the final decision on the granting of credit for a summer school or correspondence course. Final exams for correspondence courses must be taken under the supervision of a counselor, who will submit the results to the correspondence school.

Students must have a final grade of 50% to be eligible to make up the course through an online or correspondence program. All final decisions rest with the administration.

TEXTBOOKS/LIBRARY BOOKS

Students are issued textbooks and library books on a loan basis. Students are expected to use, not abuse them. When a student loses a text or library book, the teacher or librarian will issue the student a form indicating the lost text/library book and price. For a lost textbook, the student presents the form and money to the office. The teacher will be notified. A replacement text may then be issued. In the case of a lost library book, the student brings the money to the library and receives a receipt for the lost book. If the text or library book is found later in good condition, the money will be refunded.

DISTANCE LEARNING/ON-LINE EDUCATION

The Gateway Regional School District is committed to providing its students with access to the best education possible. The emergence of distance education as a viable means of allowing students access to academic content outside the walls of the classroom is another way to continue this commitment. A student's guidance counselor and administration must approve any and all arrangements for distance education. The maximum school contribution is \$800.00 per course.

Criteria for selection:

1. Seniors will be given priority when all other criteria have been met.
2. Students must have a minimum simple GPA of 2.5.
3. Students may take a course offered at GRHS but not taught due to under enrollment.
4. The course must be taken at GRHS under staff supervision.
5. The course must be scheduled during one of the five available blocks and may not exceed the 50 yearly potential credits students can attain at GRHS.
6. The course must be taken from an accredited online program.
7. No lab courses may be taken.
8. Students may only take one course per semester.
9. Students may take enrichment courses not offered at GRHS (on a space available basis).
10. Courses will be included in the student's GPA according to the corresponding GRHS policy and grade scale.
11. Circumstances not covered in these guidelines will be addressed by guidance/administration.

WORK STUDY/CO-OP PLACEMENTS/INTERNSHIPS

Students may wish to pursue a work-study placement, cooperative education or an internship opportunity during their **junior and/or senior year**. These learning opportunities may take place inside or outside the school or district. They must be arranged through and supervised by the student's guidance counselor. Internships and work-study placements may be taken for credit and may be either paid or unpaid. The school does not provide transportation to and from work placement sites.

MUSIC DEPARTMENT PERFORMANCE RESPONSIBILITIES

Students electing band and/or chorus are responsible for attending all scheduled performances and rehearsals of their music group. To give parents and students ample time to plan for these events, the dates of all performance commitments will be announced and posted in the music room at the beginning of the school year. Any changes in this schedule will be announced as soon as possible.

Since a performance is a course requirement which also tests the student's knowledge and mastery of the music taught in the classroom, failure to attend any performance will affect the student's grade for that quarter. More specific information governing student participation in the music program is available in a music handbook issued to students each year.

PHYSICAL EDUCATION - (STUDENT SAFETY – MEDICAL)

The Physical Education Department realizes that participation in any physical activity can be dangerous; with safety as one of our prime concerns, we have verbally stressed and enforced the following regulation:

Any unauthorized use of Physical Education or gymnastic equipment without proper supervision will result in the student's removal from Physical Education class for the remainder of the quarter and a grade for that quarter will be computed as of the time of removal. At the end of the quarter in which the violation occurred, the student will be reassigned to a Physical Education class. Students who are excused for medical reasons for more than two weeks will be reassigned.

Student athletes enrolled in Physical Education courses must participate in class in order to participate in athletics that day.

VOCATIONAL EDUCATION ENROLLMENT

Students may apply to Smith Vocational High School or Westfield Vocational High School per the following state regulation:

4.04(6)(b)2 Non-resident students shall submit an application of admission to the receiving school no later than March 15th of the preceding school year and shall be subject to the admissions criteria of the receiving school. A non-resident student must submit the Chapter 74 Vocational Technical Education Program Non-resident Student Tuition Application to the district of residence no later than April 1 of the preceding school year. If a student moves to a non-resident district after April 1, the student shall submit a new Chapter 74 Vocational Technical Education Program Non-resident Student Tuition Application to their district of residence as soon as practicable.

Gateway Regional School District requires students wishing to pursue a vocational education program to **complete the application process through our Guidance department by March 1** for review.

HOME EDUCATION PROGRAM

Parents wishing to have their children educated at home must receive approval for a home education program from the superintendent of schools. **The deadline for submitting a proposal for such a program is August 10 for the Fall semester and December 10 for the Spring semester each year.** The proposal must include specific information about the plan, including the curriculum to be used and a schedule of classes for the delivery of instruction. Following completion of a semester or year's work, parents must submit an evaluation of all work completed, including grades. Parents wishing to apply for approval for a home education plan should contact the Pupil Services office at Gateway Regional High School.

HOME EDUCATION POLICIES AND PROCEDURES

District policy regarding home education states, "a student being educated in a home-based program within the district shall be informed of, and have access to, public school activities of either a curricular or extra-curricular nature. Arrangements for participation in curricular or extra-curricular activities will be arranged with the principal of the building where the student would normally attend school. The home education family is responsible for transportation, timely payment of applicable fees, and compliance with the standards of the activity (including immunizations). Participation in field trips requires parent attendance. Attendance depends on space availability." The following clarifies the Gateway Regional School District Policy language.

1. Before being accepted back to school to a specific grade that the student is required to test into that grade to assure that the home education has been commensurate with the public school curricular requirements and state standards. The High School Home Education Program Policies and Procedures (June 1999) addresses student return to the high school program and potential graduation. This document extends the requirements for testing into a grade to all grades. The principal of the building will determine which end of the year tests will need to be completed to determine grade level placement and will determine appropriate grade placement after review of the test results.
2. Parents who bring students for field trips, recess or lunch must attend with the child and as a result must also file a CORI check with the Superintendent's office prior to the activity.

3. Students participating in any district or school activities are expected to participate in the district and school rules and may be asked to no longer participate if the behavior of a student becomes disruptive to the activity. Students participating in sports, music, or other co-curricular activity must comply with the regulations pertaining to that activity. For high school students this means that the student must provide grades to the co-curricular facilitator as well as proof of attendance in the home education program, commensurate with the expectations of the co-curricular program.
4. In instances in which a fee is involved, it is expected that the student will be responsible for payment of fees of the activity. If a text is available, the family will be asked to provide a deposit for the text. The deposit will be returned upon receipt of the text.

GATEWAY REGIONAL SCHOOL DISTRICT ATTENDANCE POLICY

Whenever a student is absent from school on a particular day, it is the parent/guardians' responsibility to call the Middle School/High School Attendance Line (685-1112) prior to 9:00AM on the day of the absence (MGL Chapter 76, S 1A). Attendance at all school sessions is necessary for the academic and social growth of all students. It is also the law as mandated in Chapter 76, sections 1 and 2 of the General Laws of Education Relating to School Committees. Punctuality is also important. If a student is habitually tardy, not only is a portion of the class missed, but the learning process is disrupted for others.

The Gateway Regional School Committee has set the limits of non-medically excused absences per semester. **A student will be denied credit for any semester course when more than seven (7) unexcused absences have been accumulated. Student will be denied credit for any yearlong course when more than fourteen (14) unexcused absences have been accumulated. For every other day courses, three (3) per semester and seven (7) are allowed per year.** Students whose absence exceeds these limits will be allowed to remain in the course, but no academic credit will be awarded to the student.

Instances that will **NOT** be counted toward the day limit (i.e. excused absences) include:

1. The student is under the direct care of a physician, who attests in writing to a student's inability to attend school due to an illness.
2. The hospitalization and period of recuperation when a student is under the care of a physician results in days being missed.
3. The absence is due to religious observances, court appointment, attendance at a funeral of a family member or close acquaintance, or a school-approved college visitation.
4. The student has been excused/sent home by the school nurse.
5. Time spent out of school by a student while serving an external suspension will be considered an excused absence for the purposes of this policy.

Unless other arrangements have been made with the principal, all medical documentation of excusable absence MUST be received in the high school office no later than 10 school days from the date of the absences.

As part of the school protocol, home is contacted when a student is absent. Continuing, the high school communicates via a written correspondence from the assistant principal when attendance appears to be an issue that may affect course credit. (MGL Chapter 76, Section 1A)

Beginning July 1, 2014, a new section of MGL (MGL Chapter 76, Section 1B) reads as follows:

“The school committee of each city, town or regional school district shall have a pupil absence notification program in each of its schools. The program shall be designed to ensure that each school notifies a parent or guardian of the child's absence if the school has not received notification of the absence from the parent or guardian within 3 days of the absence.

Each school committee shall have a policy of notifying the parent or guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year. The notification policy shall require that the school principal or headmaster, or a designee, make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal or headmaster, or a designee, the student and the student's parent or guardian and with input

from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.”

School protocol will continue with parent/guardian notification when a student is absent. In addition, parents/guardians can expect more frequent communication from the school, through both phone calls and mailings, when a student reaches significant levels of unexcused absences. At the time of communication, a meeting will be scheduled to address attendance issues and to establish an action plan to address lack of attendance.

The Gateway Regional School Committee establishes the specific dates for school to be in session prior to the beginning of the school year. Any student who will miss school due to a planned absence (e.g., family vacation) must inform the school in advance of the absence. This notification will allow the student to make arrangements with teachers to make up any work that is missed during the absence. The days missed are not excused under the school’s attendance policy; students may face a loss of credit if these days contribute to student absences exceeding the established limit.

In sequential courses (e.g., Algebra I, Spanish I), a student absent from that course for more than the prescribed number of days will not receive credit for the course, but he/she may be allowed to continue the sequence and progress to the next level. The student will in most cases be required to take an additional course to satisfy credit requirements for graduation within a department.

APPEAL PROCESS

If a student has exceeded the above-mentioned limits and therefore has lost credit for a course, he/she may wish to appeal the loss of credit. This request should be submitted to the Principal within 5 school days from the day Report Cards are distributed. Appeals will be heard within 3 weeks of the date Reports Cards are distributed. The board is comprised of teachers and administration. Following such an appeal hearing, the student (and parent/guardian) will be informed of the board’s decision within 5 school days. Further appeals may be made to the Superintendent of Schools by furnishing an appeal to the superintendent within 5 school days of the denial of credit notification from the appeal board. **Failure to follow these guidelines will result in a loss of credit.**

CLASS ATTENDANCE/TARDINESS

All students must be scheduled for a course every block of each day. Attendance is taken each block; students must attend their classes/internship/co-op/work study and do so promptly or become subject to disciplinary action. The dismissal of class is the responsibility of the teacher. Students are to remain seated until the bells ring. Bells are sounded as a reminder. Students are not to leave class until the bell is rung **and** the teacher has given permission for students to leave.

