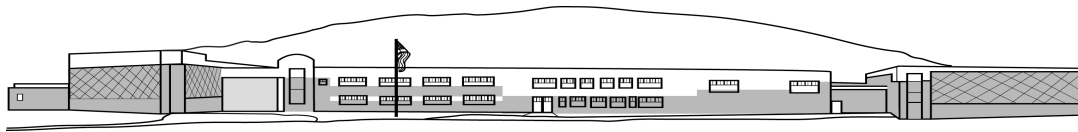


Gateway Regional Middle School



**2023-2024
STUDENT HANDBOOK**



2023-2024

Dear Students and Parents/Guardians,

I welcome you to Gateway Middle School, and look forward to the opportunity to work with and for you this coming year. It is our mission to work together with you to create an environment that fosters the exploration and development of ideas in the pursuit of social awareness and academic achievement.

Our mission is a shared responsibility, to have and support high expectations and self-discipline. Awareness and understanding of our school-wide expectations (We, Not Me™), Code of Conduct (revamped this year to incorporate restorative practice), 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.

As we continue to adapt to post-COVID needs, 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 changes with 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". The signature is written in black ink and is positioned above the printed name of the principal.

Jason S. Finnie
Principal

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CONTACT INFORMATION

Gateway Regional Middle School
12 Littleville Road
Huntington, Massachusetts 01050

MS/HS Office	Phone: (413) 685 – 1102 Phone: (413) 685 – 1202 Fax: (413) 667 – 5593 Website: https://grhs.grsd.org/
Grade 6-12 Attendance Line	Phone: (413) 685 – 1112
School District	Phone: (413) 685 – 1100 Website: https://www.grsd.org/
Pupil Services	Phone: (413) 685 – 1017
School Counseling Office	Phone: (413) 685 – 1107 Fax: (413) 667 – 0259
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
Wellness Center	Phone: (413) 685 – 1040
Staff Emails	First name initial, last name @grsd.org (ex. jdoe@grsd.org)

Gateway Regional Middle School Mission Statement

In recognition of the diverse needs of sixth, seventh and eighth grade students transitioning into adolescence, Gateway Middle High School strives to maintain a safe and caring environment in which each student can achieve his or her potential. We provide students with daily challenges that promote individual responsibility, build character and compassion, and encourage students to recognize their role in a global society.

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)
- 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 given to the homeroom teacher during homeroom or passed into the main office before the start of school.
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.

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 <http://www.grsd.org/2/home>.

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.

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 MS/HS. 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.

The following health and physical screenings will be provided for students:

Hearing Screenings: Grade 7
Postural Screenings: Grades 7&8

Vision Screenings: Grade 7
SBIRT: Grade 7*

*(Screening Brief Intervention and Referral to Treatment)

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.

State law requires that all student immunizations must be kept up to date. When a student receives an immunization, it should be reported to the school nurse as a written, signed form from the student's private physician.

The following are required for 7th grade entry:

1. Two doses of varicella vaccine or physician-certified reliable history of chicken pox disease
2. Three doses of Hepatitis B vaccine
3. Two doses of MMR #2
4. One dose of Tdap
5. A Physical Examination

These vaccines must be administered and written verification presented to the school nurse prior to the first day of school. If immunizations are not up to date, the student will be excluded from school.

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 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](#).

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. Continuing, students may exit the cafeteria and remain outside the building under the following conditions: 1) they go no further than the basketball courts, 2) they remain in view (i.e. not behind the building or around the corner), and 3) any trays, food and drinks brought outside are to be properly disposed of or returned (i.e. the outside area remains clean).

***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 are not limited to: 1) screaming/yelling, 2) failure to leave cafe when directed to do so by a staff member, 3) throwing of any food or object with purpose to disturb or disrupt, 4) inappropriate behavior of any type.

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 667-0142 to answer questions, make appointments, or to receive a consent form.

