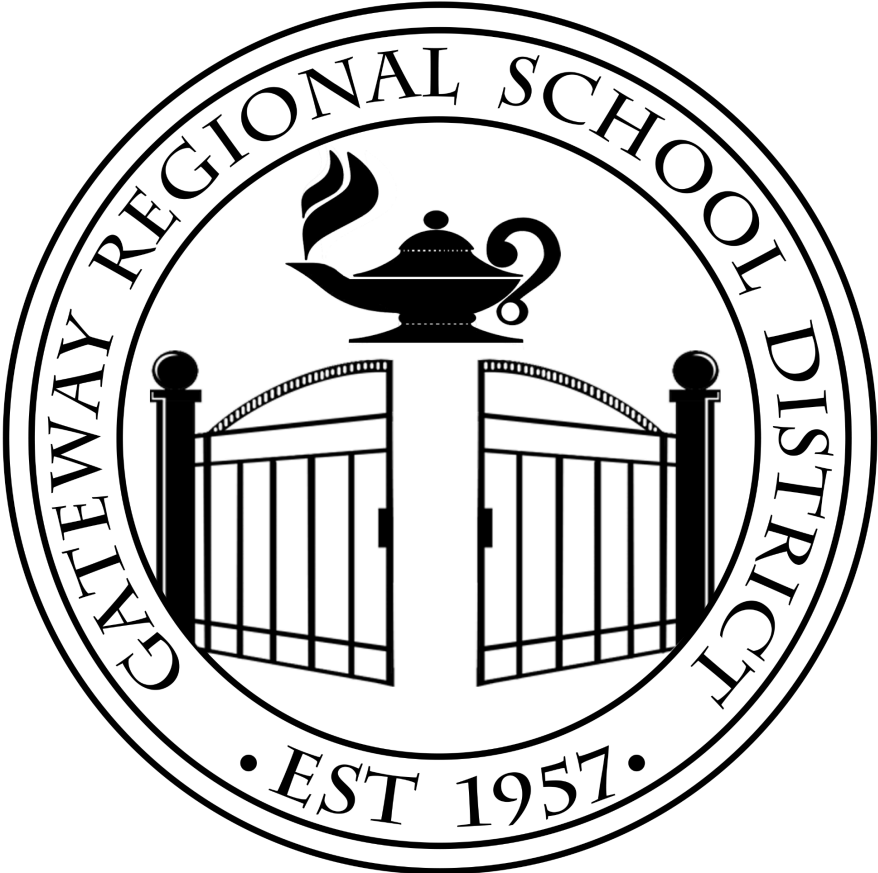


Gateway Regional School District

FACULTY AND STAFF HANDBOOK

2025-2026



12 Littleville Road
Huntington, MA 01050
413.685.1011
www.grsd.org

Gateway Regional School District Faculty Handbook

Basic Work Expectations of Employees	6
Staff Attendance	7
Absences	7
After School Help	7
Arrival and Departure	7
Calendar	8
FMLA	8
Staff Illness and COVID	8
Leave Requests	9
Meetings and Open House	9
Parking and Driving	10
Schedule	10
School Closings and Delayed Openings	10
Substitute Plans	10
Staff Conduct	12
Dress and Grooming Guidelines	12
Staff-Student Relationships	12
Employment Non-Discrimination Statement	13
Discriminatory Conduct by Employees Prohibited	13
Staff Responsibilities	17
Announcements	17
Attendance Procedures	17
End of Year Check Out	17
Communication Chain of Command	18
Collection of Money/Fundraising/Financial Transactions	18
Detention	20
Hall Duties	20
Assigned Duties	20
Lunch Duty	20
Ethics Training/Conflict of Interest Laws	20
Extra-Curricular Advisor Applications	20
Hall Passes for Students	21
Hall Responsibilities	21
MCAS	21
Staff Gifts	21
Student Dismissals	21
Supervision of Students	21
Equipment, Classroom, etc.	22
Sharing Classrooms	22

Copiers	22
Materials Selection	22
Telephones	22
Textbooks	22
Lockers	23
Requisition Procedures	23
Supplies	23
Curriculum, Instruction, and Assessment	24
Curriculum	24
Instruction	24
Assessment	24
Course Expectations (Secondary)	24
DCAP (District Curriculum Accommodation Plan)	25
Extra Help Sessions	25
Field Trips	25
Final Examinations (HS)	26
Guest Speakers	27
Make-Up Grades and Make-Up Work	27
Political Activities by Employees	27
Student Attendance	28
Tardiness to Class	28
Student Teachers	28
Use of Cars for Transporting Students	28
Videos	28
Report Cards, Progress Reports, and Parent Contact	29
Grading	29
PowerSchool	29
Summer School	29
Communication with Students and Families	30
Homework	30
Professional Development	33
Gateway Regional School District's Professional Development Guide	33
Professional Development Days and Half Days	33
Health, Safety, Security	33
General	34
Security Monitor	34
Office and Security Booth Coverage	34
When Taking Classes Outside	34
ID Badges	35
Locked Doors	35
Building Access and Security	36

Visitors	37
Automatic External Defibrillator (AED)	38
Fire Exit Notice	38
Ill or Injured Students	38
Medical Emergencies	38
Suspicious Regarding Student Illegal Substance Involvement	40
Theft	40
Injuries to School Personnel	41
Workers' Compensation	41
CORI Policy/Fingerprinting Policy	42
Procedure for Investigations (DCF and Police)	43
Safety Drills	44
Yellow Backpacks	44
Fire Drills	44
Dos and Don'ts-General Safety	47
Safety, Security and Violence	48
Tobacco-Free School Policy	49
Medication Expectations	50
Notice of Nondiscrimination and Related Title IX Information	50
Bullying/Harassment/Retaliation Expectations	50
Harassment	52
Retaliation	52
Bullying	53
Cyberbullying	53
Reporting	53
Reporting by Staff	54
When to Report	54
Bullying/Harassment of Staff Member	54
Bullying/Harassment Investigations	54
Resources and Counseling	55
Requirements for Students with Disabilities in Relation to Bullying	55
Technology	56
Use of Technology During Work Hours	56
Use of GRSD-Owned Technology During Work or Non-work Hours	56
Prohibited Activities	56
Use of GRSD Email Addresses	57
Privacy of Communications	57
Monitoring	57
Software and Applications	57
Technology Security	57
Archiving and Backup of Systems	58

Municipal Association Social Media Sites	58
Multi Factor Authentication	58
Special Education	60
Special Education Programs Introduction	60
Laws and Regulation	60
Key Elements of the IEP Process	61
Referral or request for evaluation	61
Special Education Process Under IDEA	61
IEP meetings	62
What is the difference between accommodations and modifications?	63
Section 504	64
MCAS Accessibility and Accommodations	64
Staff Responsibilities for Students with IEPs	64
Student Support	67
School wide Expectations:	67
INTRODUCTION	68
DESCRIPTIONS OF BEHAVIORS	68
DESCRIPTION OF POTENTIAL OUTCOMES FOR BEHAVIORS	70
DESCRIPTION OF MATRICES	71
Discipline Expectations of Teacher	76
Information Sent Home	79
Parent/Guardian Contact	79
Title I Notification	79
Student Restraint Policy	80
Mandated Reporting	80
Voluntary Appearance in Court Prohibited	81
Transporting Students in Private Vehicles	82
No Recommendation of Medication for Students	82

Links:

[District Strategy Plan](#)

[District's Bullying Prevention Plan](#)

[District's Educator Evaluation Plan](#)

Basic Work Expectations of Employees

Each person who is employed by the Gateway Regional School District has been hired in order to enable the school system to meet its obligations under Massachusetts and United States law, and to adhere to the school district's mission and vision. Every employee furthers that objective either by providing direct services to students or by working in support of direct instruction and related programs that benefit children and young people.

The appointing authority has certain basic expectations of each Gateway Regional School District employee. Those expectations are that each employee:

1. Attend work regularly and punctually unless excused due to emergency, illness, or previously approved absence
2. Show respect to other employees, students, and members of the public
3. Take due care with all property of the Gateway Regional School District
4. Be honest and forthright in reporting absences from work, handling or accounting for school district funds, and making claims either for payment for services or for reimbursement from the Gateway Regional School District
5. Adhere strictly to the established rules, policies, and procedures of the Gateway Regional School Committee and the Superintendent of Schools
6. Exercise reasonable judgment, and therefore behave sensibly, in interacting with other employees, supervisors and administrators, students, and the public
7. Take direction respectfully and promptly from assigned supervisor
8. Implement assigned supervisor's directives promptly, thoroughly, and to the best of that employee's ability
9. Otherwise perform to the best of their ability all the duties associated with that employee's specific position in the Gateway Regional School District.

Furthermore, the district has a core set of ideals that drives our instructional practices and professional learning at Gateway in the 2025-2026 school year.

Students will:

- Engage in their school community.
- Recognize their strengths and areas of growth to reach their potential.
- Work together to support each other as members of the learning community.
- Seize opportunities and direct next steps for learning based on interests and abilities.
- Push through challenging tasks with a positive attitude.
- Know what they are learning and why they are learning it.

Gateway Staff will:

- Know and reach every student.
- Believe in every student's potential.
- Push every student to grow as a learner and community member.
- Create meaningful and personalized opportunities for all students.
- Trust students to succeed after productive struggle.
- Empower students to know what and why they are learning.

Staff Attendance

Absences

Elementary Staff who are going to be absent from school should call, text, or email Kayla Turner at 413-977-2833 or at kturner@grsd.org before 7:35 AM. If calling out *after* 7:35 AM, staff are expected to also call the main office. If nobody is available in the main office after 7:35 AM, the staff member needs to call the building principal to alert them of the absence. If a staff member knows about an absence in advance, they should fill out an Advanced Request for Absence form for approval. Prior permission from administration must be obtained before leaving early during the school day.

Secondary Staff who are going to be absent from school should call, text, or email Jimmy Hayes at 413-672-1317 or at jhayes@grsd.org before 6:15 AM. If calling out *after* 6:15 AM, staff are expected to also call the main office. If a staff member knows about an absence in advance, they should fill out an Advanced Request for Absence form for approval. Prior permission from administration must be obtained before leaving early during the school day.

After School Help

Teachers are required to be available one day per week for pupil assistance or family conferences (for 30 minutes per the contract). They must inform their Principal which day they will designate as their after school help day (Monday, Wednesday, Thursday, or Friday) before September 1.

Arrival and Departure

Arrival and departure time is set by negotiated agreement between the Gateway Regional School Committee and the Gateway Education Association.

Elementary School:

8:25am: Unit A staff Present at Stationed Duty Location

8:25am: Students allowed entry into school building

8:35am: Students' Academic Day begins

3:35: Student Academic Day Ends and dismissal routines and protocols begin.

3:45pm: Unit A staff Departure Time*

*Twice a month, Unit A staff have after school meetings from 3:45-4:45pm.

Paraprofessionals should arrive by 8:25 AM and they may leave at 3:35pm depending on assignment.

Secondary School:

7:05am: Unit A staff Present at Stationed Duty Location

7:05am: Students allowed entry into school building

7:15am: Warning Bell

7:20am: Student Academic Day Begins

2:20pm: Student Academic Day Ends and dismissal routines and protocols begin.

2:25pm: Unit A Staff Departure Time*

*Twice a month, Unit A staff have after school meetings from 2:25-3:25pm.

Paraprofessionals should arrive by 7:10am and may leave at 2:20 on regular school days.

Calendar

The school calendar for each year will be published before the end of the previous school year, including start days, projected end days, Professional Development days, and holidays. It will be attached to the staff newsletter, the EduGATOR and also posted on the website.

FMLA

Any employee who has been employed by the Gateway Regional School District for the preceding 12 months and worked a minimum of 1250 hours in those preceding 12 months, is entitled to the rights provided under the federal Family and Medical Leave Act of 1993 (FMLA). Under the FMLA qualified employees are entitled to up to 12 weeks (60 working days) of paid or unpaid leave (depending on collective bargaining agreements and accumulated sick time of the employee) for certain specified medical situations, either personal or familial, and for certain child-care or adoption situations.

Childbirth. An absence associated with pregnancy and childbirth is considered to be a medical absence. With a physician's statement of need for the time, an absence associated with pregnancy or childbirth is covered by Massachusetts law (M.G.L. c. 149 § 105D) and federal law (FMLA: see V § 2.B) and require that leave be provided for up to eight weeks and twelve weeks, respectively, for this purpose. These entitlements run concurrently, not successively, and therefore are not cumulative. This leave might be paid or unpaid depending on the employee's access to paid sick leave and the conditions under which the leave is requested.

Specific information about leave for pregnancy or childbirth may be obtained from the office of the Superintendent's Office. All requests for leave must be made to the Superintendent in writing with as much advance notice as possible.

Childrearing. Unless expressly provided through an employee's collective bargaining agreement or individual contract of employment, paid leave is not available for taking care of a newborn or very young child, or for adopting or caring for a newly adopted child. Nevertheless, employees covered by the FMLA are entitled to up to 12 weeks of unpaid leave with continuation of benefits for these purposes. The Superintendent of Schools may also consider such requests on a case-by-case basis for extenuating circumstances. All requests for leave must be made to the Superintendent in writing with as much advance notice as possible.

Staff Illness and COVID

Staff should not report to school if they are feeling ill. You should remain home if:

- You have a contagious illness such as influenza (flu) or strep throat
 - Individuals who have a positive strep culture should stay home until they have had at least 24 hours of antibiotic therapy and fever is gone.

- You have a continuous cough or wheeze.
- You have diarrhea or vomiting associated with acute illness, not a chronic condition or side effect.
- You have crusty, green or yellow drainage from the eyes. Diagnosed Conjunctivitis (pink eye) must be treated for 24 hours before returning to school.