Tardy students will report to the office directly upon arrival for a pass to class. Students failing to report to the office and failing to sign in will be subject to disciplinary action. Students are reminded to consult the SCHOOL RULE INFRACTION list for disciplinary action, which will be taken regarding tardiness to school. An excused tardy to school usually will mean the need for medical documentation. Other extenuating circumstances may constitute an excused tardiness. The principal will make the final decision on the determination of excused/unexcused tardiness to school. Students who drive to school, who are chronically late to school will lose their driving privileges. A student who arrives to class up to halfway through a block is considered tardy to that class. A student who arrives to class more than halfway through a block will be considered absent from that class.

DISMISSAL REQUESTS DURING THE SCHOOL DAY

Telephone requests from a parent/guardian the day of a requested dismissal will be honored upon confirmation of the authenticity of the call. Requests made in person, by a parent/guardian, will be honored when identification has been established and accepted. All students leaving school grounds for any reason during the school day may do so only when authorized by the administration or the school nurse. Any student leaving school grounds during the school day must sign out on the sign-out sheet maintained in the office. Students who leave school grounds for a reason not deemed acceptable by administration will not be allowed to return to school that day; they may return the next school day (this includes students who have completed the "rights of an 18 year old" paperwork).

CO-CURRICULAR ACTIVITIES/CLUBS

Gateway Regional High School offers a wide variety of co-curricular activities. These include an array of dramatic presentations, musical productions, concerts, class-sponsored events and club activities. Throughout the school year, Gateway also provides equal opportunity for students to participate in intermural and varsity and junior varsity interscholastic athletics. The district does not exclude students from extracurricular activities or clubs sponsored by the district based on race, sex, gender identity, color, religion, national origin, sexual orientation, disability, or homelessness.

Unless prior permission has been obtained from the athletic director, advisor and/or the principal, a student absent from school cannot participate in any co-curricular activity conducted on that day. **A student externally/internally suspended from school may NOT participate in any co-curricular activity held on the day(s) of a suspension. A student suspended externally/internally on a Friday may not participate until at least one school day has taken place. A student must be passing courses totaling a minimum of at least half the student's credits in a given semester in order to be academically eligible.**

ALL SCHOOL RULES ARE IN EFFECT AT ANY AND ALL SCHOOL SPONSORED EVENTS.

PART I – CHEMICAL HEALTH RULE

RULE 62: Student (and Coach) Eligibility: Chemical Health/Alcohol/Drugs/Tobacco

62.1 From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a defined drug specifically prescribed for the student’s own use by his/her doctor.

This MIAA statewide minimum standard is not intended to render “guilt by association”, e.g. many student athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements.

If a student in violation of this rule is unable to participate in interscholastic sports/co-curricular due to injury, academics, or otherwise, the penalty will not take effect until that student is able to participate again.

First Violation Minimum Penalties:

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic/co-curricular contest totaling 25% of all interscholastic contests in that sport. For the student, penalties will be determined by the current or next season/event/co-curricular activity of participation. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. Any fractional part of an event will be dropped when calculating the 25% of the season.

# of Events/Season	# of Events/Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5

Second and Subsequent Violations Minimum Penalties:

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic/co-curricular contests totaling 60% of all interscholastic contests in that sport. For the student, penalties will be determined by the current or next season of participation. Any fractional part of an event will be dropped when calculating the 60% of the season.

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

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities/co-curricular after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

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

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty(s) during the fall season of the next academic year.)

CLUBS

All forms of clubs are encouraged, subject to approval of the Student Council and administration. Any group of students wishing to form a new club will present their ideas to the Council. A faculty member or an advisor, approved by the Principal, must sponsor every club.

CLASS ADVISORS

Members of the Gateway faculty serve as voluntary advisors to each class. There are advisors for each class. Many class advisors continue with their work until graduation. New advisors are selected each spring.

Please refer to <http://www.grsd.org/1/home> for more information regarding advisors and class activities.

Duties and Responsibilities of Class Officers and Advisors

- Officers are asked to work closely with the advisors and class members in the preparation of events so as to promote a smooth and successful activity.
- Officers and advisors should attempt to attend the event being sponsored to direct and assist it.
- Contracts for any group or service to be rendered at any event may be procured through the Principal's Office and must be signed by a class officer, a class advisor, and Administrator.
- No purchase or obligations should be encumbered by any student unless the administration has been made aware of it, and he/she has written permission from an advisor in advance.
- Class officers are responsible for appropriateness of class display cases, and must sign out the keys to display cases in High School Office.
- Advisors should be kept abreast of the planning for the events in regard to times, dates, finances, and other salient information, to reduce conflicts between events and ensure that sufficient funds are available.

Meetings of classes for general business or planning for events should be held when necessary and be attended by the advisors. Announcement of time and place should be made sufficiently ahead of time to have students plan their attendance. These meetings are mandatory.

STUDENT COUNCIL

The purpose of the Student Council is to promote communication between students and faculty, take shared responsibility for their own welfare, and advise the administration and school committee on student concerns.

Criteria for Impeachment of an Officer

- More than one suspension, internal or external, is grounds for impeachment.
- Officers must attend at least 2/3 of scheduled meetings.
- Officers must "carry their weight" (meet their commitments/responsibilities as an elected official) as determined by advisor(s).
- Officers must maintain a passing average in 50% of their classes.
- Advisors determine impeachment after a hearing.

NATIONAL HONOR SOCIETY

The Dana O. Webber Chapter of the National Honor Society is a group of students elected annually on the basis of scholarship, leadership, character, and service. The selection procedure for the National Honor Society membership is as follows:

1. A list of juniors and seniors with an overall average of 88 will be compiled by the advisor.
2. In addition to the scholastic requirements, **each student must take a minimum of three honors level courses each year and at least one each semester in his/her sophomore, junior, and senior year to be eligible for consideration.** After selection, members must continue to maintain this distribution of advanced/honors courses or he/she will automatically lose membership.
3. A form letter of notification will be sent to all eligible students.
4. Any student wishing consideration for membership shall write a letter of no more than one page, to be typed and double spaced, listing his/her qualifications in regards to service, character, and leadership. The letter shall be personally presented to the advisor by the designated deadline.
5. The NHS council will review all applications and this committee will compile a list of recommended applicants to be presented to the full faculty.
6. Any faculty member has the right to challenge the qualifications or suitability of any applicant for membership, but he/she must present a specific reason for doing so.
7. Any applicant's questionable qualifications will be reviewed by the Faculty Council, which shall make the final decision in regards to selection.
8. Any applicant rejected for membership shall receive a written letter from the advisor stating this fact. He/she shall have the opportunity to determine the reason(s) for his/her rejection from the Council at an appointed time.

CODE OF DISCIPLINE

INTRODUCTION

All students in the Gateway Regional School District have the right to an education that will foster development to their maximum potential. Given this right, any student whose conduct disrupts the educational process may be subject to disciplinary action.

Students, whose conduct demonstrates that they are unwilling or unable to abide by reasonable rules and regulations, shall be subject to appropriate discipline by school authorities in a manner reflecting consideration of the human qualities of all individuals who are involved.

Disciplinary action may consist of:

- **Verbal or Written Warning**

Minor violations may result in a verbal or written warning assigned by an administrator.

- **Parental Conference**

A conference with a student's parent(s)/guardian(s) may be requested at any time regarding disciplinary or behavioral issues.

- **Loss of Privileges/Exclusion from School Activities**

Disciplinary consequences may include loss of privileges and/or exclusion from school activities.

- **Teacher Detention**

After school detention to be served with the assigning teacher

- **Office Detention**

Minor violations may result in after school detention assigned by an administrator. Students are reminded that detention is an obligation that must be met when assigned.

Rules for Office Detention:

1. Detention is to be served for one and one-half hours from 2:15–3:45P.M. Students must be seated in the room by 2:15P.M. Tardiness is not accepted.
2. No forms of entertainment, food, or beverages are allowed in the room.
3. Students are to remain in their assigned seat.
4. No talking allowed.
5. No visitors are permitted.
6. All school rules apply.
7. Students may also be expected to participate in a counseling session to avoid further difficulties.

- **In-School Suspension**

In-school suspension is the separation from regularly scheduled classes and restriction of movement within the school. Students are responsible for completion of work and all school assignments. Students must abide by the Discipline Code and rules of the school.

Rules for In-School Suspension:

1. Students must report to the In-School Suspension Room by 7:35A.M.
2. Students are required to bring all school materials with them.
3. No forms of entertainment, food, or beverages are allowed in the room.
4. Students are to remain in their assigned seat.
5. No talking allowed.
6. No visitors are permitted.
7. Students will be escorted to scheduled restroom breaks.
8. Students will eat lunch in the In-School Suspension Room.
9. Students may also be expected to participate in a counseling session to avoid further difficulties.
10. Students who fail to comply with the rules will face further disciplinary action.

- **External Suspension**

External suspension from school involves the temporary denial of a student's privilege to attend school and its activities. This action is taken when no other action is suitable or likely to result the correction of the student's unacceptable behavior. Students may make up all work missed during the suspension period.

INFRACTIONS OF SCHOOL RULES

The list of infractions presented here is not to be considered all-inclusive. When infractions occur, consequences will be applied in an equitable manner. **A student's past performance may influence the choice of a consequence. The Gateway Regional High School Administration reserves the authority to discipline for other circumstances not listed.**

As members of the Gateway staff, teachers, aides, secretaries, custodians, and cafeteria staff are charged with the responsibility of ensuring a SAFE, SECURE, and ORDERLY environment in which our students can pursue their education. Along with this responsibility goes the inherent authority to give direction to students and to have those directions followed. As indicated in the following section, failure to comply may result in disciplinary action. The administration reserves the right to modify the policies and practices as stated in this handbook. A student who is externally suspended from school cannot participate in any school activity throughout the duration of the student's suspension. This exclusion from activities extends through the weekend if the suspension includes a Friday.

Note: The Gateway Regional School District has a signed "Memorandum of Understanding" with the local and state law enforcement agencies.

1. ACADEMIC DISHONESTY

The school expects all students to be academically honest. Students have the responsibility to acknowledge the work of others, only taking credit for work that is solely their own. Cheating and plagiarism are prohibited in all areas of study, including, but not limited to, the following areas: homework, tests, quizzes, lab reports, research papers, projects, computer disc, and computer work. This policy applies to any student who cheats or plagiarizes and/or any student who willingly assists another student in cheating or plagiarizing.

Cheating: The copying of assignments and/or answers;
sharing of work in any way not specifically permitted by the teacher;
giving or receiving of help on assignments not specifically permitted by the teacher.

Plagiarism: The thievery of style, ideas, or phrasing from the work of another;
any failure to acknowledge the source of borrowed material;
any misrepresentation of the way one has used source material.