STUDENT DRESS CODE

Students should wear clothing that is appropriate for the classrooms. While students have the right to express themselves freely, it is their responsibility to wear clothing that is safe and is not distracting. When an article of clothing is deemed unsafe or inappropriate, the student will be asked to change the clothing. Inappropriate clothing shall include but not be limited to do the following:

- Low cut necklines, strapless or backless garments are not allowed
- Clothing that does not completely cover the midriff area
- Clothing that is made from see-through fabric
- Clothing that does not completely cover all undergarments and buttocks

Additionally, sunglasses and slippers may **not** be worn in school.

STUDENT IDs

Students should 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. 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.

STUDENT RECORDS

The temporary records of any student enrolled at Gateway Regional Middle 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 School Counseling 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 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).

ACADEMICS AND ATTENDANCE

The administration and staff of Gateway Regional Middle 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.

REPORT CARDS

The School year is 180 days in length for students. Report cards are shared four times during the school year. Progress can be viewed at any time via the [PowerSchool Student and Parent Portal](#). 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. The final report card will be mailed by the Middle/High School office after July 1st.

BASIS FOR GRADES

As many as six categories may make up a grade in any subject area. These areas are test results, quiz results, projects, class work, homework, and class participation. All six areas are important but some count more than others. Also, because classes are different, one area might count more in one class than in another. For example, projects might count more in social studies than in math class, but tests might count more in English than in science. To help with these differences, a chart may be given to you by each teacher for each class or subject. Here is an example of a rubric that might be used:

<u>Assessment</u>	<u>% of Grade</u>
Tests	30%
Quizzes	20%
Projects	10%
Class Work	15%
Homework	20%
Class Participation	5%

GRADE COMPETENCIES

Below is a list of competencies that help define an A, B, C, D, or F, as well as a definition of an incomplete grade.

A – Demonstrates these competencies:

- Organizes his/her work carefully and successfully.
- Overall performance shows evidence of excellent study habits.
- Participates constructively in class activities.

B – Demonstrates these competencies:

- Organizes his/her work carefully and successfully.
- Overall performance shows evidence of above average study habits.
- Participates constructively in class activities.
- Mastery of unit or term's skills is at above average level.

C – Demonstrates these competencies:

- Attempts to organize his/her work carefully and successfully.
- Overall performance shows evidence of average study habits.
- Participates constructively in class activities.
- Attainment of unit or term's skills is at average level.

D – Demonstrates these deficiencies:

- Has difficulty organizing his/her work carefully and successfully.

- Overall performance shows evidence of *below average* study habits.
- Has difficulty participating constructively in class activities.
- Performance of unit or term's skills is at *below average* level.

F – Demonstrates these deficiencies:

- Has much difficulty organizing his work carefully and successfully.
- Overall performance shows evidence of poor study habits.
- Has much difficulty participating constructively in class activities.
- Performance of unit or term's skills is at *failing* level.

EFFORT COMMENTS

Students will receive effort comments in addition to the numerical grades they earn in each class. Below are standards for each effort comment:

Excellent Effort:

- Completes all or almost all work assigned neatly and on time.
- Is very attentive in class.
- Is always prepared for class.
- Is motivated to take the initiative and goes beyond expectations.
- Wants to achieve and therefore is an example for learning for fellow students.

Good Effort:

- Completes most work assigned neatly and on time.
- Is usually attentive in class.
- Is almost always prepared for class.
- Is generally motivated to take the initiative and goes beyond expectations.
- Wants to achieve and therefore is frequently an example for learning for fellow students.

Satisfactory Effort:

- Completes some work assigned neatly and on time.
- Is sometimes attentive in class.
- Is sometimes prepared for class.
- Is motivated to do what is required.
- Wants to do what is required; therefore is supportive of learning for fellow students.

Needs Improvement Effort:

- Completes few assignments neatly and on time.
- Is inattentive or seems uninterested.
- Is frequently unprepared for class.
- Is unmotivated, rarely takes initiative and does not meet expectations.
- Is indifferent to achievement and therefore hinders learning of self and others.