Symptoms of Covid-19

- Fever (100.0° Fahrenheit or higher), chills, or shaking chills
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Muscle aches or body aches
- Cough (not due to other known cause, such as chronic cough)
- Sore throat, when in combination with other symptoms
- Nausea, vomiting, when in combination with other symptoms
- Headache, when in combination with other symptoms
- Fatigue, when in combination with other symptoms
- Nasal congestion or runny nose (not due to other known causes, such as allergies), when in combination with other symptoms

If you have symptoms of Covid-19:

Individuals who experience any of the symptoms above should follow the testing and isolation protocol per the Department of Public Health, regardless of vaccination status. As of August of 2024, the Department of Public Health does not have an isolation period for COVID-19.

Leave Requests

District forms should be used to request leave for personal or professional leave in advance of the time requested. The requests should be submitted to the Principal in a timely fashion. The contract outlines specific instances where the Superintendent's approval is required.

Leave requests should be completed for sick, personal days, field trips, professional leave days, and half days. If submitting a leave request for jury duty, a copy of the jury summons should accompany the leave request.

Links to the different leave request forms are available on the district website under staff resources.

<https://www.grsd.org/district-forms>

Meetings and Open House

All faculty members in Unit A (teachers, specialists, counselors, nurses) are required to attend all scheduled faculty, department meetings, and Principal Late Days along with staff commitments in the evening such as Open House. Prior administrative approval is needed if a meeting cannot be

attended. Faculty may be asked to make up the time with assigned administrators.

Parking and Driving

Staff may park in the spaces in front of their respective buildings. Staff should not park in the visitor spaces. Secondary Staff should also not park in the student lot (by the North entrance) without permission from the GRS principal. There are five parking spaces designated for Littleville staff in the GRS lot for overflow—these spots are marked with L and are closest to Littleville and the road.

Staff need to register their car with the Central Office to obtain a parking pass.

Schedule

It is important to stick to the times designated for each instructional block, or activity, such as lunch, recess and specialists, as depicted on the building schedule. Reminder: academic times need to be reflected for the time allotments mandated by the state. No schedule changes should be made without approval of the principal.

ELEMENTARY

The schedule at the elementary level allots blocks of time for all subject areas and activities by grade level. Schedules are provided at the start of the school year. If staff have a recommended change for the schedule, the principal must be consulted before a change is implemented. Staff should provide an updated schedule to the office if any changes are approved during the school year.

SECONDARY

Grades 6-12 has a seven period schedule (50 minute periods). Grades 6-7 have modified schedules to better meet the needs of students however each Unit A member will have 300 minutes of prep per week. Grades 8-12 will have an additional 24 minute period during the day called Nest. Passing time is three minutes between each class. There is a district calendar that indicates all planned release days, holidays and other important scheduling points. The adjusted bell schedule provided in the school's dashboard and shared folder on google drive clearly articulates timing changes for half-days, and delays.

School Closings and Delayed Openings

All faculty and staff members are notified of school closings and delayed openings via an automated phone call from the Superintendent's Office. When school is closed or the opening of school is delayed due to weather conditions or for any other reason, there is also an announcement made over television stations WWLP (Channel 22) and WGGB (Channel 40).

Substitute Plans

Teachers are responsible for leaving a substitute plan when they are absent from a class.

Elementary: substitute plans should be shared digitally with the sub caller and school secretary, and sometimes a colleague, if appropriate. Substitute plans should include:

- Seating chart (if assigned seating)
- Daily Schedule
- Relevant information such as safety information (i.e. medical plans, protocols for an evacuation, lock down, shelter in place, and for calling for assistance in the classroom.)
- Lessons for the day with related resources
- Note: plans that require teacher technology must be set up prior to a teacher's absence- this should not be part of call-in plans.

Secondary: substitute plans should be shared digitally with the sub caller and principal, and sometimes a colleague if appropriate. Substitute plans should include:

- Seating chart (if assigned seating)
- Relevant information safety information (i.e. medical plans)
- Lesson for the day with related resources
- Note: plans that require teacher technology must be set up prior to a teacher's absence- this should not be part of call-in plans.

The district's process for assigning a substitute is as follows:

- Outside subs will be hired if at all possible.
- When outside subs are not available, we will offer paid coverage to identified teacher volunteers on a rotating seniority basis (most to least senior). If no teacher volunteers, administration may assign a teacher to sub by inverse rotational seniority (least to most senior). If no teachers are available to cover during their prep, administration may pull paras from their assignments to cover classes.

If you have questions about the process, please ask an administrator.

Staff Conduct

Dress and Grooming Guidelines

Gateway Regional School District is a community that respects all individuals and their freedom to express individuality through attire, but all community members should dress in a manner consistent with health, safety and respect, including self-respect. Appropriate, professional school attire and proper grooming is expected at all times during the school day and at school sponsored activities. Even when dressing down, staff should appear professional at all times. Individuals should take into consideration that some students and faculty have smell sensitivities and allergies, so regular grooming and minimal scents is expected.

The manner of dress should not interfere with or negatively impact the school's normal learning process or environment. Articles of clothing that contain obscenities, fighting words, or references to drugs and alcohol are not acceptable. Additionally, garments expressing images/words that could be considered offensive are not acceptable. Extremely brief garments, immodest or revealing dress or see-through garments are not appropriate as school attire. In addition, undergarments may not be exposed. Any attire that may distract from the learning process will be deemed as inappropriate by an administrator and staff will be asked to change. Staff have the right to hold their own beliefs, but dress should reflect their professional nature and responsibility to educate all students.

Staff-Student Relationships

The following guidelines are intended to maximize the safety and protection of students, as well as to protect staff members from allegations that may adversely affect their professional reputation and their livelihood.

- All staff members are expected to form positive, professional relationships with students that are appropriate to their school roles.
- Staff are expected to treat all students fairly and avoid situations that appear to show favoritism for an individual student or selected groups of students.
- Staff members may invite students to activities outside of school provided that the activity stems from a school activity and the invitation is extended in general to all students in a class, rather than to a particular student(s). Examples include but are not limited to: a class picnic, a class or club trip to a movie, a theater production, or an end of the year celebration.
- Ordinarily, staff should not invite individual students to activities outside of school, other than school-sponsored activities.
 - Exceptions would include:
 - staff members are related to a student
 - staff members have relationships with students through their roles in other organizations, e.g. Boy Scouts, Girl Scouts, religious activities, town-sponsored recreational activities.
 - work relationships such as baby-sitting, yard maintenance or other labor with the approval of the student's family

- Staff should not transport students to and from school or to school-sponsored events without written approval from the superintendent or designee.
- Within school, staff members should avoid meeting with individual students in locations that are not ordinarily and routinely accessible by other students and staff.
- Staff should not be connected to students over social media.
- Staff are expected to electronically communicate with students only using their school issued email address.
- Staff should be aware of students' personal space and preference for praise and support. Giving students choice in how they can be greeted/encouraged is recommended.

Employment Non-Discrimination Statement

The Gateway Regional School District strictly prohibits discrimination against candidates for employment and also against employees on the basis of age, color, disability, national origin, race, religion, sex, gender identity, sexual orientation, pregnancy, or pregnancy-related conditions, which shall not include persons whose sexual orientation involves minor children as the sex object, genetic information, ancestry, or handicapping condition, unless based upon a bona fide occupational qualification.

Discriminatory Conduct by Employees Prohibited

Each employee of the Gateway Regional School District shall conduct themselves in a way that does not discriminate in any fashion, based on the protected categories cited below, against any other employee, any student, or any other person encountered in the course of that employee's work for the Gateway Regional School District.

Under the Massachusetts Pregnant Workers Fairness Act, employees have a right to be free from discrimination based on pregnancy or a condition related to pregnancy and employees also have rights to reasonable accommodations relating to conditions of pregnancy. Requests for reasonable accommodations should be made in writing to the Principal.

A Gateway Regional School District employee who is found to have discriminated against any person in the course of their employment by the Gateway Regional School District, whether that person be a fellow employee, a student, or a member of the public, may be subject to disciplinary action, up to and including termination. In addition, where a criminal violation is deemed likely to have occurred, the matter will be referred to appropriate law enforcement authorities.

Examples of Prohibited Discriminatory Conduct

Examples of conduct that is discriminatory, and that therefore is strictly prohibited for any employee or agent of the Gateway Regional School District include:

- racial harassment;
- sexual harassment, both *quid pro quo* and hostile workplace environment;
- harassment of an individual for her/his sexual orientation;
- harassment of a person because of her/his disability;
- harassment of a person because of her/his country of origin or first language;
- harassment of a person because of her/his religious beliefs or views; and

- refusal to make an offer of employment to a person with a condition that can be accommodated reasonably where that person's condition is the basis for the denial of employment.

This is not an exclusive or exhaustive list of discriminatory conduct that is prohibited.

Filing a Complaint About Discrimination

- A. Where to File a Complaint. Any employee or other person who believes that she/he has been the victim of discrimination on the basis of any of the categories listed above should promptly register a complaint, giving as much specific information as possible, either to the employee's immediate supervisor or, if the supervisor is the person whose conduct is being complained of, or if the employee otherwise prefers, to the Superintendent of Schools or Civil Rights Officer, the district's Director of Pupil Services.
- B. What Happens After a Complaint is Filed. Complaints should be made in writing, if possible. All complaints will be taken seriously and will be investigated thoroughly. If, after investigation, a complaint is determined to be warranted then appropriate action, up to and including disciplinary action against the person or persons who behave in a discriminatory fashion, will be taken to rectify the situation and to try to ensure that it does not happen again.
- C. Massachusetts Commission Against Discrimination (MCAD). Employees of the Gateway Regional School District who believe that their complaints alleging discrimination have not been dealt with in a satisfactory manner may receive further information and assistance by contacting:

Massachusetts Commission Against Discrimination (MCAD)
One Ashburton Place
Boston, MA 02108 (617) 727-3990

Non-Confidentiality of Complaints About Discrimination

Employees who make a complaint about discrimination often wish their identities to be kept in confidence. This is not always possible. A complaint about discrimination obliges the Gateway Regional School District to investigate that complaint thoroughly, and to take prompt and effective action to rectify any discrimination that is found. To do this effectively the nature of the complaint and the identity of the complainant may have to be made known to some persons besides the administrator who receives the complaint. What is more, those against whom complaints are filed have legal protections, including due process rights, that must be respected.

For these reasons the Gateway Regional School District cannot assure an employee who makes a discrimination complaint of the strict confidentiality of that employee's identity. Nevertheless, disclosure of a complainant's identity will occur only when there is a sufficient and recognized reason for making such disclosure. Moreover, anyone who makes a discrimination complaint is protected against retaliation by federal and state law and by School Committee policy.

Retaliation for Reports of Discriminatory Conduct Prohibited

It is prohibited by federal and state law and by School Committee policy for an employee of the Gateway Regional School District to retaliate against any person who has reported that she/he has been the victim of discrimination, or against any person who is cooperating or who has

cooperated with such an investigation. It is further strictly prohibited for any employee to encourage, assist in, or promote retaliation against any such person, or otherwise to interfere or seek to interfere with the investigation of a complaint alleging discriminatory conduct. (*See* M.G.L. c. 151B § 3A).

Retaliation by any person employed by the Gateway Regional School District against a person who has complained about discrimination, or engagement in other conduct described in the previous paragraph, will be viewed as a very serious disciplinary infraction. Such conduct may be dealt with by penalties that include termination of employment. Discriminatory acts that are believed to rise to the level of criminal conduct will be referred to proper law enforcement authorities for further action.

Knowingly Making False Discrimination Complaints Prohibited

It is strictly prohibited for any employee of the Gateway Regional School District to knowingly make a false report of discrimination against any other employee, any student, or any other person. In the event it is determined after thorough investigation that an employee has knowingly made a false report of discrimination, that employee may be subject to disciplinary action, up to and including termination. In addition, where a criminal violation is deemed likely to have occurred, the matter may be referred to appropriate law enforcement authorities.

Reporting a Complaint or Concern (non-discriminatory)

The Gateway Regional School District encourages all employees to be active members of a professional and respectful learning community. An employee should report complaints or concerns which are not otherwise covered in this section to his/her direct supervisor. All complaints/concerns will be handled first at the building level. The employee may make an appeal to the next level if closure is not reached. If the concern is about the employee's direct supervisor, then the employee may go directly to the next level.

Reasonable Accommodations for Individuals with Disabilities

Pursuant to the requirements of the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and applicable Massachusetts law (M.G.L. c. 151B), the Gateway Regional School District will provide reasonable accommodations for an employee who is legally entitled to such accommodations pursuant to either of these statutes. Specific information about employees' rights under the ADA and Section 504, or about reasonable accommodations thereunder, may be obtained from the Civil Rights Compliance Officer of the Gateway Regional School District. (*See* Policies PER-4, PER-6).

Civil Rights Compliance Officer

The Gateway Regional School Committee has designated the Director of Pupil Services as the Civil Rights Compliance Officer of the Gateway Regional School District. The Director is responsible for ensuring enforcement of all prohibitions of discriminatory conduct, all matters of reasonable accommodation of persons with handicapping conditions, and all other matters pertaining to civil rights that may arise in the Gateway Regional School District under Title VI, Title VII, Chapter 622, the Americans with Disabilities Act, Section 504, and all other pertinent statutes.

Complaints about discrimination, inquiries, and other matters pertaining to civil rights compliance should be addressed to:

Kurt Garivaltis
Director of Pupil Services
Gateway Regional School District
12 Littleville Road
Huntington, MA 01050
(413)685- 1019

Nondiscrimination on the Basis of Gender

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school district does not and will not discriminate on the basis of sex in the educational programs and activities of the school. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees. The Superintendent has designated the Pupil Services Director to act as the school system's Title IX compliance officer.

Kurt Garivaltis
Director of Pupil Services
Gateway Regional School District
12 Littleville Road
Huntington, MA 01050
(413)685- 1019

Staff Responsibilities

Announcements

Elementary Announcements will be made over the intercom at the beginning of each day.