Consequences: 1st Offense - Loss of credit for the assignment; parent notification; disciplinary action to be determined by the administration.

Further offenses- Loss of credit for the assignment; parent notification; suspensions to be determined by administration.

2. BULLYING/CYBERBULLYING

Consequences: 1st Offense - Minimum 3 day external suspension.*

Further offenses will result in escalating consequences.*

*In accordance with the Gateway Regional Bullying Prevention and Intervention Plan (please refer to p.42), additional disciplinary action may be imposed by the administration, police may be notified and students may be expected to participate in counseling sessions to avoid further infractions.

3. CLASS CUT

Consequences: 1st Offense - Office detention

2nd Offense - Extended office detention; parent/guardian contacted

3rd Offense - One in-school suspension

4. DANGEROUS BEHAVIOR

Consequences: 1st Offense - Five days external suspension; police may be notified
2nd Offense - Ten days external suspension; police may be notified

5. DEFIANCE OF SCHOOL PERSONNEL

Consequences: Disciplinary action to be determined by the administration based on the severity of the incident

6. DISCRIMINATORY LANGUAGE AND/OR THE USE OF DEMEANING RACIAL, RELIGIOUS, OR ETHNIC SLURS, SEXUALLY EXPLICIT WORDS, GESTURES OR SYMBOLS

Consequences: 1st Offense - One day in-school suspension; restorative measures; police may be notified
2nd Offense - Three days in-school suspension; restorative measures; police may be notified
3rd Offense - Three days external suspension; restorative measures; police may be notified

*Students may also be expected to participate in counseling sessions to avoid further infractions.

7. DISTRIBUTION OF DRUGS

Consequences: 1st Offense - Ten days external suspension; expulsion hearing; police notification

8. FAILURE TO SERVE OFFICE DETENTION

Consequences: 1st Offense - Extended office detention; parent/guardian contacted
2nd Offense - One day in-school suspension
3rd Offense - Two days in-school suspension

9. FAILURE TO SIGN IN UPON ARRIVAL TO SCHOOL

Consequences: 1st Offense - Office detention
2nd Offense - Extended office detention; parent/guardian contacted
3rd Offense - Two extended office detention; parent/guardian contacted

10. FORGERY OF A PASS/ID

Consequences: 1st Offense - Office Detention
2nd Offense - Extended office detention; parent/guardian contacted
3rd Offense - One day in-school suspension

11. INAPPROPRIATE BEHAVIOR IN IN-SCHOOL SUSPENSION

Consequences: 1st Offense - Two days in-school suspension
2nd Offense - One day external suspension
3rd Offense - Removal of the in-school suspension option; discipline will result in external suspension only

12. INAPPROPRIATE CLASSROOM BEHAVIOR

- Consequences:** 1st Offense - Teacher detention/ administrative discipline
2nd Offense - Office detention
3rd Offense - Disciplinary action to be determined by the administration based on the severity of the incident

13. INAPPROPRIATE PUBLIC DISPLAY OF AFFECTION

- Consequences:** 1st Offense - Warning and conference with administration
2nd Offense - Disciplinary action to be determined by the administration

14. INAPPROPRIATE USE OF A COMPUTER (NETWORK, SOFTWARE PROGRAMS, EMAIL ETC)

- Consequences:** 1st Offense - Disciplinary action to be determined by the administration based on the severity of the incident; police may be notified

15. INCITING A DISTURBANCE

- Consequences:** 1st Offense - Extended office detention; parent/guardian contacted
2nd Offense - One day in-school suspension
3rd Offense - One day external suspension

16. LEAVING SCHOOL GROUNDS

Once a student arrives on school grounds, he/she is expected to remain on school grounds. If he/she vacates the school grounds or building without permission of an administrator, he/she will be suspended appropriately.

- Consequences:** 1st Offense - Three days in-school suspension
2nd Offense - Four days in-school suspension
3rd Offense - Five days in-school suspension

17. MCAS TESTING

The Massachusetts Comprehensive Assessment System (MCAS) is mandated by the Education Reform Act of 1993. The Gateway Regional Schools must abide by this mandate. It is extremely important that all students give their best effort when testing; both for their own academic success, and for their fellow students, as testing results have a major impact on the funding and local control of both the school and district.

Students who refuse to participate in MCAS testing, or who refuse to follow directions while taking the test, resulting in a “failing score”, will be subject to short-term suspension based upon their “willful disregard to express or implied directions by a teacher, administrator or staff member.” (i.e. not attempting to participate in testing process or mockery of testing process.

- Consequence:** 1st Offense - Three days in-school suspension

18. OUT OF BOUNDS

- Consequences:** 1st Offense - Office detention
2nd Offense - Extended office detention; parent/guardian contacted
3rd Offense - One day in-school suspension

19. PHYSICAL ALTERCATION WITH ANOTHER STUDENT

- Consequences:** 1st Offense - Disciplinary action to be determined by the administration based on the severity of the incident; police may be notified
- 2nd Offense- One day in-school suspension
- 3rd Offense- Two days in-school suspension

20. PHYSICAL CONFRONTATION/FIGHT WITH ANOTHER STUDENT

- Consequences:** 1st Offense - Disciplinary action to be determined by the administration based on the severity of the incident; police may be notified
- 2nd Offense- Three days external suspension
- 3rd Offense- Five days external suspension

21. POSSESSION OF AN INCENDIARY DEVICE

- Consequences:** 1st Offense- One day in-school suspension
- 2nd Offense - One day external suspension
- 3rd Offense - Three days external suspension

22. POSSESSION OF DRUGS

- Consequences:** 1st Offense (alcohol, marijuana/THC, prescription)- Five days external suspension
- 2nd Offense (alcohol, marijuana/THC, prescription)- Ten days external suspension; expulsion hearing; police notification
- 1st Offense (all others; intent to distribute)- Ten days external suspension; expulsion hearing; police notification

23. POSSESSION OF DRUG PARAPHERNALIA

- Consequences:** 1st Offense - Three days external suspension
- 2nd Offense - Five days external suspension
- 3rd Offense- Ten days external suspension; police may be notified

24. PROFANITY OR VULGARITY DIRECTED AT SCHOOL STAFF

- Consequences:** 1st Offense - Extended office detention; parent/guardian contacted; restorative measures
- 2nd Offense - One day in-school suspension; restorative measures
- 3rd Offense -Disciplinary action to be determined by the administration based on the severity of the incident

25. SCHOOL DRESS CODE VIOLATION (Please see Page 13)

- Consequences:** Disciplinary action to be determined by the administration

26. SELLING OF PRODUCTS/ITEMS FOR PERSONAL GAIN IS PROHIBITED ON SCHOOL GROUNDS

- Consequences:** Disciplinary action to be determined by the administration; police may be notified

27. SEXUAL HARASSMENT (Please see Page 43)

- Consequences:** 1st Offense - Three days external suspension; police may be notified
2nd Offense - Five days external suspension; police may be notified
3rd Offense - Ten days external suspension; police may be notified

28. SMOKING/POSSESSION OF TOBACCO PRODUCTS OR ELECTRONIC NICOTINE DELIVERY SYSTEM (Please see page 58)

Massachusetts State Law Chapter 71, Section 2A prohibits the use of tobacco products in public schools or on school grounds.

- Consequences:** 1st Offense - One to three days internal suspension
2nd Offense - One to three days external suspension
3rd Offense - Disciplinary action to be determined by the administration

29. THEFT/POSSESSION OF PERSONAL OR SCHOOL PROPERTY

- Consequences:** 1st Offense - One day in-school suspension; restorative measures
2nd Offense - One day external suspension; restorative measures
3rd Offense - Three days external suspension; restorative measures; police may be notified

30. TARDINESS

Getting to school on time is essential for good scholastic standing. A student with excessive tardies may face the following as well as other discretionary disciplinary action:

- Consequences:** More than 3 tardies in a semester - Office detention
More than 5 tardies in a semester - Extended office detention; parent/guardian contacted
More than 7 tardies in a semester - One day in-school Suspension

31. TRUANCY

Attendance at every session of school is essential for good scholastic standing. A student who is truant forfeits all normal make-up privileges.

- Consequences:** 1st Offense - One day extended office detention; parent/guardian contacted
2nd Offense - Three days extended office detention; parent/guardian contacted
3rd Offense - Five days extended office detention; parent/guardian contacted

32. UNDER THE INFLUENCE OF DRUGS, OR INHALANTS

- Consequences:** 1st Offense - One to nine days external suspension; police notification
2nd Offense - Ten days external suspension; expulsion hearing; police notification

33. USE OF AN INCENDIARY DEVICE

- Consequences:** 1st Offense - Three days external suspension; police will be notified
2nd Offense - Five days external suspension; police will be notified
3rd Offense - Ten days external suspension; police will be notified

34. USE OF ELECTRONIC DEVICES IN SCHOOL

The use of 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 can be abused in a way that negatively affects students, teachers, and the school environment.

Now that all GRHS students are assigned a school issued Chromebook, students are not permitted to use ECDs freely in school.

Consequences: 1st Offense - Warning, confiscation (returned to student at end of school day)
2nd Offense - Confiscation by administration (returned to parent/guardian)
3rd Offense - Confiscation by administration (returned at end of semester)

***Valuable electronic equipment should be secured at all times.**

35. VANDALISM: DEFACING OR DAMAGING SCHOOL PROPERTY

Consequences: Disciplinary action to be determined by the administration based on the severity of the incident; police may be notified

36. VERBAL CONFRONTATION/THREAT

Consequences: 1st Offense - One day in-school suspension
2nd Offense - Three days in-school suspension
3rd Offense - Five days in-school suspension

37. WEAPONS

Consequences: 1st Offense - Ten days external suspension; expulsion hearing; police notification

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

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

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

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

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

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

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

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

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

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Additionally, the student and/or parent/guardian shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

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

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

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

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

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

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. If the student or parent's notice of appeal is not timely, the superintendent may deny the appeal, or allow the appeal at his/her discretion. A good faith effort shall be made to include the parent/guardian at the hearing. Written notice of the hearing, including date, time, and location will be sent to the parent/guardian prior to the hearing date. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant. In addition, the superintendent shall arrange for audio recording and notify all parties the hearing will be audio recorded before the date of the hearing, a copy of which shall be provided to the student and the parent upon their request.

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

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day

of the emergency removal and the principal must ensure that the student's safety and transportation are adequately provided for.