PROMOTION AND RETENTION POLICY

The School Committee is dedicated to the best total and continuous development of each student enrolled. Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Students must minimally pass three of the four core academic courses for the year to be promoted to the next grade level.

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.

AGENDA NOTEBOOK

Each student is given an Agenda Notebook to use for the school year. It is the student's responsibility to maintain it in good working order, as is done for all schoolbooks. The Agenda Notebook is a primary method of communication in the Middle School. Parents/guardians should check it regularly. Students who lose or damage their Agenda Notebook will be responsible to replace it at a cost of \$5.00.

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 one day every week. All teachers will announce which day they are available.

MAKE-UP OF CLASS WORK AND HOMEWORK

Students are responsible for promptly arranging to make up work missed due to an 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 work that is not made up in a satisfactory manner **within a time frame equal to their absence** (*for example, a student out for 3 days will have 3 additional days to complete their work upon their return*). The safest plan for the student is to arrange for making up work immediately upon their 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. If the work is sent home, students are expected to make an effort to complete the work while outside of school. If externally suspended students need teacher assistance before completing their work, they are expected to make arrangements with their teacher for completing the missed work. Students absent for illness, or other approved reasons, such as a school-sponsored activity may make up class work.

PARENT CONFERENCES

The school district schedules two days per year for parent conferences. Please refer to the school calendar for those dates. Additionally, hours after school are often set aside for parent conferences, as needed. Please contact your child's teacher or school counselor.

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.

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

Gateway Regional High School offers two Chapter 74 Vocational programs: Early Education & Care (EEC) and Welding. Students interested in other programs may apply to outside vocational schools 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.

As part of the school protocol, home is contacted when a student is absent. Continuing, the Middle School communicates via a written correspondence from the assistant principal or guidance counselor when attendance appears to be an issue that may affect progress. Also, once a student’s attendance during a semester becomes a concern, attempts will be made to arrange a conference with the student, his/her parent or guardian, the student’s counselor, a member of the administration, and the school nurse to discuss the physical and academic well being of the student. (MGL Chapter 76, S 1A) Additionally, chronic unexcused absences may result in court action or retention.

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.

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.

CO-CURRICULAR ACTIVITIES

Gateway Regional High/Middle 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 opportunities for students to participate in varsity and junior varsity interscholastic athletics.

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.

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(ies) during the fall season of the next academic year.)

GRMS CODE OF CONDUCT

INTRODUCTION

All students have the right to a safe and respectful school environment. The following code of behavior has been established to assist students, teachers, parents and administrators to promote patterns of behavior, which enhance an orderly learning community within our middle school.

This code classifies unacceptable behavior into four domains; Respectful, Responsible, Safe, and Kind. behaviors are categorized into one of these four domains. Based on the degree to which it disrupts students and the learning environment. All disciplinary actions implemented by the school will reflect consideration of the developmental level of each individual involved. Because it is neither easy nor helpful to list all unacceptable behaviors and the appropriate reaction to each, examples of behavior in each category are provided. These examples are not exhaustive but explanatory and exemplary.

In cases where suspension or expulsion from school is determined to be the response to the misbehavior, all rights to due process hearings will be offered. A detailed description of these due process rights follows this statement of school behavior. Additional copies can be obtained from the Principal.

DESCRIPTION OF BEHAVIORS

Behavior Types	Definition	Examples
Defiance	Student engages in brief or low- intensity failure to respond to adult requests.	Not following directions, not completing classwork, telling, “no,” rolling eyes, ignoring requests, etc.
Inappropriate Language	Student verbalizes or writes using language that is inappropriate for school.	Name calling, cursing, written or verbal insults, etc.
Physical Contact	Student engages in <u>non-serious, but inappropriate</u> physical contact, not including Harassment or Sexual Harassment (Title IX).	Pushing, pulling, spitting, accidental hitting, horseplay, etc.
Property Misuse	Low intensity misuse of property.	Littering, erasable writing on property, breaking pencils, etc.
Technology Violation	Student engages in low-intensity misuse of any school technology.	Use of technology without staff permission, improper handling of equipment, not following staff directions when using technology, etc.