Secondary Announcements will be read over the intercom at the beginning of first period each day. If faculty or staff have information that they would like in the daily announcements, they must submit the announcement via the appropriate Google Form by 2 pm the day before it should be announced. If it is an emergency announcement, you must make contact with the main office. Athletic announcements should be emailed by the Athletic Director. Daily announcements will also be shared via GoogleDocs so that faculty/staff will have access to previous announcements.

Attendance Procedures

Elementary:

Morning Notes

Please make sure that all notes sent to the office have the child's first and last name, teachers name and date. Morning notes sent to the office should be sent in a folder marked with the teacher's name by 9:10am.

Attendance

After the morning announcements, homeroom teachers must take classroom attendance in PowerSchool no later than 9:10a.. Attendance must be accurate. Please do not assign anyone else to take attendance. If a child arrives after you have taken attendance and does not have a slip from the office, please call the office so the secretary can change the attendance in PowerSchool.

Secondary:

It is the Period 1 teacher's responsibility to ensure that the students are accounted for and attendance is taken in PowerSchool by 8:00 am each morning. Students must have a pass from the main office if they are tardy to Period 1. It is very important that attendance is taken accurately to ensure student safety and accountability.

Teachers should also take attendance during the first 15 minutes of each class period.

End of Year Check Out

Elementary:

All elementary teachers should turn in keys/security cards and any technology needed by the technology department prior to departure. All maintenance request forms should be submitted on or before the end of year check out in order to ensure ample time is provided to fulfill these requests before the start of the next school year.

Secondary:

Prior to departure, all secondary teachers must update their classroom inventory and obligations lists (via GoogleSheets), submit Final Grade Submission sheets and Maintenance Request Forms, and turn in keys/security cards and any technology items needed by the Technology Department.

Communication Chain of Command

Students and families are required to follow the listed chain of command when attempting to resolve an issue. Students and families should make an appointment to speak with the appropriate party at a mutually agreeable time. The highest authority listed will make the final determination.

Academics	Attendance	Suspension/ Expulsion	Classroom Discipline	Athletics
1. Teacher 2. Assistant Principal (when applicable) 3. Principal 4. Director of Curriculum 5. Superintendent	1. Office Secretary 2. Assistant Principal (when applicable) 3. Principal 4. Superintendent	1. Assistant Principal (when applicable) 2. Principal 3. Superintendent	1. Teacher 2. Assistant Principal (when applicable) 3. Principal 4. Superintendent	1. Coach 2. Athletic Director 3. Assistant Principal (when applicable) 4. Principal 5. Superintendent

Collection of Money/Fundraising/Financial Transactions

Any fundraisers that are done at Gateway Regional School District need to be approved by administration. Fundraising request forms are available on the website under Staff Resources.

Fundraising requests must be approved by the principal, business manager and superintendent prior to activity taking place.

Requests for school-affiliated fundraising shall be made on the Fundraising Form available on the district website. Fundraising may not begin until an approved Fundraising Form has been returned to the requestor.

If the fundraiser requires a school district facility, a facility use request must be completed. Submit the facility use request online along with a copy of the Fundraiser Form.

Upon completion of the fundraiser, the advisor/representative in charge shall complete the Part B, attach it to the original request and submit the form to the principal.

Students in Prek-5 grades may be permitted to participate in fundraising activities provided written approval from the student's caregiver.

Fundraising shall not conflict with the school lunch programs or classroom activities and will follow the Gateway Wellness Policy.

Ticket sales for regular school events, such as athletic contests, musicals, school pictures or similar regular building functions are not covered by the fundraising policy.

Fundraising should be carefully considered. Fundraisers will be approved based on quality of

product, other fundraising at the time and number of activities requested by the group.

Student participation in fundraising activities shall be voluntary at all times.

Permission to conduct a fundraiser may be approved or denied by the district administrator or their designee depending on the quality of the product, consumer complaints regarding the product, or lack of following proper procedures.

All fundraising activities shall be conducted in accordance with school board policies, local ordinances, and state and federal laws.

Fundraising involving students or on district property shall exclude all forms of gambling (other than licensed raffles).

Fundraising activities shall exclude the promotion, consumption, or availability of alcoholic beverages.

The use of the name of the Gateway Regional School District, names of any of its schools, or any school department shall not be used in connection with any fundraising unless specifically approved.

Funds raised by any group shall be reported on the Fundraising Request and Fundraising Report Forms and shall be subject to review by the district. Areas of concern would be highlighted and any suggested revisions would be incorporated into the group's accounting system for the following year.

Policies and procedures on fundraising should be distributed to activity advisors/coaches or other interested groups.

Funds raised under these guidelines should be limited to finance projects which enhance or enrich the school experiences for students.

All funds collected shall be deposited daily in the Gateway Regional central office safe.

Equipment donations and facility improvements must be approved in advance by the Superintendent and will become the property of the Gateway Regional School District.

The Gateway Regional School District reserves the right to reject donations which do not meet the established procedures.

Specifically:

- Absolutely no cash at home or in desks
- No reimbursements for purchases without prior requisition approval
- Deposits should be made immediately to the Central Office.
- Tickets that are sold to students should be pre-numbered and turned in with deposits as a check and balance system for sale.

Detention

Elementary: Detention can only be assigned at the elementary level if it is approved by the principal in advance.

Secondary: Office lunch detention and after school office detention will take place up to 2 days per week. Students serving an after school office detention are expected to bring work with them and remain quiet. No conversation or other distraction should be permitted. Office detentions are only assigned by administration (though teachers may assign a teacher detentions that they must supervise).

Hall Duties

All staff should be monitoring students in the hall during transition times. Supervised halls contribute to a positive and safe learning environment.

Assigned Duties

All teachers are assigned duties (in addition to monitoring halls during all transition times). This duty may include Breakfast Duty, Lunch Duty, or Arrival/Dismissal Duty.

Lunch Duty

Staff assigned to lunch duty should promptly report to the cafeteria for the lunch period they have been assigned. Staff members on lunch duty should circulate in the cafeteria or in the outdoor lunch area to ensure appropriate behavior of students.

Ethics Training/Conflict of Interest Laws

All staff are required to complete the ethics/conflict of interest training every two years. All employees must complete the online training program and provide a completion certificate.

The program can be found at <http://www.muniprogram.eth.state.ma.us/>

Click [here](#) for a summary of the ethics law.

Extra-Curricular Advisor Applications

Elementary stipended positions will be posted annually. Any additional extracurricular proposals should be submitted to the building principal. Advisors of any activity must provide a list of all potential participants, and meeting days/times to the main office.

Secondary stipended extracurricular advisorships will be posted annually. Any additional extracurricular proposals should be submitted to the building principal. Advisors of any activity must provide a list of all potential participants, and meeting days/times to the main office.

Hall Passes for Students

Elementary: Teachers should know where the students they are responsible for are, at all times. We do not use a hall pass system at the elementary level.

Secondary: Students leaving class should have a pass with them. Students leaving the classroom for brief time periods (bathroom, water, quick errand, etc.), or students leaving for other destinations (nurse, counselor, late-to-class, etc.) should be provided with a hall pass which does not need to be returned to the issuing teacher.

Hall Responsibilities

All staff are expected to be on hall duty during all transition times during the school day.

MCAS

All staff are required to participate in the administration of MCAS. Training will be provided in March and it is a professional responsibility to comply with all expectations determined by the state and administration. Assignments may shift during MCAS testing days per administration.

Staff Gifts

Children and caregivers sometimes want to give gifts to a teacher, principal, or other staff member as a token of gratitude or appreciation for the work they are doing. Nevertheless, acceptance of gifts under these circumstances may give the appearance of favoritism of one student or one group of students over another. Moreover, the acceptance of gifts may make gift-giving to staff members appear to be a routine feature of school life, thereby placing those with fewer financial resources at a real or perceived disadvantage. The School District discourages families from providing staff members with anything other than token gifts. Furthermore, staff may not accept any gift with a monetary value of over \$49 per the ethics law.

Student Dismissals

Student dismissals are part of office procedures and must be facilitated through the main office. Teachers may not send students on errands off school grounds, nor dismiss them for any reason.

Supervision of Students

Students should not be left unsupervised at any time. If a teacher needs assistance with supervision due to an injury or other reason, they should contact a neighboring teacher or the office.

Equipment, Classroom, etc.

Sharing Classrooms

Every teacher in the building may not have their own assigned space. Because of this, a staff member may teach or proctor in a classroom that is assigned to another teacher. If you are assigned to share a space, please know that the room assignments are intentional and thoughtful. Teachers are entitled to a locked closet or cabinet to keep their belongings.

Copiers

Photocopying equipment and fax machines are provided throughout the school. These machines and equipment are not meant for employee use for personal copying or faxing, nor are they meant for use in producing, duplicating, or distributing commercial materials or notices, or for any other purpose except the business of Gateway Regional School District. Each teacher receives a code that teachers will use in order to use the copiers. It is prohibited for any Gateway Regional employee to use photocopying equipment or fax machines for any use that is not related to the business of the Gateway Regional School District without the express prior permission of an administrator or the Superintendent of Schools.

Materials Selection

It has always been and continues to be the practice of Gateway Regional School District to review and select materials that support rigorous, standards-aligned instruction for all students. High Quality Instructional Material (HQIM) selection is facilitated by the Director of Curriculum, and is inclusive of teachers. A review team of teachers is presented with 3 HQIMs that have been vetted through CURATE (a DESE curriculum review process) or EdReports (an educator-driven curriculum review process) and are rated highly in one or both of these tools. From there, the teacher team sets a vision for instruction, program non-negotiables, and then reviews the 3 HQIMs against the team's vision and non-negotiables. The team votes to select a program using a simple majority. The Director of Curriculum only votes as a tie-breaker if needed. All materials are reviewed periodically after selection to ensure a positive impact on student learning.

Telephones

Telephones at school are for professional school business only. It is suggested that teachers maintain a telephone log and/or an e-mail log to caregivers for documentation. The log should include the date of any telephone call, reason for the call and any resolution.

Textbooks

Teachers must use provided book sign out sheets on which students must sign for any textbooks that are issued. In addition, students should sign their names and school year in the front cover of all textbooks. Teachers should conduct textbook checks periodically throughout the year. Textbooks are provided at no cost to the student. It is the responsibility of all students to

cover/protect their textbooks. In case of loss or damage, students are responsible for all resulting costs. Students must provide their own supplies such as pencils, pens, notebooks, etc. Students will not be allowed to participate in extracurricular activities (semi-formal, field trips, athletics etc.) until the textbook and/or supplies are returned for that class or the financial obligation has been met.

Lockers

Lockers and locker combinations for students are on the students' schedules. Lockers are school property and may be inspected at any time.

Requisition Procedures

All requisitions for purchases must be approved through the principal/administrator who will then complete the order and forward it to the business office via Infinite Visions accounting software.. Upon receipt of the ordered material, secretaries/teachers are to initial the packing slip and submit it to the accounts payable office in a timely manner for invoice processing.

Supplies

Elementary: There is a supply cabinet located in the closet in the gym at Littleville and the closet in the hall at Chester from which teachers have access to general supplies. Elementary staff should provide the principal with a request list containing any additional materials they need to perform their jobs successfully.

Secondary: There is a supply cabinet located in the office from which general supplies can be requested. Subject specific supplies should be ordered through departments/teams. Supply orders are created in the spring prior to the school year. Any further needs should follow the purchase order request process submitted to the building principal.

Curriculum, Instruction, and Assessment

Curriculum

Gateway Regional School District is committed to achieving excellence together, which includes providing rigorous, culturally responsive curriculum to all students. We follow all Massachusetts Curriculum Frameworks in accordance with guidance from the Massachusetts Department of Elementary and Secondary Education. The district supports the use of High Quality Instructional Materials (HQIM) as a vehicle to teach the Massachusetts Curriculum Frameworks, and these HQIM include Illustrative Mathematics in grades K-8, Reveal Mathematics in High School, Amplify CKLA for literacy in K-3, Wit & Wisdom for literacy in grades 4-8, READ 180 for literacy support in grades 6-8 and many other teacher identified and created resources.

Instruction

Instructional staff are expected to use lessons that are centered around a mastery objective/learning target that is directly connected to the Massachusetts Curriculum Frameworks. The mastery objective/learning target should be referenced throughout the lesson, and formative assessment should also be tied to it. Criteria for success should be readily available for students to use when completing independent tasks within a lesson, or for group tasks. Instruction should be a balance of whole group instruction, small group instruction, and independent/small group work, such that students have the opportunity to make their own meaning.

Instruction will be differentiated to meet the needs of all students, in an inclusive environment. All students will receive grade level instruction in their classrooms, with access to additional support in the classroom when they need it. If additional instructional support is needed beyond the classroom, instruction may be supplemented during additional blocks of time.

Assessment

Gateway Regional School District uses I-Ready as the universal screening assessment in grades K-12. This assessment is given at the beginning, middle and end of each school year, and the data is used to make instructional decisions. In addition to this, Chester and Littleville Elementary Schools use DIBELS to assess for reading skills, and several other diagnostic assessments that are recommended by the Department of Elementary and Secondary Education. In addition to screening assessments, the High Quality Instructional Materials have assessments at the end of each unit/module that teachers are expected to use with students. Having common assessments is a strong practice in education and is encouraged at GRSD.

Curriculum Implementation Phases

Gateway Regional School District's Instructional Vision centers around providing every student with grade level content in a meaningful and engaging way so students can learn and grow. High Quality Instructional Materials (HQIMs) are a vital component to the vision. HQIMs promote standards-based instruction and equity for all students. They are designed at grade level rigor as evidenced by peer review platforms like EdReports and CURATE. During the curriculum selection

process, a team of teachers and administrators reviews the materials for several HQIMs, and data from EdReports and CURATE peer review platforms to select the best match for our school community. Adoption of HQIMs is meant to support teachers to provide the materials so that teachers can focus their planning on implementing the materials with their students rather than spending painstaking time finding each resource. HQIM adoption can feel like it takes away teacher creativity, however, the goal of adoption of HQIMs at Gateway is to both respect teachers' time (it is estimated that teachers spend 7-12 hours weekly cultivating resources in the absence of an HQIM), and to ensure students are receiving equitable, grade level instruction with teachers' expertise facilitating the learning.