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

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

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

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

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

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

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

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

SUSPENSION OR EXPULSION FOR DISCIPLINARY OFFENSES UNDER M.G.L. 71 §§37H and 37H½

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

Possession of a dangerous weapon, possession of a controlled substance, or assault of staff

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall

have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

Felony complaint or issuance of felony delinquency complaint

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

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

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

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

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

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

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

PHYSICAL RESTRAINT

Gateway Regional School District recognizes physical restraint as an emergency procedure of last resort, which will only be used after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. When necessary to protect a member of the school community from assault or imminent, serious, physical harm, Gateway will administer physical restraint in accordance with the Massachusetts regulations at 603 CMR 46.00. Complete copies of the District's physical restraint policies and procedures are available at Central Office and in each principal's office.

Copies of this law also are available at: <http://www.doe.mass.edu/lawsregs/603cmr46.html>.

STUDENT SEARCHES

The storage on one's person, in one's belongings or on/in school property, of contraband such as, but not limited to illegal substances or articles or any item prohibited by district policy or building rules, is strictly forbidden. Violations will result in confiscation of such materials. The student in violation will be subject to disciplinary action.

Lockers, desks, computers, books, and other items issued to students by the district for their temporary use, remain the property of the school. As such, students should have no expectation of privacy as it relates to their use. School property may also be searched when an administrator or designee has reason to believe that contraband, as described above, may be stored within.

When an administrator or designee has reason to believe that contraband as described above is being stored on one's person or in one's possession, he/she may conduct a personal search appropriate to the nature of the potential violation.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights and is consistent with the responsibility of the school system to provide a safe atmosphere conducive to the educational process.

DISCIPLINARY ACTION RELATIVE TO STUDENTS WITH DISABILITIES UNDER IDEA AND SECTION 504

With respect to the removal of students with disabilities from public schools, Massachusetts General Laws, Chapter 71B, Section 3 states:

“No School Committee shall refuse a school age child with special needs admission to or continued attendance in public school without the prior written approval of the Department (of Elementary and Secondary Education) and without complying with the Department's regulations and procedures for disciplining students with special needs, where applicable.

No child who is so refused or removed shall be denied an alternative form of education approved by the Department, as provided for in section ten, through a tutoring program at home, through enrollment in an institution operated by a state agency, or through any other program which is approved for the child by the Department.”

There are exceptions for violations involving the possession of dangerous weapons or controlled substances.

PROCEDURES FOR THE SUSPENSION OF SPECIAL NEEDS STUDENTS

The following provisions shall apply whenever a school administrator proposes to suspend a student with special needs for more than ten (10) cumulative days in a school year:

General Requirements

Each school shall ensure that:

1. It has the appropriate procedure to notify the Administrator of Special Education of the misconduct for which suspension of a student with a disability for more than ten (10) cumulative days is proposed, so that manifestation determination procedures can be implemented consistently.
2. The number and duration of suspensions of students with a disability is recorded and maintained by school administrators.
3. No student with a disability may be suspended for more than ten (10) cumulative days in the school year as provided hereunder.

Manifestation Determination

When it is known that the suspension(s) of a student with a disability will accumulate to ten (10) days in a school year, a review of the IEP will be conducted. Participants in the meeting shall include, but are not limited to, individuals who are trained in the area of the student's disability. At that review, the review team will determine whether the student's misconduct is a manifestation of the student's disability, or results from an inappropriate special education program/placement or an IEP that was not fully implemented. Depending on the result of that determination, suspension may or may not be implemented. If the student has demonstrated repeated instances of dangerously assaultive or self-abusive behavior, an emergency evaluation and placement may be made with parental consent.

Circumstances under which the student may not be suspended for more than ten (10) cumulative days:

1. If the TEAM concludes that the student's misconduct is related to the student's disability or results from an inappropriate special education program or placement or an IEP that was not fully implemented, the student shall not be suspended. Instead, the student's IEP shall be revised to reflect a new program or placement

designed to meet the student's needs more effectively, or, if the misconduct resulted from an appropriate IEP that was not fully implemented, all necessary steps shall be taken by the school to ensure that the IEP is fully implemented. If revision of the student's IEP is required, development of an amended or new IEP shall occur.

2. If a new program or placement is designed for the student as a result of the review, the program or placement shall be implemented immediately following parental approval of the IEP. If the parent(s)/legal guardian(s) refuses consent to the IEP, the school or parent(s)/legal guardian(s) may request a hearing to determine the appropriateness of the program. Alternatively, the parties may seek mediation to resolve the dispute. If a hearing is requested during the pendency of the hearing, the student shall remain in the last agreed upon educational placement (the placement in effect when the dispute arose), unless another placement is agreed upon by the school and the student's parent(s)/legal guardian(s), or a court order permits the school to change the student's placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

Circumstances under which suspension may be imposed for more than ten (10) cumulative days:

1. If the school wishes to impose a suspension which results in more than ten (10) cumulative days of suspension in the school year, and the TEAM concludes that: the student's misconduct is not a manifestation to the student's disability; is not the result of an inappropriate special education program/placement; and the current IEP was fully implemented, the school shall:
 - a. Proved an interim alternative plan for the delivery of special education services to the student during the period of the suspension, which shall be referred to as "the alternative plan";
 - b. Before the student is suspended for more than ten (10) cumulative days, present the interim alternative plan to the student's parent(s)/legal guardian(s) along with the required written notice.
2. A copy of the interim alternative plan must be included in the student's file, which shall also include documentation which demonstrates that:
 - a. The school has complied with procedures required by Goss v. Lopez and by the school's Code of Conduct.
 - b. The school has considered less restrictive disciplinary measures, including modifying the student's IEP to set out specific methods of discipline.
 - c. The disciplinary action is for a stated and limited number of days.
 - d. The action is necessary in light of the needs of the student and other students in the school.
 - e. The school administrators have conferred with appropriate special education staff as to the disciplinary action and have followed all the procedures outlined herein including notice to the parent(s) or guardian(s) of their right of appeal.
3. If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement, the parent may request a hearing. The State or local education agency shall arrange for an expedited hearing on any case described in this subsection requested by a parent.
4. Procedural Rights for students with the disabilities can be found in the *Parents' Rights Brochure of the Department of Education*.

Students not yet determined to be eligible for special education or 504 services: The law applies to general education students if the school system had knowledge prior to the misconduct that the student was disabled. Under the law, a school district is presumed to have "had knowledge" that a general education student was disabled if the student's:

- Parent(s)/guardian(s) has "expressed concern in writing" to the school district that the student is in need of special education and related services;
- Parent/guardian(s) have requested a special education evaluation of the child, or
- District staff have "expressed concern" directly to the special education director or other supervisory personnel about a pattern of behavior demonstrated by the student. If there was no knowledge, the parent/guardian(s) may

request an expedited evaluation. During this period, the student may be suspended or expelled under normal School Committee policy. Students determined to have a disability must receive appropriate educational services

Students identified as having a disability and provided with a Section 504 plan: Students are expected to meet the expectations for behavior identified in this Code of Conduct. A student on a Section 504 plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

1. Is the misconduct the result of failure to implement the student's 504 plan?
2. Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the Parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review. If the misconduct is not a manifestation of the student's disability, then the disciplinary process can proceed. If the misconduct was a manifestation of the student's disability, then the student shall be reevaluated while he/she remains in the current placement.

Court order necessary to authorize suspension:

A school shall not suspend or exclude a student for more than ten (10) cumulative days during the pendency of a Bureau of Special Education Appeals Hearing or judicial proceeding brought to challenge a suspension, proposed suspension, or any determination, above, unless the school obtains a court order authorizing a temporary change of the child's educational placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

Please note the following situation requirements under federal law:

Section 1415(k) of the Individuals with Disabilities Education Act (hereinafter, "IDEA"), codified as 20 U.S.C. 1415(k), sets forth the following procedures with respect to the suspension of students with special needs (and protections for those children not yet eligible for special educational and related services):

Placement in alternative education setting

(1) Authority of school personnel

- (A) School personnel may order a change in the placement of a child with a disability—
 - (i) to an appropriate interim alternative setting, another setting or suspension, for not more than 10 school days (to the extent such alternatives would be applied to children without disabilities); and
 - (ii) to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days if—
 - (I) the child carries a weapon to school or to a school function under the jurisdiction of a State or local educational agency; or
 - (II) the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a function under the jurisdiction of a State or local educational agency.
- (B) Either before but not later than 10 days after taking a disciplinary action described in subparagraph (A)—
 - (i) if the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described in subparagraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address that behavior, or
 - (ii) if the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.

(2) *Authority of a BSEA Hearing Officer*

A Hearing Officer under this section may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 days if the Hearing Officer—

- (A) determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of such child is substantially likely to result in injury to the child or to others;
- (B) considers the appropriateness of the child's current placement;
- (C) considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and
- (D) determines that the interim alternative educational setting meets the requirements of paragraph (3)(B).

(3) *Determination of setting*

- (A) The alternative educational setting described in paragraph (1)(A)(ii) shall be determined by the IEP Team.
- (B) *Additional requirements*: any interim alternative setting in which a child is placed under paragraph (1) or (2) shall—
 - (i) be selected so as to enable the child to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and
 - (ii) include services and modifications designed to address the behavior described in paragraph (1) or paragraph (2) so that it does not recur.

Bullying Prevention and Intervention Plan

(Based upon School Committee Policy File: JICFB)

I. Statement of Purpose

- a. The Gateway Regional School District is committed to creating and maintaining a learning environment that is safe, caring, accepting, and inclusive with civility and respect for all members of the community regardless of race, color, religion, sex, national origin, age, gender, gender identity, sexual orientation, disability, or for any other reason.

II. District descriptions of, and statements prohibiting, bullying, cyber-bullying and retaliation.

- 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 school community members 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 this Plan, or who report, file a complaint of, or cooperate in an investigation

of a violation of this 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.

d. Definitions:

- i. “Bullying”, the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, 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).
- ii. “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.
- iii. “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.
- iv. “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.

- v. “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).
- vi. “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.
- vii. “School Community Member” is defined as any student, district or school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, paraprofessional, 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.
- viii. “Perpetrator” means a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation

III. Confidentiality of Records (49.07)

- a. A principal may not disclose information from a student record of a target or aggressor to a parent unless the information is about the parent’s own child.
- b. A principal may disclose a determination of bullying or retaliation to a local law enforcement agency under 603 CMR 49.06 without the consent of a student or his/her parents/guardians. The principal shall communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.
- c. A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals as provided in 603 CMR 23.07(4) (e) and 34 CFR 99.31(a) (10) and 99.36. This provision is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

IV. Requirements for Students with Disabilities

- a. For students identified with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing (M.G.L., c. 71B, s3, as amended by Chapter 92 of the Acts of 2010).
- b. If the IEP team determines that a student has a disability that affects social skills development, or the student may participate in or is vulnerable to bullying, harassment or teasing because of the disability, the Team must address the skills and proficiencies needed that shall be included in the student’s IEP to develop the student’s skills and proficiencies to avoid and respond to bullying, harassment, or teasing (M.G.L., c. 71B, s3, as amended by Chapter 92 of the Acts of 2010).