Abusive Language; Harassment; Teasing	Repeated verbalizing or writing using language that is inappropriate for school. Student engages in delivering disrespectful messages (verbally, writing, gesture) to another person that include threats and intimidation, obscene gestures, pictures, or written notes.	Repeated name calling, cursing, written or verbal insults. Negative comments based on race, religion, gender, age, and/or national origin; sustained or intense attacks based on ethnic origin, disability, or other personal matters.
Alcohol, Tobacco, Drugs *	Student is in possession of, distributing, or using	
Disrespect, Defiance	Refusal to follow directions, talking back, or socially rude interactions.	Repeated minor behaviors, or behavior that sustain over a long period of time, or with greater intensity.
Disruption	Behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming noise with materials, horseplay or roughhousing, and/or sustained out-of-seat behavior.	Sustained behaviors such as: Humming, tapping, blurting out, playing with items, talking, etc. Yelling/screaming (verbal fighting), crying, tantrums, etc.
Fighting, Physical Aggression	Intentional actions involving serious physical contact where injury may occur.	Hitting, kicking, punching, scratching, hair pulling, biting, etc.
Leaving School Property	Student leaves the school building without permission or stays out of class.	Student exits the building without permission, student refuses to re- enter the building after recess or an outdoor activity.
Theft	Student in possession of, having passed on, or being responsible for removing someone else's property.	Repeated minor behaviors or taking items of significant value.
Weapons *	Student is in possession of knives or guns. (objects readily capable of causing bodily harm).	Student has a knife or gun; student uses an alternative object with the purpose of inflicting harm to others.
Vandalism, Property Damage	Student participates in an activity that results in the destruction or disfigurement of property.	Repeated minor behaviors, damage that cannot be easily fixed or cleaned.

* Behaviors covered under the code of conduct do not include infractions listed in MGL 37H and 37H1/2. Information regarding these processes can be found on page 15

DESCRIPTION OF POTENTIAL OUTCOMES FOR BEHAVIORS

Potential outcomes for behavior are broken up into three types. Green outcomes are restorative, emotionally supportive, or learning opportunities; green outcomes are reserved for behaviors where learning and restoration is most appropriate. Yellow outcomes include meeting with administrators and potential detentions; yellow outcomes are reserved for conduct that needs to be addressed with a tangible consequence. Red outcomes include internal suspension, external suspension, and expulsion; red outcomes are reserved for the most serious behaviors. **One behavior could warrant outcomes from more than one level.**

Blue Outcomes:

Conference with Administrator: Meeting with administrator could include a conversation, verbal reprimand, parent phone call, safety plan, resetting expectations, preventative measures etc. *Conference with Administrator will always take place as either the the only outcome or in concert with other potential outcomes listed below.*

Green Outcomes:

Alternative Remedies/Restorative Measures: Alternative remedies could include, but are not limited to, individualized lessons, training, or programs related to specific behavior. Restorative measures could include repair work and righting any wrongs caused by the behavior. The goal would be to provide students with requisite understanding to avoid behavior happening again.

Mediation: Mediation could include meeting with other students or teachers to build a plan moving forward to avoid further behaviors.

Social/Emotional Supports: Social/Emotional supports could include meeting with SAC or School Counselors.

Yellow Outcomes:

Lunch Detention: Lunch detention takes place from the beginning of lunch, through recess, to the beginning of the next block. Students will get their lunch and report to the lunch detention room. Inappropriate behavior in lunch detention could result in additional detentions or consequences.