The Curriculum Implementation Phases guidance document is designed to reflect each educator's personal experience with implementation. The district may be in the fourth year of implementation, but an individual educator may be in their first year in the district, so that educator would be in Phase 1.

Described below are the phases of curriculum adoption at Gateway and the expectations for each phase.

Phase 1: Implementation through Exploration

This stage, year 1 of implementation, is all about Gaining a deep understanding of the HQIM.

During year one of implementing a new HQIM, it is important that teachers use the materials as intended for the modules/units/chapters that the team has determined will be implemented first. This means following the lesson plans and utilizing the provided resources to the best of the educator's ability, with the understanding that successful implementation includes failing forward. It is expected that learning for educators and students will be messy and unsettled during this first year, and leaders will need to give guidance and grace as teachers engage in the deep intellectual planning that is needed to implement HQIMs successfully. The shift from finding resources to deeply understanding and preparing resources that have already been curated is significant, and requires extensive new learning for educators. Time, professional learning opportunities, support, and collaboration are critical elements during this first phase, as well as patience.

Markers of Implementation Through Exploration:

- Following the scope and sequence of the decided upon first units for implementation
- Ensuring all parts of the lesson are present
- Using support materials prescribed in the HQIM (workbooks, mentor texts, manipulatives, etc.)
- Using the learning routines that are outlined in the HQIM to the best of your ability

- Following a planning routine that allows the intellectual preparation needed for rigorous implementation
- Deep learning for the educators through collaboration and professional learning opportunities
- Initial practice reviewing student work and collaboratively looking at the implications of that work on how teachers will adjust instruction moving forward

Phase 2: Fidelity

This stage, year 2 of implementation, is all about building trust in each other and in the HQIM

During year two of implementing new HQIM, it is important that teachers use the materials as intended. This means following the lesson plans and utilizing the provided resources and embedded supports. It's tempting to modify to fit their personal teaching style or preference, but this can lead to inconsistencies in equitable classroom experiences, and student achievement. Teachers are encouraged and supported to trust and use the curriculum with fidelity in the initial year. To support teachers, the district needs to provide frequent, job-embedded professional learning opportunities to help educators tackle specific challenges faced during this stage. Teachers also need support throughout the year around pacing and the scope and sequence. Often, HQIMs seem over-planned, and teachers may not get through all units/lessons/lesson parts the first time because we are learning deeply about the HQIM. Teachers may need planning support, additional collaboration, or simply grace when every unit is not completed. Educators need to also trust the materials that many of these things will be covered again in upcoming years within the scope and sequence. This means not reteaching or going back, rather moving forward when students don't get it the first time because it will come up again. Lastly, school and district leaders need a plan for monitoring implementation and providing regular feedback to teachers, focusing on helping teachers use the HQIM to the maximum benefit of students.

Markers of Fidelity:

- Following the scope and sequence
- Ensuring all parts of the lesson are present
- Using support materials prescribed in the HQIM (workbooks, mentor texts, manipulatives, etc.)
- Assessing student learning as prescribed in the HQIM
- Using the learning routines that are outlined in the HQIM
- Following a planning routine that allows the intellectual preparation needed for rigorous implementation
- Initial practice reviewing student work and collaboratively looking at the implications of that work on how teachers will adjust instruction moving forward

Phase 3: Integrity

This stage, years 3-4 of implementation, is all about crosswalking teacher's professional tool kit with their newly-trusted HQIM

Once educators feel successful in the fidelity stage, then we can begin to take ownership of structures and processes for unit and lesson preparation or use integrity when meeting the needs of all students and supporting students to meet grade-level expectations. At this stage, teachers are making strategic decisions about instruction that follow the spirit of the HQIM, while also utilizing their instructional expertise to make data-supported shifts in our practice. Teacher expertise is a critical component of successful rigorous grade level instruction. To ensure academic achievement, district and school leaders must assess the quality of HQIM implementation using data points such as classroom observations, assessments, teacher feedback, and student work; and execute a curriculum-based professional learning plan including collaborative planning time. It is critical that the district uphold its responsibility to work with teachers to ensure vertical and horizontal alignment.

Markers of Integrity:

- Following the scope and sequence
- Ensuring the lesson is presented prioritizing the learning target(s)
- Using support materials (workbooks, mentor texts, manipulatives, etc.) to support work towards the learning target(s)
- Assessing student learning using common assessments in the HQIM and collaboratively analyzing assessment data to make adjustments to practice
- Using the learning routines that are directed in the HQIM that emphasize student ownership of their learning
- Following a planning routine that allows the intellectual preparation and collaboration needed for rigorous implementation
- Regular review of student work and collaboration around making adjustments to practice
- Supporting standards and learning targets with additional resources as collaboratively identified as needed after collaborative analysis

Phase 4: Ownership

This stage, years 5+, is all about continuing to ensure that instruction remains aligned to grade level standards, with students owning their learning

The final stage allows for the grade level team and school-based instructional leadership team to adjust the plan, if applicable, and annually reset. The goal of the adjustment is to examine progress

toward established goals, identify successes, and solve any challenges. After analyzing the data from the integrity stage, the leadership team will adjust the plan with teacher input to ensure sustainability. The next part of this stage is to reflect on the current implementation plan, especially for new teachers, and make any necessary changes. This may include professional development planning, dedicated collaboration time, or other potential support.

Markers of Ownership:

- Following the scope and sequence and making systematic adjustments agreed upon by all stakeholders
- Ensuring the lesson is presented prioritizing the learning target(s)
- Using support materials (workbooks, mentor texts, manipulatives, etc.) to support work towards the learning target(s)
- Making continued adjustments to practice based on data and prioritizing educator feedback
- Using high quality learning routines that emphasize student ownership of their learning
- Maintaining strong collaborative planning and data analysis practices that foster data-informed adjustments to practice
- Supporting teachers new to the HQIM through the Fidelity and Integrity stages of implementation
- Supporting standards and learning targets with additional resources as collaboratively identified as needed after collaborative analysis

A note about adaptations:

As comfort with the HQIM grows, instructional shifts using the HQIM are a natural part of teaching, and the district wants teachers to be empowered to make these shifts in how materials are presented in their classrooms using their expertise. When the materials themselves are adapted, educators making the adaptations must **critically review** the change to ensure that it is not diluting rigor. Diluting rigor can include taking teacher presentation materials and adding scaffolds, adapting student-facing tasks with extra supports, and many other adaptations. Adaptation of HQIMS should be reserved for the sustainability phase, and should still be carefully monitored.

Course Expectations (Secondary)

At the beginning of each course, students will receive a copy of each teacher's course expectations. The course expectations will clearly state the specific academic requirements for the course and the teacher's procedure for calculating grades, the number and nature of major academic tasks as well as procedures for making up work missed due to excused absences. In addition, teachers will notify students which day they have designated as their after school help session. Teachers are requested to share their course expectations for each course with their evaluator. They are also expected to share with students and parents/guardians online via website or GoogleClassroom.

DCAP (District Curriculum Accommodation Plan)

DCAP is a district's plan to assist school principals and classroom teachers in their analysis of, and accommodation for, diverse learning styles of all students in the regular education environment. The plan may include, but is not limited to, reading instruction and assistance with behaviors that interfere with learning or accommodations for those who do not qualify for special education services under chapter 71B. The district plan may result in a written individual plan to be implemented within the regular education framework.

Regular education teachers are encouraged to utilize the list of accommodations on the DCAP for students they feel would achieve greater success in the classroom with additional assistance. Regular program accommodations or services are always made on a case-by-case basis and individualized. Teachers are encouraged to collaborate with other staff members regarding the design and implementation of accommodations. Parents and guardians should be included in the creation of a student's DCAP as their involvement is a key part of their student's school success. The DCAP can be found on the district's website.

Extra Help Sessions

Elementary:

All teachers are required to be available for pupil assistance or parent conferences after school for 30 minutes once a week (Monday, Wednesday, Thursday or Friday). Extra help sessions should be arranged as soon as possible, at a mutually agreeable time, between the student, caregiver, and teacher. With permission from the principal, this time may be scheduled for before school instead of after school.

Secondary:

Teachers are required to offer extra help after school for 30 minutes and should notify their building administrator which day they have designated (Monday, Wednesday, or Thursday) for this purpose. Extra help sessions should be arranged as soon as possible, at a mutually agreeable time, between the student and teacher.

Field Trips

The following procedures must be followed for field trips.

- The Principal and Superintendent must approve all field trips. Field Trips out of state or overnight require the approval of the School Committee.
- Field trip requests must be received at least two weeks before the date of the trip. School committee approval requires at least two months notice.

- Whether planned by grade or subject area, field trips should be planned with equity for all students in mind. Field trips that cannot be accessed equitably by all students will be canceled.
- All field trips must be supervised by a teacher with help from other adults, depending on the size of the group and the type of trip.
- Written permission must be obtained from the caregiver of every student before they may go on the trip.
- During quarters 1-3, no field trips will be taken during the last week of the quarter. During May and June, field trips are discouraged due to the increase of school activities at this time.
- There will be no field trips involving seniors during the two weeks prior to the last day of classes for seniors (unless after school hours).
- The names of students going on field trips must be given to all teachers, the office staff, and the school nurse at least two weeks prior to the scheduled date of the trip.
- If a nurse is required to attend the field trip, at least 1 month notice is required. If a nurse is required to attend but cannot be secured, the field trip must be rescheduled.
- Any teacher running a field trip must take attendance and report to the office before leaving school grounds.

IMPORTANT NOTE: When planning any field trip, be sure that all of your students are physically able to attend and fully participate. Section 504 law prohibits the exclusion of a student from any activity due to physical disability. Please see the Section 504 Coordinator for further details.

If a field trip is out of state and returns to the school after 10pm or is overnight, the trip must be approved by the school committee.

Any staff member that is chaperoning a field trip **MUST** complete a Leave Request form, check off the field trip box and specify which one you are going on. Before planning to attend the field trip, all staff must have permission to be out of the building for the day and have approval for a sub to be called in.

Final Examinations (HS)

Final examinations may only occur in grades 9-12 according to the following guidelines:

- All 10 credit courses will involve:
 - midterm exams are worth 10% of final course grade
 - there will be no exemptions for midterms
 - final exams are worth 10% of final course grade
 - students with a course average of 93 or above will be allowed
 - 2 exemptions (if they have 5 or more 10 credit exams)
 - 1 exemption (if they have 4 or fewer 10 credit exams)
- (3) Options (*option will need to be indicated in course syllabi, and must be consistent across a course if taught by more than one teacher*) for 2.5 and 5 credit courses
 1. final summative (exam/project/performance assessment)
 - worth 10% of final grade
 - exemptions at teacher discretion (for those w/ 93 avg. or above)
 - Students who are exempt will NOT be granted an excused absence

2. midterm/final exam
 - worth 10% of final grade
 - exemptions at teacher discretion (for those w/ 93 avg. or above)*
3. no final summative assessment for the course to allow more time for content coverage

Guest Speakers

Guest speakers need to have administrative approval before they come to GRSD. It is recommended that guest speakers complete a CORI check by the district. Guest speakers are not required to be fingerprinted as long as they will be supervised by a staff member their entire visit. The topic that the guest speaker will address needs to relate to the curriculum.

Make-Up Grades and Make-Up Work

Elementary:

If a student is absent and misses graded work or key curriculum concepts, teachers may assign make-up work in order to ensure the student can meet any learning goals. This may require additional instructional time for the student. Teachers can work with the student's family and their building principal to identify time during the school day or arranged after school. If accessing after school support is needed to attain or show understanding of missed instruction, a parent should be contacted to make or approve of such arrangements. Curriculum and assignments can be compacted for absent students, at the teacher's discretion.

Secondary:

Secondary 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 who are serving a suspension are entitled to receive 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 suspended students need teacher assistance before completing their work, they are expected to make arrangements with their teacher for completing the missed work.

Political Activities by Employees

The School Committee recognizes that public employees have the right to free speech, freedom of assembly, and all other rights guaranteed by the First Amendment of the United States Constitution. The Committee encourages them to exercise those rights in a time, place, and

manner that is appropriate.

A Gateway Regional employee's use of their work time, work area, or work materials or equipment to promote a political candidate, party, or cause, is not appropriate. It is not permitted to use a school employee's work time, work area, or work materials to attempt to influence students in support of a political candidate, party, or cause.

Gateway Regional employees are not permitted to share their political views with students or attempt to influence their perspective to sway their opinion. Factual information about politics may be presented as part of the curriculum connected to the standards.

Student Attendance

It is the teacher's responsibility for taking attendance in each class and recording in PowerSchool. Teachers should complete a SWIS referral if they suspect a student skips a class.

Tardiness to Class

Any teacher who keeps a student after class needs to provide a pass for that student to the next class. In addition, teachers should not keep entire classes of students later than the bell as it impacts many other teachers. Teachers should not send tardy students to the office for a pass and should keep those students in class. Tardiness to class without an excuse is a discipline problem to be handled by the classroom teacher. If the tardiness becomes a pattern, it can be referred to administration.

Student Teachers

No teacher will be forced to accept a student teacher. No student teacher will be assigned to a teacher who is in their first year in the school system and not to any teacher with less than two years of experience. The classroom teacher will always be the teacher of record, even if not physically present.

Use of Cars for Transporting Students

Students will not transport other students for school events, such as field trips, even if all parents and guardians involved approve of the arrangement beforehand. Under certain circumstances, exceptions to the policy are made by the Administration in conjunction with the school's insurance carrier. A staff member may transport a student or a group of students in a private car for school-related purposes with written authorization from the Administration. Other volunteers and sponsors may be granted special permission by the Administration to provide such transportation.