V. Procedures for reporting bullying or retaliation.

- a. Any school employee, independent contractor, or school volunteer who becomes aware of or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property at a school-related activity, or off school premises when the conduct may impact on the learning environment of the District’s schools or a particular student, must report the alleged incident(s) to the building principal or designee within

twenty-four (24) hours of a school day (no later than the same time on the next day that school is in session) .

- b. Any student or other person (who is not a school employee, independent contractor or school volunteer) who becomes aware of or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property, in a school-related activity or off school premises when the conduct may impact on the learning environment of the District's schools or a particular student, is strongly encouraged to and should report the incident(s) to the building principal or designee within twenty-four (24) hours of a school day (no later than the same time on the next day that school is in session) . In situations where a student or other person does not feel comfortable reporting the incident to a principal or a designee, (s) he may report it to a trusted school employee, who must transmit the report to a principal within twenty-four (24) hours of a school day (no later than the same time on the next day that school is in session).
- c. Any school community member may also report alleged incidents of harassment, bullying, discrimination, retaliation, or a hate crime directly to a Principal (or his/her designee), or to the Superintendent (or his/her designee).
- d. Reports may be provided orally (directly to school staff or to the district's safety line (413.685.1050), in written form (using the district's paper based form or through a letter, note or other written means), or through the district's website - (www.grsd.org).
- e. The principal/designee will also explain that the investigation will be kept as confidential as possible, but that the District cannot promise absolute confidentiality, and may not be able to withhold the target's identity from the aggressor, since such a promise could interfere with the District's ability to enforce its Policy, conduct a fair and thorough investigation, or impose disciplinary or corrective action.

VI. Anonymous Reports.

- a. Reports may be made anonymously which will trigger an investigation but no disciplinary actions may be taken based solely upon an anonymous report.
- b. Ideally the report/complaint will include identifying the name(s) of the subject of the complaint, if known; describing the facts and circumstances of the incident or pattern of behavior; providing the time(s) and date(s) of the incident(s); and identifying any witnesses and relevant documentary information.

VII. Response Procedures to a report/complaint:

- a. Upon receipt of a report/complaint, the principal (or his/her designee) will promptly investigate the incident to determine if bullying, cyber-bullying, harassment, or retaliation has occurred. Investigation of the complaint will be completed within one to five (1-5) school days whenever possible, and if additional time is required to conduct the investigation no more than two such extensions of five (5) days shall be permitted. Parents/guardian(s) of any students involved in a complaint will be notified by the administration of the complaint within twenty-four (24) hours of a school day (no later than the same time on the next day that school is in session) upon determination that bullying has occurred. Such notification of bullying must comply with the confidentiality requirements of the Massachusetts Student Records Regulations (603 CMR 23.00) and the Federal Family Educational Rights and Privacy Act Regulations (34 CFR Part 99 as set forth in 603 CMR 49.07). The investigation includes but is not limited to:
 - i. Interview the reporter if possible
 - ii. Note witnesses
 - iii. Note adults who may have been present
 - iv. Investigate actions by perpetrator's friends or others on his/her behalf
 - v. Query about any online or electronic involvement

- vi. Query about behaviors which are threatening in the context of bullying but are not explicitly forbidden in the school's disciplinary code
- b. There are several circumstances under which an incident may be referred to the Superintendent (or his/her designee). These include:
 - i. When a parent/guardian/school community member feels the situation is unresolved at the building level.
 - ii. When the incident involves the administrator or other staff in a building who are responsible for investigations.
 - iii. When the situation remains unresolved even after investigation and corrective action (at administrator's discretion but generally meaning there are two or more separate and substantiated incidents regarding a single person or group of persons).
 - iv. Adult to Adult behavior (at the building administrator's discretion).
- c. All reports/complaints will be documented on the "Gateway Regional Bullying/Harassment Incident Reporting Form."
- d. All investigative information will be documented on the "Gateway Regional Bullying/Harassment Investigation Form."
- e. When a report or complaint involves physical injury, the principal (or his/her designee) will report the incident to the Superintendent within twenty-four (24) hours of a school day (no later than the same time on the next day that school is in session).
- f. The principal/designee will determine whether the allegations of bullying, cyber-bullying, harassment or retaliation have been substantiated, and whether the Student Code of Conduct has been violated. If the complaint is substantiated, the principal/designee will:
 - i. Seek the advice and guidance of legal counsel for the District if legal issues arise.
 - ii. Prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been substantiated, whether the Student Code of Conduct, has been violated, and any decision for disciplinary and corrective action.
 - iii. Take appropriate corrective action which may include an informal or formal resolution and/or disciplinary action
 - iv. Notify the parents of both the target and aggressor of the incident
 - v. Notify the parents of the target(s) of actions taken to prevent further acts of bullying/cyber-bullying, harassment, or retaliations
 - vi. When appropriate, notify another school or district if the reported incident involves students from outside the district. The principal/director of a public school, charter school, non-public school, approved private special education day or residential school or collaborative school will be notified within twenty-four (24) hours of a normal school day (by the same time on the next day school is in session) by telephone by the investigator of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR 49.00.
 - vii. When appropriate, notify law enforcement if the principal/designee believes criminal charges may be pursued (this may include physical injury, destruction of public/personal property, potential hate crimes and other acts of a serious criminal nature). Notice will be consistent with the requirements of 603 CMR 49.00 and all locally established agreements with local law enforcement and the district attorney's office.
 - viii. All actions taken will be documented on the "Gateway Regional Bullying/Harassment Determination Form."
 - ix. The principal/designee will notify the complainant and the subject of the complaint in writing within five school days to let them know whether the complaint has been substantiated. If the complaint is substantiated, the principal/designee will also notify the

target of any non-disciplinary corrective action imposed to protect him/her from future Policy violations within five school days. If the complaint is substantiated and the aggressor remains a student in the school, the principal/designee will meet with the aggressor and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

- x. If a complaint is substantiated, a report of the incident and its resolution will be placed in the aggressor's student record.
- xi. If the District's investigation results from a third party report, the principal/designee will inform that person that the District has taken steps consistent with the Policy, while not providing information about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations.
- xii. The Principal (or his/her designee) will notify all parties of the investigation/resolution of the complaint to the extent consistent with state and federal law. Please note that this element does NOT permit the school to release information that is protected by existing confidentiality laws.

VIII. Range of Actions Following Determination of Bullying

a. Informal Response

- i. The principal/designee will separately discuss in a timely manner with the target and the aggressor and, if a student, with his/her parent(s) or guardian(s), the informal process, the nature of the complaint, explain the prohibition against retaliation, and determine the corrective action the target seeks.
- ii. If appropriate after adequate investigation, the principal/designee, in consultation with the Superintendent, will propose a resolution. If the target, the aggressor and their parent(s) or guardian(s) agree with the proposed resolution, the principal/designee will write down the resolution, and the target and the aggressor, and their parent or guardian, if present, will sign it, and each person will receive a copy. At the meeting, the principal/designee will again explain the prohibition against retaliation.
- iii. A principal/designee will monitor the situation, and will follow up with the target to determine whether there are further incidents or concerns. The principal/designee will maintain a written record of the follow-ups (using the "Gateway Regional Safety/Conduct Form").
- iv. If the target and aggressor cannot agree to an informal resolution, or if at any time after resolution the principal/designee, in consultation with the District Legal Compliance Officer, determines that the problem is not corrected, the District may apply the Student Code of Conduct or commence a Formal Proceeding. If this Policy does not cover the reported conduct, the District will address the report or complaint through its Student Code of Conduct, if applicable.
- v. File retention: the principal will maintain in a separate confidential file the Gateway Bullying/Harassment Incident Reporting Form, the Bullying/Harassment Investigation Form, the Bullying/Harassment Determination Form and the Safety/Conduct Form, information obtained through inquiry and investigation, and the proposed and agreed-to resolution, if any, and will maintain a copy of the file in the applicable student record file to the extent required by law.

b. Formal Proceedings:

- i. The principal/designee will separately discuss in a timely manner with the target and the aggressor and, if a student, with his/her parent(s) or guardian(s), the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks.
- ii. File Retention: The principal will maintain in a separate confidential file the Gateway Bullying/Harassment Incident Reporting Form, the Bullying/Harassment Investigation Form, the Bullying/Harassment Determination Form and the Safety/Conduct Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials, and will maintain a copy of the file in the applicable student record file to the extent required by law.
- iii. Any disciplinary or corrective action against a student must conform to the due process requirements of federal and state law.
- iv. A principal/designee will monitor the situation, and will follow up with the target to determine whether there are further incidents or concerns, and whether the corrective action imposed has been effective. The principal/designee will maintain a written record of the follow-ups using the "Gateway Regional Safety/Conduct Plan."
- v. Any right of appeal from a disciplinary decision is governed by the Student Code of Conduct, the school's disciplinary code and Massachusetts and federal law.

c. Disciplinary Actions

- i. If a principal/designee concludes that the subject of the complaint has violated this Policy, the District will in a timely manner impose disciplinary measures and/or corrective action reasonably calculated to end the complained of conduct, deter future improper conduct, and protect the complainant(s) and other similarly situated individuals. In imposing disciplinary and corrective measures the District will take into account harm the target and other members of the school community suffered and any damage to school climate or property.
- ii. Disciplinary and corrective action concerning a student may include, but is not limited to, a written warning; classroom or school transfer; short-term or long-term suspension; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; exclusion, expulsion, or discharge from school; adult supervision on school premises; parent conferences; an apology to the victim; awareness training (to help students understand the impact of their behavior); participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations programs; counseling, or any other action to be determined within the discretion of the District.
- iii. The District complies with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal "Individuals with Disabilities Education Act" ("IDEA").
- iv. Acts of bullying, cyber-bullying, harassment or retaliation allegedly committed by adult members (including teachers, administrators, staff members, other school personnel, parents/guardians, community partners, school committee members, or other visitors to the school) of the school community will be reported to school administrators and/or the Superintendent's office, for investigation and consequences, in accordance with applicable procedures, including appropriate legal actions.