After School Detention: After school detention takes place after school from 2:15-3:15 in the office. Students can complete school work or sit quietly. Inappropriate behavior in after school detention could result in additional detentions or consequences.

Red Outcomes:

Internal 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. Parents have the right to come in and talk about internal suspension.

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; no talking allowed.
5. Students will be escorted to scheduled restroom breaks.
6. Students will eat lunch in the In-School Suspension Room.
7. Students may also be expected to participate in a counseling session to avoid further difficulties.
8. 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 in the correction of the student’s unacceptable behavior. Students may make up all work missed during the suspension period. **All suspended students reserve the right to a hearing.**

***Due Process for Suspensions can be found on Page 11.**

Expulsion: Expulsion is the permanent removal of a student from the regular education setting due to a serious infraction of school rules or policies. An expulsion hearing would take place to determine whether the student can return to school based on the behavior.

DESCRIPTION OF MATRICES

The charts below provide the general structure by level of disciplinary infractions and their potential associated consequences. The charts are intended merely as a guideline, and do not cover every possible infraction, and do not preclude the administration from responding to conduct that is deemed inappropriate for the school setting in a manner other than as set forth below. Gateway reserves the right to consequence, suspend, expel, or otherwise remove a student from the school setting; consistent with state and federal law and to consider the severity of each incident, whether the student was involved in prior disciplinary incidents and other relevant factors. When infractions occur, consequences will be applied in an equitable manner. A student’s past performance may influence the choice of a consequence.

Note: The Gateway Regional School District has a signed “Memorandum of Understanding” with the local and state law enforcement agencies. This memorandum dictates that some behaviors will be reported to local law enforcement agencies.

The school will try in most situations to attempt alternative remedies prior to suspension per the November 8, 2022 update to 37H¾.

Responsible

Behaviors	Conference with Administrator	Alternative Remedies/ Restorative Measures	Mediation	Social and Emotional Supports	Lunch Detention	After School Detention	Internal Suspension (1-5 Days)	External Suspension (1-5 Days)	External Suspension (6-10 Days)	Expulsion
Inappropriate Use of Technology	X	X		X	X	X	X			
Leaving School Grounds; Out of Bounds	X	X			X	X	X			
Skipping Class; Truancy; Class Cut	X	X			X	X				
Violation of School or Classroom Rules or Expectations	X	X	X		X	X	X			
Tardiness	X	X			X	X				

Respect

Behaviors	Conference with Administrator	Alternative Remedies/ Restorative Measures	Mediation	Social and Emotional Supports	Lunch Detention	After School Detention	Internal Suspension (1-5 Days)	External Suspension (1-5 Days)	External Suspension (6-10 Days)	Expulsion
Vandalism	X	X	X		X	X	X			
Theft of School Supplies	X	X	X		X	X	X			
Destruction of School Property	X	X	X		X	X	X			
Theft of Personal Property	X	X	X		X	X	X			
Destruction of Personal Property	X	X	X		X	X	X			
Use of Vulgar or Obscene Language (Spoken or Written)	X	X	X		X	X	X			
Academic Dishonesty or Plagiarism *	X	X	X		X	X	X			
Cell Phone Misuse **	X	X			X	X				
Defiance of School Personnel	X	X	X		X	X	X			
Personal Space Violation	X	X	X		X	X	X			
Inappropriate PDA	X	X	X	X		X				