Videos

All videos shown to students should be directly related to the curriculum. A list of movies shown in class should be shared with families ahead of time whenever possible.

Report Cards, Progress Reports, and Parent Contact

A grading schedule for the entire year will be provided by your building administrator. It is the teacher's responsibility to adhere to the schedule.

Elementary:

Report cards at the elementary level go home three times a year for grades 1-5 and twice in K and Pre-K. Families should be notified if their student is at risk of failing before a student's grade falls below a 60. If a student is in danger of failing a trimester, teachers are expected to communicate directly with the student and their caretaker in a timely fashion. Students at risk of failing should be identified by the teacher and a referral should be submitted to the student support team. All students should have access to tier 1 and 2 classroom and school based supports, as needed; a plan should be intact to monitor and respond to student progress/success.

Secondary:

Report cards are issued four times a year, normally during the months of November, January, April and June. All academic grades on report cards and permanent records will be numerical grades on a scale from 0 to 100. The lowest passing grade is 60. Two comments must be entered for each course (unless an alternate plan has been approved by administration). For Middle School courses, the first must be an effort comment. It is the teacher's responsibility to ensure the accuracy of all grades.

It is the professional responsibility of all teachers to update grades in PowerSchool every 10 school days. If a student is in danger of failing a quarter, semester or course, teachers are expected to communicate directly with the student and their caretaker in a timely fashion.

Grading

The grading of each student is based on student performance as measured by such assessments as tests, student demonstration and use of knowledge, homework, daily work and participation in class, portfolios and projects connected to the Massachusetts Curriculum Frameworks.

Grades are expected to be updated every 10 days for students and families to view in the parent portal.

PowerSchool

PowerTeacher is the computerized grading program used by all Gateway Regional School District faculty members that accompanies our student information system, PowerSchool. All faculty members will be provided instruction in its usage.

Summer School

Gateway Regional High School is concerned with the quality and appropriateness of educational programs taken for credit by students at other schools. Students must receive a final grade of

50-59 (or approval by the principal) in a course at Gateway Regional School in order to be eligible to take a summer school course and be granted credit. After completion of an approved summer school course, the student’s failing grade will remain on his/her permanent transcript and will be computed into the GPA. The summer school course grade will be reflected on the permanent transcript as a separate course. The student will receive credit for completion of the summer school course, but a grade will not be computed into the GPA.

Communication with Students and Families

Teachers are expected to engage with students and families on a regular basis. Grades should be updated in PowerSchool no more than two school weeks after an assignment is complete. It is expected that teachers respond to parent communication within two school days. If a student is in danger of failing a course, teachers must communicate this with families in some manner. Teachers should work with liaisons to determine how best to communicate home for students on IEPs so all are in the loop and families get clear communication about student progress.

Homework

Homework is work assigned by educators and completed by students outside of classroom time. The purpose of homework is to reinforce skills taught in the classroom and is meant to be completed without the assistance of the teacher.

When homework is assigned, educators should be able to demonstrate to students, supervisors and evaluators that the assignment is meaningful, relevant, clear, and manageable. Homework can be used to reinforce skills, prepare for classroom work and discussion, initiate thinking about new ideas, practice skills, promote critical thinking, encourage reading, develop communication skills, teach responsibility, and foster independence.

Homework assignments should be able to be completed independently so students can build their confidence and strengthen their skills. Otherwise, work completion that requires assistance should be planned for class time. Homework assignments should take into consideration individual student differences, needs, and available support and resources. Educators will follow Individualized Education Programs and 504 Plans when planning and assigning homework.

The district supports reading on a daily basis to cultivate a love of literature as well as solid reading strategies.

Elementary

Homework or makeup work can be assigned to all students, but should not be used to negatively impact a student’s grade. Students should not be penalized If work assigned outside of the school day is not returned or is not completed in full/with accuracy. Students that do complete homework can be recognized, at the teacher's discretion.

Maximum suggested time allotments if homework is assigned:

<u>Grades</u>	<u>Frequency</u>	<u>Total Maximum Amount</u>
K	none	none

1-2	1 to 2 times/week	20 minutes daily
3-5	2 to 4 times/week	30 minutes daily

Times listed reflect developmentally appropriate expectations and not to be exceeded by the suggested time allotment.

Secondary

The purpose of homework at Gateway Regional is to build on skills and content knowledge that have recently been taught in class, complete assignments from class, preview upcoming content, work on long term projects or prepare for assessments. Homework can also help to build other essential skills like responsibility, integrity, and hardwork. Homework can be assigned to all students. It is recommended that homework be graded only on participation/completion. Homework should not count for a large portion of a student’s grade (no more than 15%). Homework should be able to be completed independently.

Students and families can expect homework to be assigned almost every night (Mon-Thurs) of the week in core classes (6-12). *Homework can be assigned on Friday as well.* Nightly homework will allow for deeper learning to take place in the classroom. It is possible that assigned homework might not be due the following day. It is recommended that teachers assign homework at the beginning of the week and have it due at the end of the week.

Maximum suggested time allotments when homework is assigned:

<u>Grades</u>	<u>Frequency</u>	<u>Total Maximum Amount</u>
6-8	Daily (M-Th)	15 minutes per core subject daily or 60 minutes weekly
9-12	Daily (M-Th)	20 minutes per core subject daily or 80 minutes weekly

*Non-core classes can assign homework and should follow the maximum daily amount of classes. *Homework in non-core classes could be less frequent than nightly.*

**AP classes should expect 45-60 minutes of homework each night.

*Times listed reflect developmentally appropriate expectations and should not be exceeded by the time allotments. **If a student reaches the maximum amount of time for a specific class, the student should stop working and meet with the teacher the following day.***

Professional Development

[Gateway Regional School District's Professional Development Guide](#)

Professional Development Days and Half Days

Attendance and participation are expected at all professional development days and half days.

All full day professional development days for teachers will begin at 7:55am and end at 2:55pm.

On half days, middle and high school students will attend school until 10:50am. Teachers will have a regularly scheduled lunch time within the time that students are in school, and PD sessions can begin at 11:00. Elementary students will attend school until 12:05pm, and PD sessions can begin at 12:15pm.

Staff are responsible for enrolling in their professional development sessions using [Smart PD](#). All staff will be sent a professional development email reminder that includes the sessions for the day and a reminder to register for PD. Be sure to register for professional development prior to the start of the session. [Here](#) is a quick reference guide to navigating SmartPD. Please check your SmartPD account periodically throughout the year in case there are any errors in attendance. Be sure to sign the physical attendance sheet at any PD sessions to ensure you receive PDPs.

Health, Safety, Security

General

The most important safety expectation is that when you notice something off or suspicious, please report it to an administrator. This could include anything to do with a student, another staff member, a visitor, our facilities—any observation that appeals out of the ordinary may be worth noting.

- Reports can be made verbally, but via email is best. Reports should include as many details as possible including student names.
- Reports should be made directly to the building administrator. The building administrator will inform security and the central office.
- Administrators will acknowledge receipt and share what they can back to the staff member. Sometimes, information is confidential and can't be disclosed, which can be frustrating. Please follow up with the admin in person to determine what can be shared and hear directly from the administrator how things are being addressed.

Security Monitor

Our district is fortunate to have two assigned security monitors. Although they are located on the main campus, they have access to all surveillance cameras throughout the district in each building. It is the security monitor's role to report any safety concern to the building administrator and to the Superintendent. This is to ensure that our facilities remain safe for our entire community. The security monitor is reporting on safety related issues only, as personnel or student conduct issues are the responsibility of the administration.

The security monitor's primary responsibility is to be reviewing the camera footage and Gateway radio channels for safety concerns. It is not the security monitor's responsibility to be supervising students. The security monitor should not be conversing with guests, students, or staff at length, as it distracts from the ability to attend to their primary responsibility, especially during an emergency.

Office and Security Booth Coverage

The main office in every building and the district security booth should not be left unattended. The staff member in charge of monitoring the office area should call administration for coverage if they need to step away from their assigned area.

When Taking Classes Outside

When taking a class outside, please follow the steps below. This does not include PE or recess.

- grab a walkie talkie;
- notify the school secretary;

- Notify the security monitor. Classes on the main campus can stop by security to provide notification. Classes from Littleville and Chester can call security for notification by calling 1051 or 413-685-1051.

ID Badges

All personnel will be issued a Gateway ID card upon employment. This card acts as a form of identification and allows you entrance to designated buildings that have swiping devices. Your card contains a special number, issued only to you. This number is programmed into a computer and allows you access to buildings that management designates. Since this, in effect, acts as a key, if this card is lost, destroyed, or no longer works for whatever reason, your supervisor should be notified immediately. We will then replace your card and you will be assigned a new number. Cards can be turned in by staff and for free every five years when the issued card has demonstrated wear and tear. Lost cards will be replaced for \$20. Your old number will be deactivated. Please keep this card with you at all times and secure it as you would your keys.

When moving about the building staff are strongly recommended to **wear their ID** to be recognized easily. To be clear, this is not a requirement, but whenever possible, please wear IDs.

Locked Doors

All doors should remain locked at all times. This is a major security breach when this expectation has not been upheld in other areas, and should be a priority for all, regardless of the inconvenience.

- Students, families, and others should only come through the front entrances unless specifically escorted by staff (i.e., returning from PE on the athletic fields, returning from recess) and staff should also normally access the building through the front entrance unless granted permission from their building administrator.
- Doors will remain locked during student arrival time and staff on bus/hall duty will allow students access. When a staff member is assigned to stand at the entrance door, the interior door may be wedged only when a staff member is present to remove it. Once the staff member leaves their post, the wedge must be removed.
- All staff should only enter through the main door of each building (at the main campus this should be through the main doors by security unless the staff member is specifically going to the Central Office).
- Classroom doors should be locked at all times (although the doors do not need to be closed) so that in the case of an emergency there is no time lost in finding keys and locking the doors before a shelter in place or lockdown. There should not be any item blocking the door from being closed and locked (ie. do not put a magnet to prevent the door from latching).
- Exterior doors should not be wedged open.
- All fire doors will be locked but remain in an open position. This will allow sections of buildings to be secured if needed.
- Security monitors will be reviewing the cameras to ensure that protocols are being followed and must report to building administrators if there is a safety concern with an

open door.

Building Access and Security

Building access is carefully monitored to determine who is coming and going from buildings. The security monitor on the main campus can view surveillance cameras for each building. It is the security monitor and school secretary's role to determine if it is appropriate to permit someone in the building. All staff need to follow the protocol for allowing any visitor access to our campus.

Staff have access to the building before and after students do. However, doors will be locked at all times throughout the day.

The building access times for teachers/paras during the school year are as follows:

- Gateway Regional School, Littleville: 6am - 8pm -- Monday-Friday
- Chester Elementary School: 7am-5pm, Monday-Friday

It should be noted that only key personnel have the ability to arm/disarm the security system in the buildings. Staff should not enter the building unless the security system is deactivated for the respective day, even if it is between the hours of 6am-8pm Monday through Friday. If the building's alarm system is on and a staff member uses their access card to enter the building, the state police will be called automatically. Please check with your building principal to know the times that the building's alarm is activated to avoid this.

In a similar fashion, teachers/paras will need to exit the building when the key staff are leaving for the day, so the building can be secured for the night.

Summer hours will vary based on summer programming, maintenance cleaning schedules, and availability of staff to arm/disarm the building. Generally, buildings are open Monday through Thursdays from 8am-3pm. Please check with your building principal to know the summer schedule.

A quick note about access cards: Access cards track who is swiping into buildings at certain times. Lost access cards should be reported to building administrators and the Technology Director immediately so it can be deactivated. Staff who are on leave or who part ways with the district will have their access card disabled. Do not share your access card with anyone.

Students and visitors should not be allowed into the building before the security monitor and staff are available to supervise them. Our security monitor will allow students into the foyer of the main campus at that time. Elementary wrap around coordinators will allow students who are early access to the building at the elementary level. If staff elect to allow students or visitors to enter the building before this time (who do not go to wrap around), those staff members are responsible for supervising those students until the doors are open for general access.

After students are dismissed they should not be wandering the building unless there for a specific reason (i.e., with a staff member for extra help, participating in after school activities preparing for athletic events and practices, working with/for staff members on specific activities, participating

in wrap around). Building administrators shall designate assigned spaces and staff for managing students after dismissal. Students may not exit the building and come back in the building unless they have a specific reason (ie. practice doesn't start until 5pm, so returning at 4:30pm).

During the beginning and end of the school day, staff should be available in the main entrance and throughout the school to welcome students, ensure visitors sign in, and diligently monitor the safety of everyone. These staff assignments are determined by building administrators. Security monitors and building secretaries should be at their desks during this time to take any appropriate actions should an emergency occur. Building administrators should be monitoring arrival and dismissal unless in a required meeting.

Visitors

As one of our goals in the district strategy plan is to build our family and community partnerships, we will inevitably have guests in our building. All guests should be directed to follow our district protocols and policies.

- Visitor's should be asked for their name and purpose in visiting before being allowed into the building (unless recognized by security monitor or school secretary).
- Our campuses require visitors to sign in at either the security booth or with a building secretary and obtain a visitor's badge which must be prominently displayed on the visitor's person.
- Staff and students are requested to notify security or an administrator if there are visitors to the building that are not wearing visitor passes.
- When signing in, visitors should note the reason they're here, where they're headed, and be announced to that destination before being given a visitor's pass.
- Unfamiliar visitors are not permitted to roam around the building unaccompanied.
- When visitors leave their appointment, it is imperative that the security monitor or secretary know the visitors are through and should be heading out of the building. Visitors must sign out of the building and return their passes. All staff should direct visitors to sign out and return their badge.
- Anytime staff members have arranged for guest presenters to visit their classroom, security monitors and/or the school secretary should be notified in advance.
- A list of regular vendors and contractors (names and companies) will be compiled by administration each summer, updated each quarter, and shared with secretaries and the security monitors.
- Visitors who are not recognized by security staff or secretaries will be required to produce photo ID before being let in the building and a copy or basic information from their photo ID will be taken upon signing in.
- If a visitor is denied access to the building, he/she will be politely asked to wait outside until an administrator is contacted to determine if that person should be allowed access to the building.
- The security monitor or school secretary is responsible for notifying classrooms, offices, or other areas that a visitor has arrived and signed in. The visitor will be able to head to their

location only when their expected visit is confirmed with a staff member.