IX. Safety Plans Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the

alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

- a. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.
- b. After the determination that bullying has occurred, and after appropriate disciplinary action has been taken, the Principal/designee will develop with the target, and if a student with his/her parent/guardian(s) a safety plan; and with the aggressor(s) and if a student with their parent/guardian(s) a conduct plan. Both plans will include notifying the teachers (or relevant school community member) not only of the incident, but also of all the parties involved, specifying their roles.
- c. A staff member (as designated by the administrator, school community member, and if a student, the parent/guardian(s)) will be assigned as a check-in person to regularly meet with the school community member to ensure that the safety plan is being followed. The safety plan of the target will include, but not be limited to, the following:
 - i. No acts of retaliation have occurred.
 - ii. Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
 - iii. Information regarding outside support services are provided to the school community member and if a student, his/her family.
 - iv. The frequency and duration of the check-ins will be determined on a case-by-case basis.
 - v. After two (2) weeks (or sooner if necessary), the check-in person will provide a progress report on the emotional well-being of the school community member to the principal/designee.
 - vi. The safety plan cannot be discontinued without the agreement of the school community member, and if a student, the parents/guardians, the designated check-in person, and the principal/designee.
 - vii. A selection of a “Safe Zone”—an area identified where the victim can go to get help from a trusted school community member.
 - viii. A mechanism for information all relevant adults (teachers, coaches, bus drivers, counselors and other support staff) of the situation between the victim(s) and the perpetrator(s).
 - ix. A plan for monitoring of less structured areas of the school environment, such as buses, lunchroom and playground.
 - x. Follow up with parent/guardian(s) of all involved to inform them of actions being taken.
- d. The principal/designee will hold compulsory meetings to ensure that the conduct plan is being followed for the aggressor(s) which will include, but not be limited to, the following:
 - i. No further acts of bullying have been committed.
 - ii. The school community member has been educated regarding acceptable alternative behaviors.
 - iii. The school community member has received further education of the school’s anti-bullying policy, including the potential for more severe school consequences and/or criminal charges being filed.

- iv. The frequency and duration of these meetings will be agreed upon and will depend on future actions.
- v. Information regarding outside support resources will be made available to the school community member(s) and if students, their parents/guardians.
- vi. A progress report identifying school community member conduct will be provided after two (2) weeks (or sooner if necessary).
- vii. Discontinuation of the conduct plans will be determined by the principal/designee. All meetings and the ending of the conduct plan should be documented and kept throughout the school community member's school career. If a student, parents/guardians will be notified of the discontinuance of a conduct plan.
- e. Staff members (as designated by the administrator/designee) will be asked to observe activity to ensure that anyone who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about an act of bullying is safe and check that:
 - i. No acts of retaliation have occurred.
 - ii. Strategies are provided for dealing with any incidents, emphasizing immediate reporting of any further acts.
- f. Any person who knowingly makes false charges or brings a malicious complaint regarding bullying may be subjected to any of the disciplinary and/or corrective actions outlined in this plan.

X. School Climate and Public Involvement

- a. Gateway's Bullying and Intervention Plan will be developed and revised in consultation with school staff, school volunteers, community representatives, local law enforcement agencies, students, parents and guardians.
- b. The initial plan will be developed through involvement of a Parent Advisory Committee, the Safe and Drug Free Schools Committee, all school staff and with input from two public meetings open to all (Spring 2010 for overall school climate review and Fall 2010 for review and input on the bullying plan and next steps regarding school climate). These groups currently include representation from local law enforcement agencies and the district has an operating agreement with the Hampshire County District Attorney's Office, all seven local police departments and the Massachusetts State Police to review student issues related to various activities both inside and outside of the normal school day and school year.
- c. Gateway's school climate is monitored through student surveys, staff participation in school and district committees, a parental advisory committee and administrative open door policies. This data is carefully reviewed, and appropriate responses are developed, by the Safe and Drug Free Schools Committee which includes a diverse representation of the school community and other local agencies.
- d. Information on Gateway's school climate and more specifically, the Bullying Prevention and Intervention Plan will be distributed through student handbooks, red folders, mailings, staff meetings, student assemblies and through the district's website.
- e. The school will provide parent/guardian education and resources through the auspices of the Safe and Drug Free Schools Task Force in conjunction with PTO's, school councils, Friends of Gateway and the special education parent advisory council. This will include, but not be limited to:
 - i. Working with the School Climate Parent Advisory Committee to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying by maintaining a positive school climate.
 - ii. Each year parents will receive resources on bullying and bully prevention, information on the anti-bullying activities in the schools, information on the bullying curriculum in place

in school and ideas for how families can collaborate with the school to prevent bullying including:

1. How parents and guardians can reinforce the curricula at home and support the school or district plan;
 2. The dynamics of bullying; and
 3. Online safety and cyberbullying.
- iii. Parents and guardians will be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians.
 - iv. The schools and/or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, and the Safe and Drug Free Task Force.
 - v. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

XI. Notice to Law Enforcement Agency

- a. Before the first day of each school year, the superintendent or designee of a school district shall communicate with the chief of police or designee of the local police department about the implementation of this section. Such communication may include agreeing on a method of notification, a process for informal communication, updates of prior written agreements, or any other subject appropriate to the implementation of this section.
- b. At any point after receipt of a report of bullying or retaliation, including after an investigation, the principal shall notify the local law enforcement agency if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice shall be consistent with the requirements of 603 CMR 49.00 and established agreements with local law enforcement agencies. The principal shall document the reasons for his/her decision to notify law enforcement. Nothing in this section shall be interpreted to require reporting to law enforcement agencies in situations where bullying and retaliation can be handled appropriately within the school district or school.
 - i. In making the determination whether notification to law enforcement is appropriate, the principal may consult with the school resource officer and any other individuals the principal deems appropriate.
 - ii. Nothing in this section shall prevent the principal from taking appropriate disciplinary or other action pursuant to school district or school policy and state law, provided that such disciplinary actions balance the need for accountability with the need to teach appropriate behavior.
 - iii. The principal shall respond to the incident as set forth in relevant provisions of this plan.
- c. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school district or school, the principal of the school informed of the bullying or retaliation shall notify the local law enforcement agencies if the

principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

XII. Training and Professional Development

- a. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- b. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying.
- c. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:
 - (i) developmentally (or age-) appropriate strategies to prevent bullying;
 - (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 - (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
 - (v) information on the incidence and nature of cyberbullying; and
 - (vi) Internet safety issues as they relate to cyberbullying.

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

Additional areas identified by the school or district for professional development includes:

- i. promoting and modeling the use of respectful language;
 - ii. fostering an understanding of and respect for diversity and difference;
 - iii. building relationships and communicating with families;
 - iv. constructively managing classroom behaviors;
 - v. using positive behavioral intervention strategies;
 - vi. applying constructive disciplinary practices;
 - vii. teaching students skills including positive communication, anger management, and empathy for others;
 - viii. engaging students in school or classroom planning and decision-making; and
 - ix. maintaining a safe and caring classroom for all students.
- d. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

XIII. District Resources

- a. The district shall annually identify resources for providing a positive school climate including staffing, curriculum, school safety, student and staff counseling, student intervention teams through the auspices of the Safe and Drug Free School Committee in conjunction with a parent advisory committee, the School Based Health Center, the Huntington Health Center, the Southern Hilltown Domestic Violence Task Force, the District Attorney's Office and the Russell State Police Barracks. The Safe and Drug Free School Committee may also contact and engage other outside agencies in planning for and developing resources to maintain and improve a positive school climate.

- b. As needed students (***both victims and aggressors***) and/or their families, shall be referred to the School Based Health Center, or other outside agencies, for assistance based upon the protocols currently in place ***and/or on recommendations from the district nurse leader, guidance or adjustment counselors, school psychologist or administrators.***
- c. The district shall also work on developing appropriate behavior through skills-building activities with students. These may include:
 - i. offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
 - ii. providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
 - iii. implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
 - iv. meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
 - v. adopting behavioral plans to include a focus on developing specific social skills; and
 - vi. making a referral for evaluation.

XIV. School Based Activities to Encourage Positive School Climate

- a. Curricular
 - i. Second Step (Preschool)
 - ii. PATHS "Promoting Alternative Thinking Strategies" (K-4)
 - iii. Love and Logic
 - iv. Positive Actions (4)
 - v. Bully proofing Your School (K-4, 5 & 8)
 - vi. Teenage Health Modules (Health Classes)
 - vii. Violence Prevention Curriculum (7-12)
- b. Teaching Strategies/Approaches
 - i. Having clear expectations for classroom and school routines
 - ii. Using appropriate and positive responses and reinforcement at all times
 - iii. Using positive behavioral supports
 - iv. Developing positive adult relationships with students
 - v. Modeling, teaching and rewarding pro-social, healthy and respectful behaviors
 - vi. Using positive approaches to behavioral health
 - vii. Providing internet safety training and appropriate technology safeguards
 - viii. Supporting student interest and participation in non-academic and extracurricular activities
- c. Co-Curricular Activities
 - i. STARS Program (Elementary)
 - ii. Gateway "Gotcha" Middle School
 - iii. "Good Choices" Program (7-12)
 - iv. Student Organizations/Activities
 - 1. Gay/Straight Alliance
 - 2. Peer Mediation
 - 3. White Ribbon Campaign
 - 4. Spread the Word, Shred the Word
 - 5. Middle School After-School Program

Attachments:

The Gateway Regional Bullying/Harassment Incident Reporting Form
 The Gateway Regional Bullying/Harassment Investigation Form
 The Gateway Regional Bullying/Harassment Determination Form
 The Gateway Regional Safety/Conduct Plan
 The Gateway Regional Bullying/Harassment Contact Log
 The Gateway Regional Bullying/Harassment Flowchart

HAZING POLICY

Massachusetts General Law, Chapter 269, Sections 17-19 strictly prohibits any type of hazing or initiation into any student organization, which will endanger a student physical or mentally. The law specifically states:

Section 17: Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term hazing as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this section.

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. A fine of not more than one thousand dollars shall punish whoever fails to report such crime.

SEXUAL HARASSMENT

Policy

It is the policy of the Gateway Regional School District to maintain a learning and working environment free from sexual harassment. No employee or student will be subjected to sexual harassment (as defined by Title VII of the 1964 Civil Rights Act and/or by Title IX of the 1972 Education Act).

It will be a violation of this policy for any student or staff member to harass another student or staff member through contact or communication as defined below.

Definition

Sexual harassment is defined as any unwelcome advance, request, or conduct which has the purpose or effect of unreasonably interfering with an individual's right to live and learn in an environment void of intimidating, hostile, humiliating, or sexually offensive behavior.

This definition applies to explicit or implicit sexual harassment occurring within the school environment between student to student, staff to student, student to staff, or staff to staff.

Identification of Behaviors and Activities as Defined

- Repeated remarks or written comments with sexual or demeaning implications.
- Subtle or direct pressure for sexual activity.
- Unwelcome touching or physical contact.
- Suggestions or demands for sexual involvement accompanied by implied or explicit threats concerning one's performance evaluation or grade as a student.
- Nonverbal sexual intimidation.

Complaint/Investigation Procedure

This procedure applies to all Gateway faculty, employees and students.