Safe

Behaviors	Conference with Administrator	Alternative Remedies/ Restorative Measures	Mediation	Social and Emotional Supports	Lunch Detention	After School Detention	Internal Suspension (1-5 Days)	External Suspension (1-5 Days)	External Suspension (6-10 Days)	Expulsion
Possession or Use of a Weapon ***	X	X		X			X	X	X	X
Unsafe Behavior (running in hallways; horseplay; etc.)	X	X	X		X	X	X			
Verbal or Written Threats (general)	X	X	X	X		X	X	X	X	
Physical Confrontation (Pushing)	X	X	X		X	X	X			
Physical Altercation (Fight)	X	X	X		X	X	X	X		
Sexual Harassment ****	X	X	X	X			X	X	X	X
Possession or Use of an Incendiary Device	X	X				X	X	X		
Possession or Distribution of a Controlled Substance, Alcohol or Illegal Drug or Paraphernalia***	X	X	X				X	X	X	X
Use of a Controlled Substance, Alcohol or Illegal Drug	X	X		X		X	X	X		
Possession or Use of Tobacco	X	X	X	X		X	X	X		
Verbal or Written Threats to Teachers	X		X	X		X	X	X		
Physical Contact with Teacher (intentional or unintentional) ***	X	X	X	X			X	X	X	X
Dangerous Behavior	X	X		X			X	X	X	X
Inciting a Disturbance	X	X	X		X	X	X	X		
Causing a False Fire Alarm	X	X	X				X	X		

Kind

Behaviors	Conference with Administrator	Alternative Remedies/ Restorative Measures	Mediation	Social and Emotional Supports	Lunch Detention	After School Detention	Internal Suspension (1-5 Days)	External Suspension (1-5 Days)	External Suspension (6-10 Days)	Expulsion
Verbal Confrontation	X	X	X		X		X			
Discriminatory Language or Hate Speech (spoken or written)	X	X	X			X	X	X		
Harassment, Bullying, Cyber Bullying, Hazing *****	X	X	X	X		X	X	X	X	
Disrespectful or Discourteous Behavior	X	X	X	X	X	X				
Verbal or Written Threats to Students	X	X	X	X	X	X	X	X	X	

Additional Comments:

- *- Refer to Academic Honesty Policy
- ** -Refer to Cell Phone Policy
- ***-Refer to M.G.L 37H
- ****- Refer to Sexual Harassment Policy
- *****-Refer to District Bullying Policy

Repeated instances of the same behavior could result in progressive consequences

RECOGNIZING STUDENTS WHO MEET BEHAVIOR EXPECTATIONS

The Positive Behavior Supports team in conjunction with faculty members at Gateway Regional Middle School have devised a variety of recognition programs as part of PBIS within the building. These programs are designed to recognize those individuals who do the right thing in upholding the GRMS Expectations on a daily, weekly, and monthly basis.

All staff are responsible for acknowledging students by giving specific and positive feedback to students who are meeting building-wide expectations; these recognition programs are intended to complement this direct response to positive student behavior. Positive feedback should be expressed 4:1 to constructive feedback.

Our goal is to create a learning environment where students are engaged and successful. Schools should teach, support, and encourage students to be “self-managers” and students should not “depend” on acknowledgements to meet behavioral expectations.. We want students to sustain and expand the skills they learn in school to life experiences beyond school.

Each morning one or more GRMS expectations will be highlighted on the morning announcements.

BULLYING

Guiding Principle:

The Gateway Regional School District is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. The Gateway School Committee believes that preventing bullying and/or harassment is critical for creating and maintaining a safe, secure and positive school climate and culture, which in turn supports academic achievement, increases school engagement, respects the rights of all individuals and groups, and purposefully builds community.

Goals:

The Gateway Regional School District will not tolerate bullying or harassment of/by any individual participating in any sanctioned school activity.

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.

Definitions:

Aggressor: means perpetrator of bullying or retaliation as defined in M.G.L. c. 71, §37O.

Perpetrator: a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

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 and may constitute a crime. Bullying can be verbal, physical, direct (face-to-face) and/or indirect (e.g., through another person, in writing, etc.). Bullying may occur in dating relationships. 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 (harassment).

Bullying can take many forms and occur in virtually any setting. It can create unnecessary and unwarranted anxiety that will affect attending school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extracurricular activities, or riding on the bus to and from school each day.