- Caregivers or others that are dropping off forgotten lunches, gym clothes, or other items, will drop off these items with the security monitor or school secretary. These staff members will notify school offices of the materials that have been dropped off so that they can be distributed in a timely fashion.

Automatic External Defibrillator (AED)

Gateway Regional School District has an Automatic External Defibrillator in each building for the safety of staff, students and the community. Users are required to receive training.

The Middle/High school has two portable Automated External Defibrillators (AEDs). One is located in the main entrance and the second is located in the South Foyer. In the Chester Elementary School the Portable AED is located between the gymnasium and the cafeteria. In the Littleville Elementary School the Portable AED is located in the main entrance area by the gymnasium. The AEDs are located in sites that make them readily accessible for campus-wide access during school hours, after-school activities, and public events held at the school, and the number is sufficient for the size of the school. A list of school personnel and volunteers who are trained in AED use, a map of the school's floor plan, and instructions on communicating in emergencies are in the same locations and included in the Plan. The school nurse is responsible for checking and documenting the status of the AEDs in accordance with manufacturer's recommendations. The district nurse leader ensures that the AED unit is maintained according to the manufacturer's recommendations.

Fire Exit Notice

For any large event held at the school, an announcement must be made regarding the location of fire exits and how to get out of the building. The notice to be read is located on the side walls of the stage for auditorium usage and will be announced in the gymnasium before each event.

Ill or Injured Students

Students who are ill may be sent to the Nurse's Office with a pass from a teacher or staff member. If a student is incapacitated to the extent that he/she cannot get to the Nurse's Office, notify the office immediately. In the case of any injury, the student is to be taken to the Nurse's Office to be placed in the care of the school nurse. An accident report form must be completed. These forms are necessary for insurance and other purposes.

Medical Emergencies

Life Threatening Emergencies

EXAMPLES OF LIFE-THREATENING EMERGENCIES: Cardiac events, severe allergic reactions, overdoses, attempted suicide, severe bleeding, head injuries.

Medical emergencies are to be assessed by healthcare professionals such as the school nurse, Nurse Practitioner, EMT & Paramedic. In the absence of medical personnel on the school campus, the school Administrator (or staff in charge of the incident) shall direct staff to call 911 requesting ambulance response, unless the situation clearly calls for emergency response. Then the staff member who observed the injury first should call 911 without needing a directive.

ACTION TO BE TAKEN

1. Assess injury and condition of person impacted
2. Call 911.
3. Notify school nurse and Administrator
4. The nurse will provide pertinent information on injured person (name, extent of injury, location) within HIPAA guidelines
5. The nurse and administration will manage the scene by removing others and clearing path for medical personnel (call shelter in place if necessary)
6. The nurse will provide First Aid to injured person
7. The nurse will notify emergency contacts for the injured person
8. Provide administration with necessary information so they can prepare appropriate information for school community (students, staff, parents)

Non-Life Threatening Emergencies

EXAMPLES OF NON LIFE THREATENING EMERGENCIES: lacerations, fractures, concussions

Medical emergencies are to be assessed by healthcare professionals such as the school nurse, School-Based Health Center NP or MD, EMT & Paramedic. In the absence of medical personnel on the school campus, the school Administrator (or staff in charge of the incident) shall direct staff to call 911 requesting ambulance response.

ACTION TO BE TAKEN

1. Assess injury and condition of person impacted
2. Call 911 (if appropriate).
3. Notify school nurse and Administrator

4. The nurse will provide pertinent information on injured person (name, extent of injury, location) within HIPPA guidelines
5. The nurse and administration will manage the scene by removing others and clearing path for medical personnel (call shelter in place if necessary)
6. The nurse will provide First Aid to injured person
7. The nurse will notify emergency contacts for the injured person
8. Please provide any information to the nurse and administration so they can properly document Incident

All faculty and staff must adhere to the following during all medical incidents:

- Avoid moving the ill or injured person, unless there is more danger if left there.
- Remain with the person until assistance arrives and remain calm.
- Direct other staff to manage bystanders.

Faculty and staff who are involved in school-related activities outside of regular school hours have been trained in medical emergency response protocols and keep a copy of the protocols with them during all school-sponsored activities and events. The protocols identify who is to be contacted during activities outside of the regular school hours.

Cardiopulmonary Resuscitation (CPR) and First Aid Training

GRSD arranges to provide training for designated school staff in cardiopulmonary resuscitation (CPR) and first aid, in accordance with the recommendations from the DPH.

Suspicious Regarding Student Illegal Substance Involvement

Any teacher suspecting a student of using, possessing, distributing or selling an illegal substance should immediately notify the Administration. If the suspected student is exhibiting extreme symptoms of drug intoxication, then emergency procedures should be followed as if it were any other emergency involving the safety and well-being of a student.

Theft

The school is not responsible for stolen items. If a theft of a personal item occurs, it should be reported to the principal.

Injuries to School Personnel

An injured employee is to report any accident to the nurse or an administrator immediately after it occurs. An accident report, available in the office, should be submitted to the principal as soon as possible.

Filing a Written Report of Work-Related Injury or Health Problem. A workplace injury, or an injury or health concern that an employee believes to be work-related, should be reported in writing not later than 48 hours after the occurrence or discovery of the injury or health concern. Forms for reporting work-related injuries or health concerns are available from all Nurses and the Central Office. The principal must complete the bottom section and the completed form should be returned to the Central Office.

Consequences of Failing to Comply with 48 Hour Reporting Requirement.

An employee who fails to comply with the 48 hour reporting requirement for a workplace injury or any injury or health concern that an employee believes to be work-related may jeopardize her/his ability to recover costs associated with seeking medical treatment for that injury or condition. In addition, an employee who fails to comply with the 48 hour reporting requirement may jeopardize her/his ability to qualify for workers' compensation benefits.

Workers' Compensation

General Information. Workers' compensation benefits provide paid leave, after an initial period of five (5) unpaid days, to any employee who is injured on the job or who must be absent from work for medical reasons associated with her/his employment by Gateway Regional. The employee receives a reduced rate of pay in accordance with Massachusetts law. In some cases where provided by collective bargaining agreement, an employee's rate of pay while she/he is absent with a work-related medical problem may be supplemented by available accumulated paid sick leave, so that the employee sees no reduction in her/his compensation so long as accumulated paid sick leave is available.

An employee's comprehensive health insurance coverage continues while she/he is on workers' comp, assuming that the employee has health insurance through her/his employment with the Gateway Regional, so long as that employee has available sick leave to use to supplement her/his workers' compensation benefits.

Forty-Eight Hour Reporting Requirement. Work-related injury or sickness claims should be made as soon as possible, but not later than 48 hours after discovery of the condition or the occurrence of the injury.

Relation of Workers' Compensation Absences and the F.M.L.A. Time when an employee is absent on a workers' compensation-related illness or injury is chargeable to time that may be available to the employee under the Family and Medical Leave Act of 1993 (FMLA). For further information about the use of FMLA time during a workers' compensation-related absence contact the Superintendent's Office.

CORI Policy/Fingerprinting Policy

Under Massachusetts law no person may be employed by, or may work as a volunteer, in any capacity with the Gateway Regional School District that involves unsupervised access to students while on school premises, or while participating or assisting in school-sponsored programs or activities, without satisfactorily completing a Criminal Offender Records Information (CORI) check. Because of the requirement imposed by state law on School Committees and Superintendents to secure CORI checks on all employees, an employee's refusal to authorize the Superintendent to file a request for a CORI check may be deemed to be a most serious disciplinary issue, possibly resulting in termination of employment. Information that is received through a CORI check must by law be held in strictest confidence. Such information may be shared only as authorized by the individual on whom the check was done or as otherwise provided by law. See M.G.L. c. 6 §§ 167-178B.

In January 2013, Governor Patrick signed Chapter 459 of the Acts of 2012, "An Act Relative to Background Checks." This new law expands what public, private, and parochial schools, including approved private special education schools and child care facilities, already do in conducting state Criminal Offender Record Information (CORI) checks on all employees at least once every three years. It requires a fingerprint-based state and national criminal record check for all school employees and contractor employees. All newly hired school employees, including educators, student teachers, maintenance staff, cafeteria workers, and bus drivers, who work in the schools and may have direct and unmonitored contact with children are now required to complete the new fingerprint-based state and national background check for the 2013-2014 school year. Volunteers at schools will continue to be required to submit to state CORI checks at least once every three years, as currently required by statute, but the decision to require the submission of fingerprints by volunteers for the fingerprint-based state and national checks will be made locally, by schools or districts.

Fee

For all current K-12 school employees and early educators, the law directs the Board of Early Education and Care and the Board of Elementary and Secondary Education to adopt regulations that phase in fingerprint-based state and national background checks prior to September 1, 2016. Unlike most state CORI checks that have no associated fee, individuals will pay a fee to comply with this requirement. The fee charged for running the national checks will be \$55 for school employees licensed by the Commissioner of Elementary and Secondary Education under G.L. Chapter 71, Section 38G (licensed educators and specialists) and \$35 for all others (e.g., school secretaries, cafeteria workers, janitors, bus drivers, etc.), as well as EEC-licensed early educators and childcare providers. As is the case in almost every other state that conducts fingerprint-based state and national criminal history checks, the fee will be paid by the individual employee or educator/provider.

Use of Previous Fingerprints

Under federal and state law, fingerprint-based criminal history records obtained for one purpose/under one authority (i.e., for a firearms license or for a record check in another state) cannot be disseminated outside the original receiving entity. This includes not only any criminal

history information but also the actual fingerprints themselves. Everyone must undergo a new fingerprint-based background check for each agency that requires you to do so.

Substitute Teachers

Substitute teachers are school employees under the new law and, therefore, must submit their fingerprints for the state and national checks. If substitute teachers hold educator licenses issued under G.L. c. 71, § 38G, they will pay a fee of \$55; otherwise, they will pay a fee of \$35.

Due to the time that it will take to acquire an individual's fingerprints, run the prints through the state and FBI databases, review and analyze the information received from the State Identification Section of the Massachusetts State Police and the FBI, and prepare a report for the employer, schools and districts are encouraged to contact prospective substitute teachers several months before the start of the school year to begin the background check process. For purposes of the new law, substitute teachers who worked in the district in the prior school year will be considered current or existing employees, while all other substitute teachers will be considered newly hired school employees.

Staff Requirements

Once notified by your Human Resources Department, School Administrator, or the Department of Early Education and Care (EEC) to have your background check completed, you will be required to schedule a fingerprinting appointment through the MorphoTrust USA Identogo™ online registration website or by calling the MorphoTrust USA Massachusetts Customer Service Center. Based on the date and time you selected for your fingerprinting appointment, you will go to the selected Morpho Trust USA Identogo™ fingerprint enrollment center to have your fingerprints electronically captured using an electronic fingerprint system known as a live-scan device. Your fingerprints are then sent electronically to the Massachusetts State Police (MSP) for a statewide criminal history record check and to the Federal Bureau of Investigation (FBI) for a nationwide criminal record check. The results of both the state and national fingerprint-based criminal history record checks are returned to the MSP and the Department of Criminal Justice Information Services (DCJIS) and disseminated to the authorized entity for review. Please be aware that dissemination of the history record check reports from the MSP and DCJIS to the authorized entity may take a week or more due to the need to review the reports to make them consistent with the Commonwealth's CORI statute.

For locations, appointments: go to <http://www.identogo.com/FP/Massachusetts.aspx>.

Procedure for Investigations (DCF and Police)

Staff are required to comply with the police and DCF who wish to interview students. Administration may assign a staff member to be present during a student interview with the police or DCF for the student's comfort. Any information obtained during an investigation is confidential. Office staff will verify identification of DCF workers and police officials before allowing students to be interviewed. If staff become aware of a DCF or police interview on school property, they should alert administration immediately.

Police may subpoena student records, teacher notes, counselor notes, or other information from the school in the event of an investigation. Staff are legally required to comply with investigations. Staff should alert administration if information is obtained by the police.

Safety Drills

Fire drills, lockdowns, re-location and reunification drills must be held throughout the year according to state regulations (4 per year including one fire drill within the first three days of school). One must occur during the first few days of school. Teachers should review these procedures with each class. Doors and windows should be closed. Once outside, teachers should report to their designated areas as quickly as possible, take attendance and report any absences to the designated person who in turn will report to an administrator. All staff members will receive specific information on this topic.

Yellow Backpacks

Review your backpack periodically and make sure you have everything that is listed below. If you are missing anything, let an administrator know.

- Safety folder with district safety information
 - This Cover Sheet
 - [Safety Quick Reference Guide](#)
 - [Crisis Status Report Sheets](#)
 - [Student Release in an Emergency Form](#)
- First aid reference guide
- First aid kit
- Warming blanket (at least 2)
- Safety Vest (that must be worn during emergencies)
- Flashlight **may be added in 23-24 school year pending grant funding*

Items you must add to your bag at the start of each school year:

- Copies of class lists
- Copies of emergency information for students (name, address, primary contact)
- Emergency contact info for teacher/staff in room
- Pen and blank paper
- Optional: small games to occupy students, tissues, gum/mints

Fire Drills

Follow the procedure posted in each classroom to exit the building in an orderly fashion. Teachers must bring their class rosters, sign-out sheet, attendance forms and safety vest. In the event of a real emergency, also make sure to bring your yellow backpack and reunification materials. Doors and windows should be closed before you exit the classroom.