Any student, employee or individual on school property who believes that he or she has been subjected to sexual harassment should make a complaint to the building principal/designee or the Coordinator for Title IX.

All employees are charged with the responsibility of discouraging any sexually harassing behaviors within their areas of supervision or assignment. This includes discussing the incident with the individuals(s) involved and/or reporting the activity to the appropriate person.

Complaints will be investigated promptly, and corrective action will be taken where appropriate. No person will suffer retaliation or intimidation as a result of using the internal complaint procedure.

Informal Process

All reasonable efforts shall be made by the principal or designee(s) to reach a settlement between the parties. Should this process prove to be unsuccessful, a formal written complaint may be filed by the complainant.

Formal Process

The complaint will state clearly and concisely the complainant's description of the incident, and he/she will also indicate any remedy sought. The complaint must be signed by the complainant. The principal's office will send the respondent a copy of the complaint within three working days after it is received. A separate file system shall be maintained as to all matters relating to the complaint. Confidentiality shall be respected to the extent possible.

The respondent will be given an opportunity within three working days to respond in writing. If a statement is given, it should contain full and specific references to each claim in the complaint admitting, denying or explaining the complainant's allegations. The respondent must sign his or her statement which will then be appended to the original complaint. Within three working days, the principal's or investigator's office will forward any and all statements to the complainant and the respondent.

There will be two modes of resolution for formal complaints. A complaint may be settled through (1) mediation or (2) a hearing.

Mediation: The principal or designee(s) shall act as the mediator at this session. If the complainant and respondent agree to pursue mediation, a date mutually acceptable to both parties will be set within five working days. If the mediation results in a mutually acceptable agreement, copies of the agreement will be forwarded to both parties. If the mediation does not result in an agreement or if mediation is not requested, the case will be scheduled for hearing before the Superintendent.

Hearing: When a hearing is requested by either the complainant or respondent, the principal or designee(s) will inform the Pupil Services Director and/or the school committee; and the case will be heard as soon as reasonably possible.

The Superintendent, Pupil Services Director, building principal or designee(s) will act as the presiding officer(s) of the hearing and may have counsel present for purposes of assisting in the orderly conduct of the hearing and the questioning of witnesses.

The purpose of the hearing will be to determine whether the school system's policy on sexual harassment has been violated.

Both parties will be given a full and fair hearing which will be held in closed session. The proceeding, although formal, is not a court proceeding and will not be bound by the procedure and rules of evidence of a court of law.

If a criminal complaint has been filed, this process will be held in abeyance until the conclusion of the criminal proceedings.

Decision of the Superintendent, Pupil Services Director, Principal or Designee(s)

After all evidence, testimony, and written arguments have been presented, the Superintendent will determine whether the school system's policy on sexual harassment has been violated.

If the Superintendent, Pupil Services Director, principal or designee(s) finds that the charge of violating the school system's policy on sexual harassment has been substantiated, he/she will prepare findings and will determine a penalty for the respondent and relief for the complainant.

The penalty should reflect the severity of the harassment. For students, the penalties may include, but will not be limited to, any one or combination of the following:

- verbal admonition
- written warning placed in the respondent's student file
- suspension or expulsion (per Serious Offenses Policy)

For staff, the penalties may include, but will not be limited to, any one or combination of the following:

- verbal admonition
- written warning placed in the respondent's personnel file
- probation
- suspension without pay
- demotion
- dismissal
- removal from administrative duties within a department
- professional counseling

Any penalty imposed upon an employee must be in accordance with State and Federal Law and/or any collective bargaining agreement.

The written decision will be forwarded to the complainant and the respondent no later than ten working days after completion of the hearing.

The School Committee

If the complainant has allegedly been sexually harassed by a School Committee member or the Superintendent of Schools, the School Committee will hear the case rather than the Superintendent. The School Committee member charged with the violation will not be a voting member of the School Committee or be part of the deliberations resulting in the determination from the School Committee.

In the event the hearing occurs before the School Committee, the requirements of the Education Reform Act of 1993 and the Open Meeting Law will be observed.

The Coordinator for Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Acts of 1973 is Kurt Garivaltis, Pupil Services Director who may be reached at 685-1019. The state and federal agencies primarily responsible for processing claims of sexual harassment are listed below. You may either call the agency or write to them.

The Commonwealth of Massachusetts
Commission Against Discrimination
436 Dwight Street, Suite 315
Springfield, MA 01103
(413) 739-2145

Equal Employment Opportunity Commission
1 Congress Street
Boston, MA 02114
(617) 565-3200

TOBACCO FREE POLICY

The Gateway Regional School District is committed to providing a healthy smoke-free environment for staff, students, and visitors. Recognizing the critical role that education plays in establishing life-long health habits, the school district has developed a comprehensive K-12 health curriculum emphasizing the dangers of tobacco, alcohol, and the use of drugs. In accordance with Massachusetts General Laws Chapter 71 Section 37H, the possession or use of any tobacco products within the school building, school facilities, on school grounds (including bus stops), on school buses or any school sponsored transportation, or at an off-campus school sponsored activity (field trips, dances, etc.) by any student is strictly prohibited. Students found in possession of or using tobacco or tobacco-like products* in violation of this policy are subject to the disciplinary actions indicated on pg. 33 of this handbook.

**(Tobacco and tobacco-like products include: cigarettes, cigars, pipes, smokeless tobacco, electronic cigarette or vapor products, hookahs, and any other device utilized to promote the use of tobacco or tobacco-like products.)*

SCHOOL BUS POLICY

Students requesting a change of bus or late bus pass must do so by the end of break. Bus passes must be picked up in the front office by 2:30P.M. The availability of guest passes will be determined by bus capacity.

Transportation by school bus to and from school is a privilege for all students who qualify according to the Rules and Regulations of the School Committee and the Laws of the Commonwealth of Massachusetts. The school bus is an extension of the classroom and it should be understood that the right of the pupil for transportation to and from school is a qualified right dependent on good behavior.

The School Committee has responsibility for students while being transported on school buses, and as such, the principals have the same duties and responsibilities toward the students on the buses as they have toward these same children in a classroom situation. Principals also have the responsibility of advising and assisting bus drivers of proper student behavior.

When misconduct on a school bus becomes serious enough to warrant loss of bus privileges as listed below, the bus driver, through the use of the Bus Conduct Report shall notify the school administration. The administration shall notify the parent by phone, to be followed by a letter and/or copy of the Bus Conduct Report, which shall indicate the nature of the offense and the number of days and dates for suspension of school bus privileges. Suspension of bus privileges shall include all routes that a child takes to and from school, including feeder routes. Said suspension will be according to the schedule below and shall be consecutive school days.

Permanent or long term suspension of bus privileges exceeding twenty days may only be made after the parent and student have had an opportunity for a hearing with the Business Manager and a recommendation is made by the Business Manager to the superintendent.

Depending on the seriousness of the situation, the following actions may be taken. Students who display any of the following types of behavior patterns may, at the discretion of the administration, have their bus riding privileges revoked.

Category A

Eating or drinking beverages on bus
Not staying in seat
Not sitting face forward
Not crossing in front of the bus
Unnecessary noise, shouting
Playing radio

Disciplinary Action

1st Offense - Warning
2nd Offense - Five days bus suspension
3rd Offense - Ten days bus suspension
4th Offense - Hearing
5th Offense - Fourteen days bus suspension
6th Offense - Hearing

Category B

Fighting, rough-housing
Smoking/playing with fire
Insubordination, swearing, obscene gestures
Damage to other students' property
Throwing objects in or out of the bus
Damage to the bus

Disciplinary Action

1st Offense - Warning
2nd Offense - Ten days bus suspension
3rd Offense - Twenty days bus suspension
4th Offense - Hearing

Possession, consumption, or sale of drugs or alcohol, and/or possession of or use of any explosive devices on a school bus shall be subject to an immediate suspension pending a hearing.

Bus Cards issued at the end of the school year, at the discretion of the administration, may be continued in September of the following school year. Drivers will be required to keep appropriate records and forward them to the administration for their use.

DISCRIMINATION AND HARRASSMENT

The Gateway Regional School District reaffirms that it does not discriminate on the basis of race, color, religion, sex, national origin, gender identity, transgender, age, disability, sexual orientation, or military or exercise of civil rights in admission to, access to, treatment in or employment in its programs or activities.

The Gateway Regional School District also affirms its commitment to maintain a school and work environment free of discrimination and harassment on the basis of race, color, religion, national origin, gender, gender identity, sexual orientation, age, and disability; including, but not limited to, threatening language or behavior, assault, inappropriate touching, intentionally impeding movement, continuing comments, gestures, or written communications of a suggestive or derogatory nature. (Including sexual harassment, See File ACAB: Sexual Harassment). Discriminatory actions include physical or verbal conduct that is derogatory. For example, jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working/learning environment. To file a complaint see COMPLAINT/INVESTIGATION PROCEDURE under File ACAB: SEXUAL HARASSMENT POLICY.

All students regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

The district's Coordinator for Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 is Kurt Garivaltis, the Pupil Services Director, who may be reached at 685-1019. Inquiries regarding the application of the Gateway Regional School District's nondiscrimination policy may be referred to Gateway Regional School District's Coordinator as named above, or the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Regional Director, U.S. Department of Education, Office for Civil Rights, 8 th Floor, 5 Post Office Square, Boston, MA 02109.

Reference Massachusetts General Laws, Chapter 76, Section 5

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such on account of race, color, sex, gender, gender identity, disability, homelessness, religion, national origin, or sexual orientation.

Any harassment on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or exercise of civil rights will not be tolerated. If you should have a complaint or concern that there has been discrimination, you may also utilize the following procedure:

1. Report the violation to the building principal. The building principal will meet with you and other persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be commenced within a reasonable period of time. The building principal will issue his/her decision in writing to you within ten (10) days of the conclusion of the investigation.
2. If the complaint is not resolved, it can then be appealed to the district's Equal Opportunity/Title IX/Section 504/A.D.A. Coordinator. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be taken within one week after receipt of the principal's decision.
3. The Equal Opportunity/Title IX/Section 504/A.D.A. Coordinator will meet with you within a reasonable time. Following a review of the materials presented to the principal and any additional investigation, which will be conducted promptly, the Coordinator will make a final determination on whether there has been a violation of the district's policy within ten (10) days after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it. Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director,

EVERY STUDENT SUCCEEDS ACT

Parents of students in schools that receive Title I funds may request, and the district will provide parents on request, information regarding the professional qualifications of the student's classroom teachers, including the following: Whether the teacher has met state licensing criteria for the grade level(s) and subject area(s) taught; whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived; the undergraduate degree major of the teacher, and any graduate certification or degree held by the teacher, including the field of discipline of the certification or degree; if the child is provided services by paraprofessionals, their qualifications. This information may be obtained by making this request, in writing, to the Title I Director (Director of Pupil Services).