Cyber-bullying: bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfers of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

1. Wire
2. Radio
3. Electromagnetic signal
4. Photo-electronic or photo-optical system, including but not limited to, electronic mail, internet communications, instant messaging or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of the posted content or messages, if the creation or impersonation creates any of the conditions enumerated in 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 the definition of bullying.

Harassment: 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 identity, sexual orientation and age. Harassment includes cyber-harassment.

Retaliation: 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 policy, or for taking action consistent with this policy.

School Community Member: any student, 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.

Policy Scope:

Any form of bullying, harassment, cyber-bullying, and/or cyber-harassment is prohibited, whether in the classroom, on school premises, immediately adjacent to school premises, traveling to or from school, or at school-sponsored events, whether or not held on school premises. "Traveling to or from school" includes on a school bus or other school related vehicle, at official school bus stops, and walking to and from school within a reasonable time before or after school hours.

Bullying or harassment, including cyber-bullying and/or cyber-harassment, that is not conducted at locations noted above are covered by this policy if the incident results in a substantial disruption of the school learning environment for one or more individuals and/or the orderly day to day operations of the school.

Prevention and Intervention Plan:

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders and consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially. The plan will include district procedures, reporting and investigation processes and timelines, definitions, consequences, training and professional development, bullying/harassment interventions and prevention programs, safety plans and target assistance resources.

The Principal and/or his/her designee are responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school. Each member of the school community is responsible for reporting any observations of bullying and harassment, or credible information that such an act has taken place.

The District will promptly and reasonably investigate allegations of harassment, including bullying. The Principal of each building will be responsible for handling all complaints by students alleging harassment, including bullying unless he/she is involved in the complaint.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
Board of Education 603 CMR 26:00
MGL 71:37O MGL 265:43, 43A MGL
268:13B MGL 269:14A

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

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.

GENERAL REQUIREMENTS PRIOR TO SUSPENSION UNDER M.G.L. CHAPTER 71, §37H¾

A student may not be suspended under M.G.L. Chapter 71, §37H¾, unless one or more of the following apply:

- A. Alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents.
- B. There are documented specific reasons why alternative remedies are unsuitable or counterproductive.
- C. The situation is such that the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an

opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

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

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

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Additionally, the student shall have the following additional rights:

- 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. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

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

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

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

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

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

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

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

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

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a 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.

STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING

The District shall collect and annually report data to the Department regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of-school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

MASSACHUSETTS GENERAL LAWS, CHAPTER 71, SECTIONS 37H

By State Law, the following procedure is followed in certain cases of serious student misconduct as specified below:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten 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 a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

MASSACHUSETTS GENERAL LAWS, CHAPTER 71, SECTIONS 37H1/2

- (1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said

principal or headmaster if said principal or headmaster 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 the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his/her request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the regional school district with regard to the suspension.

- (2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster 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 such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster,

including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the regional school district with regard to the expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to the student.

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.

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. 23 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

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 HARASSMENT

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, Office for Civil Rights, U.S. Department of Education, J.W. McCormack POCH, Room 222, Boston, MA 02109-4557

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.

GRSD 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.

MIDDLE SCHOOL BELL SCHEDULES

Regular Day	
7:25	Warning Bell
10:12-11:03	6th Specials
11:06-11:57	7th Specials 6th Exploratory
11:59-12:23	LUNCH
12:25 - 1:16	7th & 8th Exploratory
1:19 - 2:10	8th Specials

2 Hour Delay	
9:25	Warning Bell
11:18 - 11:43	LUNCH
11:45 - 12:19	6th Specials
12:22 - 12:56	7th Specials 6th Exploratory
12:59 - 1:33	7th & 8th Exploratory
1:36 - 2:10	8th Specials

A Days- Odd Calendar Days

B Days- Even Calendar Days

<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 half day, the half day will be canceled, and students will be dismissed at 2:10.</i></p>
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Half Day	
7:25	Warning Bell
8:42 - 9:03	6th Specials
9:06 - 9:27	7th Specials 6th Exploratory
9:30 - 9:51	7th & 8th Exploratory
9:54 - 10:15	8th Specials
10:17 - 10:40	LUNCH