If a fire drill occurs at the elementary:

- During specials, students remain with specialist teacher.
- During lunch, students exit with the staff on lunch duty and then report to their classroom teacher.

- While students are in the bathroom, they report to the teacher that they left.
- During a teacher's prep period, report to check-in point and assist with crowd control.

If a fire drill occurs at the MS/HS:

- Between class, students report to the next scheduled class.
- During lunch, students report to their 4th period teacher.
- While students are in the library, they remain with the library media specialist.
- While students are in the bathroom, they report to the teacher that they left.
- During a teacher's prep period, report to check-in point and assist with crowd control.

Notes:

- Paraprofessionals will remain with their assigned classroom teacher.
- Unassigned paraprofessionals will report to the check in point.
- Students with specialized evacuation plans, and the staff supporting these plans, should report to their designated location. If you have a question about a student's mobility or evacuation plan, please check in with the school nurse or your building administrator.
- Adults will exit with students. Guidance groups, office aides, Independent Study, etc will exit with the adults they are with at the time of the drill.
- Visitors will exit the building with the staff member they are with at the time of the drill.
- All teachers will report to the check-in point with completed attendance to report any missing students/staff.

Shelter in Place

Shelter in Place is a quick way to lock down the building, take attendance, and clear the hallways while still allowing instructional activities to continue. Shelter in Place may be called to allow for transport of staff or students that are medically compromised, allow staff to resolve a student disciplinary problem, or as a first step in a potential emergency situation. To shelter in place means that all students, staff and visitors will remain in the room that they are in with the door locked until they are notified that it is safe to move about the building. Shelter in place is usually announced via the intercom ("All staff and students will now shelter in place"). When that announcement is heard the following needs to happen as quickly as possible:

- All students, staff and visitors report to the nearest room as quickly as possible.
- Staff should take a quick peek into the hallway and permit any students who are close by entrance into their space.
- All staff with a walkie should switch to channel 16 or the "emergency" channel.
- Students or staff who are outside should immediately return to the building and use the walkie talkie to call an administrator for directions as to where to report. If an administrator is unavailable to respond, the staff member should direct students back to their classroom.
- Families who are outside should report to their vehicle and assess the situation to determine if they should leave or remain in their vehicle until the shelter is lifted.
- Doors will be closed and locked. Window shades will be drawn on the outside windows and on the doors.
- Adult in charge in each room will take attendance of all persons in the room. Hold this information until you are asked for it by an Administrator, Crisis Team member or Law Enforcement.
- No one will be allowed to enter or leave the room once the door is locked.
- All classroom activity may continue. Staff may answer the phone and may report any suspicious activity to their office/administrative staff.

Lockdown

Lockdown is the procedure used to secure all persons in the building if there is some threat to safety. Lockdowns will be called if there is an immediate threat on campus including a weapon, violence, immediate threat, uncontrolled hostility, or an unknown intruder to name some. In all lockdown situations, students and staff must be prepared to think quickly on their feet, make informed decisions, and be as proactive as possible. Lockdown is usually announced via the intercom with the announcement “We are in lockdown.” It can also be initiated by a staff person witnessing a serious threat to safety.

When a lockdown is called, the following needs to happen immediately:

- All students, staff and visitors will report to the nearest room immediately.
- All individuals with a walkie should switch to channel 16 or the “emergency” channel.
- All staff should yell lockdown before shutting doors. Doors will be locked and closed. Window shades will be drawn on the outside windows and on the doors. Lights are turned off.
- All activity and noise in the room stops. All are silent and waiting away from door and windows in a position ready to move quickly (ie. no sitting).
- The adults in charge of each room will attend to the people in the room. Hold this information until it is requested by the Administrator or Law Enforcement.
- Do not allow anyone to enter or leave the room during a lockdown. Do not open the door for any reason.
- Do not call the office or seek information unless there is a medical emergency.
- Lockdown will be released by Law Enforcement Officers entering your room with verbal announcement and keying into the room. (ex. “This is Officer __. I am coming into the room.)

Most of the time, a lockdown is initiated by the intercom. However, ANYONE can call a lockdown. If you see a threat and feel a lockdown is required, an organic lockdown can begin until the office can be notified. An organic lockdown is initiated by anyone yelling “lockdown!” in the hall. Any staff member who hears someone else yelling “lockdown” should immediately repeat the directive and move into the action of starting lockdown. After the room is secure, call the office to make an announcement over the intercom. Staff should NOT wait for an administrator or law enforcement to determine if a lockdown is necessary. If you see a threat where safety is compromised, anyone should immediately call a lockdown to begin.

In any lockdown situation, research indicates that staff and students should be prepared to MOVE, ACT, and RESPOND. It is no longer considered best practice to huddle under desks or sit with legs crossed. During a lockdown, other indicators to leave the room may occur. For example, the fire alarm may sound. Unless you sense an imminent threat, the lockdown takes precedence over any other indication you should vacate the space.

Do not release from lockdown from a PA announcement. There will always be an administrator or emergency responder releasing classes from lockdown status. During a lockdown, it is appropriate to barricade the door. It is also appropriate to equip yourself with a means to deter anyone from entering the room.

Classes that are outside should hear the call for a lockdown over the walkie talkie. It is appropriate to ask an Administrator over the walkie if they should come inside the building or flee. If there is no response, fleeing and taking cover away from the building out of site is recommended.

Evacuation

An evacuation occurs when there is a threat within the building and the learning community needs to leave the building to maintain safety.

Evacuations are required in situations such as:

- Fire
- Bomb threat
- Chemical spill
- Impending natural disaster
- Facilities concern
- Many other possibilities

Each situation listed above will have specific requirements for staff. It is vital that staff pay careful attention to directions to evacuate successfully. When an evacuation is called, the following needs to happen immediately:

- Listen for instructions from the person initiating the announcement.
- Remain calm and give brief instructions to students and visitors regarding the path to be taken and destination.
- Put on a safety vest and leave the classroom with a go bag and class lists/attendance.
- Close the classroom door after the last person has left the room.
- Use the safest route and be prepared to use alternate route if necessary.
- Once reaching the designated meeting area, re-take attendance immediately.
- Keep students as quiet as possible and wait for further instructions.

Dos and Don'ts-General Safety

- **DO say something if you see something.**
- **DO NOT** prop doors open for any reason. Instead, **DO** ask someone to hold the door for you while you run out and run back in. **DO** shut doors tightly if you see one propped open and inform an administrator or security.
- **DO** use your required parking tag to indicate your vehicle is registered at the school.
- **DO** enter the building through the main door.
- **DO** take all safety drills seriously. **DO** consider how you would respond in different emergency situations before they occur. **DO** ask questions if you are unsure about something.
 - **DO** keep your go back updated.
 - **DO** wear your safety vest during drills.
- **DO** share your expectations with students clearly and consistently.
- **DO** close your classroom/office door at the end of each day.
- **DO** attempt to de-escalate situations using research-based strategies.

- **DO NOT** attempt to engage with students physically unless you have been specifically trained in restraint.
- **DO** report unattended bags/backpacks to the building administrator immediately.
- **DO NOT** share your passwords with anyone.
- **DO NOT** hold the door open for anyone when entering or leaving the building. This goes against our polite upbringing, but it is important that all visitors entering the building are addressed without security protocol.
- **DO** wear your staff badge when moving about the building.

Strategies for De-Escalation:

- **Always respond to threats.** If a student threatens violence towards someone else, it's important to always speak to the student. Discuss with the student ways they could express their anger without affecting the safety of others.
- **Show open, accepting body language.** Stand at an angle rather than facing the student directly to reduce the feeling of confrontation. You should also avoid crossing your arms or clenching your fists. Instead, keep hands open and visible to the student.
- **Provide adequate space.** Try to stay at least two arm's-length away from the student. If the student tells you to back up or move, give them additional space.
- **Create a safe space.** Defuse the situation by respecting and reassuring the student. This could be as simple as letting them know they are not in trouble. If possible, try to have a semi-private conversation with them, rather than engaging with the student in front of their classmates. Keep in mind adults should never be left alone with an agitated student.
- **Find Common Ground.** Use active listening to identify the student's wants and needs. Then, rephrase them and build rapport by identifying authentic points of agreement. For example, you could say, "I can understand why you were upset about what happened at recess. I would be too."
- **Use simple, direct language.** Keep your sentences simple and brief. And give the student time to comprehend and respond before continuing. You may need to use gentle repetition to get your message to "stick."
- **Send for help.** If efforts to calm the student down do not work, move the other students out of the classroom and send for help. If possible, wait for help with the student.

Safety, Security and Violence

The district is committed to maintaining an orderly educational environment, and to using administrative procedures that keep schools and offices free from disruption and prevent unauthorized persons from entering school property. The purpose of this policy is to promote mutual respect, civility and orderly conduct among employees, students, parents and the public. It is not intended to deprive any person of his or her right to freedom of expression, but only to maintain a safe and harassment-free workplace and learning environment for students and staff. In seeking to have its employees be seen as positive role models for children and youth in our communities, the district seeks public cooperation in encouraging positive communication, and discouraging volatile, hostile or aggressive actions by anyone.

1. Any individual who disrupts, or threatens to disrupt school or office operations, threatens the health or safety of students or staff, willfully causes property damage, uses loud or offensive language which could provoke a violent reaction from others, or who has

otherwise established a continued pattern of unauthorized entry on school property, will be directed to leave school property promptly by the school Principal or designee.

2. If any member of the public uses obscenities or speaks in a demanding, loud, insulting or demeaning manner, the Administrator or employee to whom the remarks are directed will calmly and politely ask the speaker to communicate in a civil manner. If the abusing party does not correct his or her behavior, the employee will verbally notify the offending person that their meeting, conference, discussion or phone conversation is terminated, and if on school property, the offending person will be directed to leave the premises.
3. If an individual directed to leave under the above conditions does not do so promptly, the Principal or designee shall inform the offending party that charges may be filed for violating Massachusetts General Laws Chapter 272, Section 40, Disturbance of School or Public Meeting, and that law enforcement officials will be notified.
4. The Superintendent will ensure that a safety response or crisis intervention program is developed and implemented to raise awareness among employees about how to deal with threatening situations.
5. When violence is directed against employees, or theft against property, employees will promptly report the occurrence to their Principal or designee and complete an incident report.
6. When any attack, assault or threat is made against employees or their supervisors on school property or at school-sponsored activities, an Incident Report must be completed and filed with law enforcement officials.
7. When it is determined that a member of the public has, or is likely to violate these provisions, the employee will immediately notify his or her supervisor and file an Incident Report. If possible, the offending party should be given a copy of this policy at the time of the occurrence.
8. Application of this policy and reporting procedure is also encouraged in any situation or circumstance where it is observed that laws are knowingly being violated in the school.

Tobacco-Free School Policy

According to law, smoking and the use of tobacco products by students, staff and visitors are prohibited on school property at all times. The Gateway Regional School District is committed to ensuring a completely tobacco-free environment for the entire school community through a comprehensive school health education program, in conjunction with enforcement of a tobacco-free school policy. The purpose of this policy is to comply with the requirements of Massachusetts General Law Chapter 71, Section 37H, effective June 4, 1993. According to the law, smoking and the general use of tobacco products by students, staff and visitors are prohibited on all school property at all times.

The possession of tobacco products or paraphernalia by minors on school property is strictly prohibited. School property includes school buildings, school facilities, school grounds, school parking lots, school buses, and any other event controlled by the School Committee. It is the intention of the school district to consistently enforce this policy in order to improve the health of students, staff and visitors to its facilities.

Medication Expectations

If medications are required on school property, staff members are requested to disclose medication to the school nurse for health and safety-related purposes (for example, if a staff

member has a medical emergency and needs to leave in an ambulance, EMTs will need to know what medications the individual is taking). Additionally, all prescription and non-prescription medications should be kept in a locked drawer or cabinet that is not accessible to students.

Notice of Nondiscrimination and Related Title IX Information

The Gateway School Committee and Gateway Regional School District do not discriminate on the basis of sex and prohibits sex discrimination, including sex-based harassment in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

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

Pupil Service Director Kurt Garivaltis

12 Littleville Road

Huntington, MA 01050

413-685-1019

The Gateway Regional School District's nondiscrimination policy and grievance procedures can be located on our website.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to our website at www.grsd.org.

Bullying/Harassment/Retaliation Expectations

Gateway Regional School District expects that all members of the school community will treat one another in a respectful manner. The District is committed to providing and maintaining a safe, secure, and positive school climate and culture. This positive culture will increase student engagement and promote academic achievement. The District will purposefully build a kind, inclusive community.

The District is legally responsible to create a safe environment for *all* students and will teach all students strategies to prevent and respond to teasing, bullying, cyber bullying, and harassment. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The District understands certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Teachers and staff have the professional responsibility to monitor vulnerable students and provide additional support, as required by law.

The District must establish separate discrimination or harassment policies that include these or other categories of students. Nothing in this section shall alter the obligations of the district to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. The District will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take action to end that behavior and restore the target's sense of safety. The District will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, the District has established a Bullying Prevention Plan to prevent, intervene, and respond to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal as the alleged aggressor. In such cases, the Superintendent shall be responsible for investigating the report and taking other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report and taking other steps necessary to implement the Plan, including addressing the safety of the alleged victims.

At Gateway Regional, bullying, cyberbullying, harassment or cyber-harassment is prohibited:

1. on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds; or
2. at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or
3. through the use of technology or an electronic device owned, leased, or used by a school district or school; or
4. at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district; or
5. if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

This plan applies to students and members of a school staff, including, but not limited to educators, administrators, school nurses, paraprofessionals, food service workers, custodians, bus drivers, athletic coaches, extracurricular advisors, wrap around staff, substitutes, volunteers and contracted service providers. Although the school district cannot make directives to caregivers or community members, district administrators will include local law enforcement to settle matters outside the district's control.