In schools that receive Title I funds, timely notice will be provided to parents of any child who has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. Parents will be informed of violence and drug prevention efforts in the district. If a parent objects in writing to safe and drug-free school programs or activities, the district will withdraw the student from the program or activity. Parents of secondary school students have a right to request that their child's name, address and telephone number not be released to a military recruiter without their prior written consent. We request that parents of students in grades 9-12 complete the following form indicating whether they grant permission for their child's name, address, and telephone number to be released to military recruiters. In the event that the parent does not complete and return this form to the child's school, all requests for this information by the military will be honored.

If your family becomes homeless you have certain rights under the Every Student Succeeds Act. For information contact the Director of Pupil Services of the District.

The district will notify parents of the following: activities involving the collection, disclosure, or use of personal student information for the purpose of marketing or selling that information; administration of survey that contain requests for certain types of sensitive information; non-emergency, invasive physical examination that is required as a condition of attendance, administered by the school, scheduled in advance, and not necessary to protect the immediate health and safety of students.

The district certifies that schools do not prevent or otherwise deny students their right to participate in:

1. Constitutionally protected prayer.
2. Parent/guardian will be notified if their child will be monitored and or surveyed by researchers. Notification will include the dates of planned research activities. In the event of research activities, opportunities will be provided for excluding individual students.
3. The following health and physical screenings will be provided for students:
 - a. Hearing: Grade 10
 - b. Vision: Grade 10
 - c. Postural Screening: Grade 9
 - d. Height, Weight, & Blood Pressure: Grade 10

In the event that you do not wish your child to participate in the health/physical screening, you may opt out by sending a letter to the building principal.

Parents/guardians have the right to review all curriculum materials, survey instruments, and procedures prior to them being used with their child. Please contact the school principal regarding this right.

School districts prohibit district and school personnel from divulging students' names and addresses to business or organizations that plan to use the information for commercial or other purposes unless:

- (1) the purpose has been approved by the district, and,
- (2) parents have given their express permission, in writing, for this information to be divulged.

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, cyber-bullying, and sexting are distracting and potentially 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, cyber-bullying 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

- a. 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.

- b. 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.
- c. School personnel possess the discretion to ban ECDs during classroom instruction hours and school-sponsored activities.
- d. 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.
- e. 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.
- f. 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

- a. School Authority is not limited to the geographical boundaries of the school grounds.
- b. 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.
- c. 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

- a. The following uses of the school district system and Internet resources or accounts are considered unacceptable:
 - i. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material.
 - ii. 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.
 - 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 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.
 - iv. 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.
 - v. 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.
 - vi. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
 - vii. 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.

- viii. 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.
 - ix. 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 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).
- b. 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.
 - c. 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

- a. 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.
- b. 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.
- c. 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 mis-deliveries or non-deliveries 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.
 - ii. 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.

XVI. PARENT RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- a. 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.
- b. 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.

XVII. IMPLEMENTATION; POLICY REVIEW

- a. 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.

- b. The administration shall revise the student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- c. The school district's Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- d. 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 (IJNDBB – E-1)

STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

Purpose:

The purpose of this Policy is to set forth guidelines for the use of student Electronic Communications Devices (ECDs) in the Gateway Regional School District (GRSD).

General Statement of Policy:

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.

- I. 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, cyber-bullying, and sexting are distracting and are potentially 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.
- II. 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.
- III. Massachusetts sets forth student discipline rules incorporating these policy provisions, defines specific terms such as bullying, cyber-bullying and harassment, and describes the circumstances when they are grounds for discipline. (Refer to GRSD policy and plan on bullying)

Definitions:

- I. "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).
- II. "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.
- III. "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.
- IV. "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.

- V. “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 includes cyber-harassment (see prior definition).
- VI. “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.
- VII. “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.
- VIII. “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.
- IX. “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.
- X. “Material Disruption” can be any of the following:
 - a. The necessary cessation of instruction or educational activities.
 - b. An inability of students or educational staff to have access to classroom and out-of-classroom activities.
 - c. 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.
- XI. “Substantial Disruption” means any of the following:
 - a. 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.
 - b. Interference with teaching and administrative responsibilities of school personnel through intimidation sufficient to cause psychological trauma, physical harm, or threats of physical harm.
 - c. Damage, or reasonable fear of damage, to school property or the property of students and school personnel.

School’s Authority Over School-Owned ECDs On and Off Campus:

- I. Cyber-bullying through the use of school-owned ECDs may occur 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.
- II. Conditions of using school-owned ECDs are set forth in the school district’s Acceptable Use Policy and Acceptable Posting Policy, violations of which may subject the violator to disciplinary action by the District.

School’s Authority Over Student-Owned ECDs On Campus:

- I. 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.
- II. 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.
- III. School personnel possess the discretion to ban ECDs during classroom instruction hours and school-sponsored activities.

- IV. 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.
- V. School administration 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.
- VI. 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 to be involved in school activities.

School's Authority Over Student-Owned ECDs Off Campus:

- I. School Authority is not limited to the geographical boundaries of the school grounds.
- II. 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 has resulted in a material disruption of the school environment or a substantial interference with the rights of others.
- III. School officials may discipline students for their off-campus use of student-owned ECDs when:
 - a. 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
 - b. School officials can demonstrate a causal nexus between the students' off-campus activity and a material disruption of the school environment; or
 - c. 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.

Dissemination of Policy:

- I. The policy shall be referenced in the student handbook. The school may distribute a copy of the policy to all students, parents, faculty, and staff.
- II. All parents and students of the school district must sign the Acceptable Use Policy, the Acceptable Posting Policy, and the Student ECD Policy.
- III. The school will provide training opportunities for school personnel relative to use and misuse of school-owned and student-owned ECDs on and off-campus.
- IV. The school may provide informational programs or other activities designed to promote parent and community understanding of this policy.

Enforcement:

- I. The District may take disciplinary action for misuse of ECDs, consistent with the rules implementing this Policy, the District's Acceptable Use Policy, and District disciplinary procedures. Law enforcement may be contacted when school officials reasonably believe that a student's communication through an ECD constitutes a threat to the safety and welfare of members of the school community.

MS/HS Grading & Testing Schedule 2021-2022

DATE	ASSESSMENT GRADE(S)	
10/15	PSAT	10&11
11/4	1st Quarter Grades Close	7-12
11/9&11/10	HS MCAS Math- <i>Retests</i>	11&12
11/16-11/18	HS MCAS ELA- <i>Retests</i>	11&12
1/19	2nd Quarter Grades Close	7-12
1/12-1/14	<i>HS Midterm Exams</i>	9-12
2/2&2/3	HS MCAS Bio- <i>Retests</i>	11&12
T.B.D.	HS Pre ACT	10
3/9&3/10	HS MCAS ELA- <i>Retests</i>	11&12
3/15&3/16	HS MCAS Math- <i>Retests</i>	11&12
3/22&3/23	HS MCAS ELA	10
3/30	3rd Quarter Grades Close	7-12
T.B.D.	HS ASVAB	11&12
T.B.D. (3/28-4/29)	MS MCAS ELA	8 7
T.B.D. (4/25-5/27)	MS MCAS Math	8 7
T.B.D. (4/26-5/27)	MS MCAS STE	8
T.B.D.	HS MCAS EPP Mathematics	11&12
5/2- 5/13	HS AP Testing	11&12
5/17&5/18	HS MCAS Math	10
6/7&6/8	HS MCAS- HS STE	9
5/25-5/27	<i>HS Final Exams</i>	9-12
T.B.D.	4th Quarter Grades Close	7-12

**GATEWAY REGIONAL SCHOOL DISTRICT
2021-2022 SCHOOL CALENDAR - Approved 6.9.21**

						STUDENT	TEACHER
	M	T	W	TH	F	DAYS	DAYS
AUG./ SEPT.	23	24	25	26	27	23	25
	30	31	1	2	3		
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	X		
OCT.	X	X	X	X	1	20	20
	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29		
NOV.	1	2	3	4	5	18	19
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
	29	30	X	X	X		
DEC.	X	X	1	2	3	17	17
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	31		
JAN.	3	4	5	6	7	20	20
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31	X	X	X	X		
FEB.	X	1	2	3	4	15	15
	7	8	9	10	11		
	14	15	16	17	18		
	21	22	23	24	25		
	28	X	X	X	X		
MARCH	X	1	2	3	4	23	23
	7	8	9	10	11		
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30	31	X		
APRIL	X	X	X	X	1	15	15
	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29		
MAY	2	3	4	5	6	21	21
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
	30	31	X	X	X		
JUNE	X	X	1	2	3	8	8
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	X		

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OPENING DAYS	
AUG 26, 27	Teacher Days
AUG 30	Students Return
PARENT CONFERENCES	
NOVEMBER 8	Parent Conferences*
NOVEMBER 9	Parent Conferences*
*Half-days for students	
Staff Meetings	
School Committee	
HOLIDAYS	
SEPTEMBER 6	Labor Day
OCTOBER 11	Columbus Day
NOVEMBER 11	Veterans' Day
NOVEMBER 25	Thanksgiving Day
DECEMBER 25	Christmas Day
JANUARY 1	New Year's Day
JANUARY 17	Martin Luther King Day
FEBRUARY 21	Presidents' Day
APRIL 15	Good Friday
APRIL 18	Patriots' Day
MAY 30	Memorial Day
JUNE 20	Juneteenth (observed)
VACATION BREAKS	
NOVEMBER 25-26	Thanksgiving Break
DEC.24-JAN.1	Holiday Break
FEBRUARY 21-25	Winter Break
APRIL 18-22	Spring Break
SCHOOL OPEN HOUSES	
CHESTER	September 21
LITTLEVILLE	September 22
MIDDLE SCHOOL	October 7
HIGH SCHOOL	October 7
PROFESSIONAL DAYS	
SEPTEMBER 21	1/2 Student Day
OCTOBER 19	1/2 Student Day
NOVEMBER 2	PD Day/Student Day Off
NOVEMBER 16	2-Hour Early Release
FEBRUARY 8	2-Hour Early Release
MARCH 8	2-Hour Early Release
APRIL 12	2-Hour Early Release
Early Release For Students/Teacher Professional Time	
GRADUATION	
JUNE 3***	Graduation
SCHOOL ENDING DATES	
JUNE 10	180th Day - 1/2 Day
JUNE 17	185th Day - 1/2 Day

180 Student Instructional Days/182 Teacher Days
 *Includes 5 snow days (if more than 10 snow days are used, April Vacation will be shortened beginning on April 18)
 ** Last 2 days of school are 1/2 days for students
 ***Senior Exams will be scheduled for the week of May 30