MS/HS GRADING & TESTING SCHEDULE 2023-2024

DATE	ASSESSMENT	GRADE(S)
10/12	PSAT	10&11
11/3	1st Quarter Grades Close	6-12
11/8&11/9	HS MCAS ELA- Retests	11&12
11/14-11/15	HS MCAS Math- Retests	11&12
1/19	2nd Quarter Grades Close	6-12
1/22-1/26	<i>HS Midterm Exams</i>	9-12
2/6&2/7	HS MCAS Bio/Intro. Physics- Retests	11&12
3/4&3/6*	HS MCAS ELA- Retests	11&12
3/7&3/8	HS MCAS Math- Retests	11&12
3/26&3/27	HS MCAS ELA	10
4/1	3rd Quarter Grades Close	6-12
3/7 (tentative)	HS ASVAB	11&12
4/10 (tentative)	HS Pre ACT	10
4/2 & 4/3 4/4 & 4/5 4/4 & 4/5	MS MCAS ELA (window 3/25-4/26)	6 7 8
4/30 & 5/1 5/7 & 5/8 5/7 & 5/8	MS MCAS Math (window 4/23-5/24)	6 7 8
5/14 & 5/15	MS MCAS STE (window 4/23-5/24)	8
4/23&4/24 (tentative)	HS MCAS EPP Mathematics	11
5/6- 5/13	HS AP Testing	11&12
5/21&5/22	HS MCAS Math	10
6/4&6/5	HS MCAS- HS STE	9
<i>T.B.D.</i>	<i>HS Final Exams</i>	9-12
<i>T.B.D.</i> <i>T.B.D.</i>	<i>4th Quarter Grades Close</i>	9-12 6-8

DISTRICT CALENDAR

Gateway Regional School District 2023-2024 School Calendar

Approved 5.10.23

- No school Half day of school
 Other events

DROP OFF & PICK UP TIMES

High/Middle school: 7:15 - 2:10

Elementary schools: 8:45 - 3:15

DISMISSAL TIMES on 1/2 days

High/Middle School: 10:40 a.m.

Elementary schools: 11:40 a.m.

If inclement weather requires a delay, the Professional Development (PD) half day will turn into a full day of school and students will come in on the delayed schedule start time. If inclement weather requires a delay or cancellation, the PD half day will be rescheduled to the following week. For example, January 16 would move to January 23.

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January	
1	New Year's Day - no school
15	Martin Luther King Jr. Day - no school
16	PD half day for students

February 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

February	
19-23	Winter break - no school

March 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March	
7	Open house evening - middle and high schools
19	PD half day for students
29	Good Friday - no school

April 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April	
15 - 19	Spring Break - no school

May 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May	
27	Memorial Day - no school
31	Graduation

June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June	
10	180th day of school (Last day) IF no snow days**
17	185th day of school (five additional days for cancellation)
19	Juneteenth - no school
25	Last possible day of school

** The last 2 days of school are 1/2 days for students. If more than 10 snow days are used, Spring Break will be shortened beginning on April 19.

August 2023						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August	
28 & 29	Opening days for teachers
30	First day of school for students

September 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September	
1	PD half day for students
4	Labor Day - no school
19	PD half day for students
26	Open house evening - elementary schools

October 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October	
9	Columbus Day - no school
17	PD half day for students
18 & 19	PARENT CONFERENCES - half days for students

November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November	
7	PD half day for students
10	Veterans Day (observed) - no school
22	Half day of school
23-24	Thanksgiving break - no school

December 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December	
5	PD half day for students
22	Half day of school
25 - 29	Holiday break - no school

180 student instructional days/182 Teacher days

A list of dates for Gateway School Committee Meetings can be found here: tinyurl.com/GRSDcommittee