Retaliation against a person who reports bullying, provides information during an investigation of

bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

Harassment

Harassment is prohibited by the District includes, but is not limited to, sexual harassment and harassment on the basis of race, gender, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.
- Harassment as described above may include, but is not limited to:
 - Verbal, physical or written harassment or abuse, including electronic communications;
 - Repeated remarks of a demeaning nature;
 - Implied or explicit threats concerning one's grades, achievements, or other school matter.
 - Demeaning jokes, stories, or activities directed at the student.

The Principal or designee will promptly and reasonably investigate allegations of harassment, and will be responsible for handling all complaints by students alleging harassment.

Retaliation

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student or staff member who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension, expulsion and/or termination.

Bullying

Bullying is defined as the repeated use by one or more persons of a written, verbal or electronic expression or a physical act or gesture, or any combination thereof, directed at a target that:

1. Causes physical or emotional harm to the target or damage to the target's property
2. Places the target in reasonable fear of harm to himself or of damage to his property
3. Creates a hostile environment at school for the target
4. Infringes on the rights of the target at school or
5. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying

Cyberbullying is defined as 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.

Cyberbullying shall also include:

- The creation of a web page or blog in which the creator assumes the identity of another person or 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 the definition of bullying as written above.
- 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 the definition of bullying as written above.

Reporting

Any member of the school community, students, staff, caregivers, or other community members may make a complaint and report bullying, harassment or retaliation behavior orally or in writing. All individuals who are reported as aggressors, targets, witnesses, or are otherwise involved in a bullying incident will be afforded the same protection regardless of their legal status. Any member of the school community who retaliates against another for reporting bullying or harassment, or who knowingly makes a false accusation of bullying or harassment will be subject to disciplinary action.

The school principal or their designee will be responsible for investigating reports of bullying immediately but no later than two school days after the report is received.

Reports of bullying or retaliation may be made by staff, students, caregivers, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing by their administrator. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, caregivers, or other individuals who are not school or district staff members, may be made anonymously. Written reports may be submitted via email to the principal, via the incident report form found on our website or in the student/family handbook, or via [this anonymous reporting google form for students in grades 6-12](#) and [this anonymous reporting google form for grades PreK-5](#).

Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when an administrator is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent

with school or district policies and procedures for behavior management and discipline. Reports can be made via email, SWIS, verbally in person, or in writing.

When to Report

- if you are a target or victim
- if you are a witness
- if a student disclosing information to you about themselves or others being bullied or harassed
- if a staff member shares information with you about themselves or others being bullied or harassed
- if you see insulting or demeaning graffiti or other visual displays
- if you have other reasons to believe that there may have been a possible incident or incidents involving harassment, bullying or retaliation.

Any harassing or bullying behavior between students or between adults must be referred to the principal or to an assistant principal. Any harassing behavior that involves adult to student or student to adult must be referred to the Gateway Regional High School Principal.

Bullying/Harassment of Staff Member

Any staff member who is assaulted, harassed or bullied by a student should promptly report the assault to the building principal, and also to the office of the Superintendent of Schools. An incident report should be filed as soon as possible. Faculty and staff are also encouraged to contact the union as soon as possible. For additional support, the Employee Assistance Program (available 24/7) at 1-800-451-1834.

Bullying/Harassment Investigations

The School Committee expects administrators and supervisors to make clear to students and staff the bullying will not be tolerated. The Principal or their designee will promptly and reasonably investigate allegations of harassment, including bullying, and will be responsible for handling all complaints by students alleging harassment, including bullying. The range of disciplinary actions that may be taken against the perpetrator for bullying or retaliation may include but are not limited to suspension and or expulsion and termination for employees. Disciplinary actions shall be based on the need for accountability with the need to teach appropriate behavior.

Resources and Counseling

Any student or staff member who has been a target, aggressor or bystander of bullying may access additional support at school. This may include but not be limited to counseling, individualized or small group support with our anti-bullying curriculum, or regular meetings with counseling, nursing, or administrative staff.

Students who need additional social-emotional support can receive counseling and guidance from school psychologists, counselors, and special educators. IEP and 504 Teams may explore implementing an evidence-based social skills curriculum and additional time in social skills groups for students who are especially vulnerable to bullying and harassment due to race, disability, or gender orientation.

In addition, some students and families may need to be referred to outside services. School psychologists, guidance counselors, and/or special educators will help students and families find the outside services they need in a timely way. A community resource that is accessible to Gateway students is the School Based Health Center through the Hilltown Community Health Center.

Requirements for Students with Disabilities in Relation to Bullying

Students with disabilities may need additional support at school as they develop social skills. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

The IEP or 504 team can recommend pragmatic language and /or counseling services to supplement a school's social skills curriculum. The social skills curriculum may require reinforcement, repetition, or modification to reach a student with identified social skills deficits. This is often provided by small group instruction but may be provided through individualized instruction. A school counselor, school adjustment counselor, or psychologist can monitor a student's social skills development and respond to socially challenging circumstances in the school environment.

If a student with an identified disability is involved in a bullying, harassment, or retaliation incident, either as a target or aggressor, there should be careful consideration of the student's disability. The district employs a bullying protocol in the form of a checklist that was developed in accordance with our legal expectations. This form is reviewed, completed and signed by all Team members at the conclusion of every Annual and Triennial Review for every student on an IEP. Based upon the findings of the Team, the IEP is modified to ensure that for all students who have a disability that affects social skill development, or a disability that may make a student vulnerable to bullying, harassment or teasing; the IEP must include a plan to address the skills and proficiencies needed to avoid or respond to bullying, harassment or teasing.

*More information on bullying prevention can be found in the district's bullying prevention plan.

Technology

The purpose of this policy is to ensure appropriate and effective use of technology resources to support the mission of our schools, including, but not limited to, student learning, instruction, administrative tasks, communication and data management.

Use of Technology During Work Hours

During work hours, employees should only participate in school related business. However, GRSD consents to incidental personal use of personal computer systems and telecommunications devices during work hours. The term incidental as used in this context means infrequent and of limited duration, but what is considered incidental is determined at the sole discretion of the administration. The only sure way to avoid violating this policy is to refrain from any personal

activity during work hours. Participating in social media games or technology supported games during work hours is strictly prohibited.

Use of GRSD-Owned Technology During Work or Non-work Hours

GRSD's technology systems (including but not limited to telecommunications devices; computer equipment; software; email, internet browsing, File Transfer Protocol; and networking and intranet systems) are to be used for business purposes in serving the interests of the membership and in the course of normal operations.

Prohibited Activities

The display of any kind of sexually explicit image or document on any GRSD system is prohibited. Sexually explicit material may not be archived, stored, distributed, edited or recorded using the GRSD's network of technology resources.

Employees may not engage in any activity that violates the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations.

Employees may not engage in any activity that violates the rights to privacy of protected healthcare information or other confidential GRSD information.

Employees may not engage in any activity to introduce malicious software purposefully into a workstation or network (e.g. viruses, worms, Trojan horses, etc.).

Employees may not circumvent or attempt to avoid the user authentication or security of workstations or accounts. Employees may not access or try to access electronic data for which they are not authorized nor log into an account that they are not authorized to access.

Streaming video and music for personal use are not allowed on GRSD computers.

When using GRSD-owned telecommunications devices, employees are prohibited from calling 1-900, 1-976 or other similar "pay per minute" services or making personal long distance calls on office telephones (land lines). In addition directory assistance (411) calls should be kept to a minimum.

Employees may not connect to the GRSD's wireless network for Internet access from a personal device without registering it with a member of the Technology Department.

Use of GRSD Email Addresses

Employees must not use GRSD email addresses to create or manage personal accounts (i.e. shopping websites, personal bank accounts, social media accounts).

Privacy of Communications

Employee communications, both business and personal, on the GRSD's computer and telecommunications systems are not private. Users should be aware that the data they create on GRSD's systems is the property of GRSD and usually can be recovered even though deleted by the user.

Monitoring

GRSD reserves the right to monitor all employee usage of GRSD-owned technology systems to ensure proper working order, appropriate use by employees and the security of the GRSD's data. The GRSD's administration reserves the right to access and inspect any or all user files, for any purpose, including but not limited to, archived material of present and former employees without the user's consent.

Software and Applications

All software and applications on GRSD's systems are owned or licensed by the GRSD. No GRSD-owned or licensed software or applications may be copied, deleted, distributed or used on any systems other than those owned by GRSD without notification of and written consent from the IT manager. No software or applications may be downloaded, installed, distributed from or copied to GRSD's systems without the approval of the Technology Director.

Technology Security

Although the Technology Department does everything possible to protect the GRSD's systems and the confidentiality and integrity of GRSD's information stored on its computer systems, employees are responsible for all activities that originate from their computer accounts, systems or telecommunications devices and are responsible for protecting data and information stored on GRSD's electronic equipment from unauthorized access and disclosure. In addition to sensitive information such as social security and credit card numbers, GRSD processes data which must remain confidential because of governmental rules and regulations.

Employees are required to lock their computers when not in use.

Employees must not share their technology passwords with anyone other than the technology staff or administration whether by phone, print, in-person, electronically or any other means. Employees must immediately report loss or theft of any technology device to the principal

Archiving and Backup of Systems

Employees are responsible for ensuring that data is stored in the proper location to allow centralized data backups. No GRSD data should be stored on the employee's local drive. An employee with questions about the proper location and storage of GRSD's data should contact the principal or Technology Support Specialist.

Municipal Association Social Media Sites

Facebook and Instagram are used strategically as part of GRSD's communication and outreach efforts. Only employees designated by the principal or Superintendent are authorized to post on GRSD's social media sites. Gateway staff may use their personal accounts to comment on District social media posts, but may be subject to disciplinary action if the public posts violate district conduct policies or professionalism.

Multi Factor Authentication

Introduction

Multi Factor Authentication (MFA) is a security process that requires multiple methods of verification to gain access to an account or system.

The Gateway Regional School District is committed to protecting the privacy and security of student, staff, and community data. Multi Factor Authentication (MFA) is a security measure that requires multiple forms of verification to gain access to district systems and applications. This policy outlines the MFA requirements for all district employees, including teachers, administrators, and support staff.

Policy Statement

All district employees are required to enable MFA for their district accounts. MFA adds an extra layer of security to protect your account and the data it contains.

MFA Requirements

- **Enrollment:** All district employees must enroll in MFA within 2 weeks of their employment start date.
- **Method:** Each employee, upon hiring, will be given a security key to use for Multi Factor Authentication. This key will be necessary when logging into Google using your GRSD account on any machine
- **Regular Review:** Employees are responsible for regularly reviewing their MFA settings to ensure they are up-to-date and secure.

Exceptions

Exceptions to the MFA requirement may be granted in limited circumstances upon written request and approval by the Superintendent

Enforcement

Failure to comply with this policy may result in restrictions on account access or other disciplinary action.

Support

The district provides support for MFA enrollment and troubleshooting. Please reach out to the

technology department should you need help.

By adhering to this MFA policy, district employees contribute to the overall security of the District.

Special Education

Special Education Programs Introduction

Gateway Regional School District has a comprehensive range of special education programs ranging from substantially separate, self contained programs to full inclusion in the mainstream. Additionally, the district maintains a full complement of related services personnel and Specialists for students who have been identified as having special education needs. Students are identified through an evaluation process set forth in state and related federal laws. Parents and/or school personnel may initiate the process for a special needs evaluation for a student. It is every staff member's professional responsibility and legal obligation to follow a student's Individualized Educational Program. Further information about the evaluation process and programs for students with special needs is available in the Pupil Services office.

Laws and Regulation

All students identified as having an IEP (Individualized Educational Program) have a team of support. **The team is legally required to consist of at least three players: the parent/guardian, a regular education teacher, and a special education teacher. Each of the team members is required to fully participate in all aspects of the team process.** Frequently, the team also includes related service providers such as counselors, BCBA's speech/language pathologists just to name a few. Additionally there must be a district LEA or Local Educational Agency Representative who is an Administrator authorized to allocate resources; LEAs may include the Director or Assistant Director of Pupil Services, Principals or Assistant Principals and have the ability to commit district resources in response to Team decisions. Families may also invite outside providers, a support person, advocate or others, so long as they provide formal notification to the Pupil Services office in advance of a scheduled meeting.

The Team process has three important, integrated steps. Under IDEA-2004, the IEP process is a focal point for reaching improved outcomes for students with disabilities. The process, critically important to students with disabilities, must be carefully managed to ensure that the unique, individual needs of the student are addressed and to ensure full compliance with statutory and regulatory requirements. The Team has three important and integrated activities to manage. Each is of equal importance and interdependent on the quality of the other.

1. **Eligibility determination:** The Team must first determine whether a child is eligible for special education services. This determination starts with the careful and thorough evaluation of the child in all areas of suspected disabilities. The Team utilizes the DESE flow chart to determine if it is appropriate for students to receive special education services(which include related services).
2. **Development of the IEP:** Next, if the Team has found the student eligible for special education, the elements of an Individualized Education Program (IEP) must be discussed, planned and then captured in a written document. Input from parents, the student, general educators and special educators are necessary to complete this service contract that sets high expectations for a student and then guides that student's special education services for the next year. The services provided to the student must support the disability only.

3. **Placement decision:** Once all the elements of the IEP are determined, including services and supports, a placement decision must be made. The first placement option considered for each student with a disability must be the general education classroom with the provision of needed aids and services. The law requires that students do not get placed outside of the general education classroom unless their disability requires another setting. The Team must always consider the unique needs of the student before making the final placement determination. Students must be placed in the least restrictive environment, so outside placements are rarely considered, as that is considered severely restrictive.

Law and regulation tightly control the IEP process. The Massachusetts IEP was developed to ensure that Teams are in compliance with myriad rules and regulations related to the IEP.

Key Elements of the IEP Process

- Assessing in all areas related to the suspected disability(ies)
- Considering access to the general curriculum (accommodations)
- Considering how the disability affects the student's learning
- Developing goals and objectives that make the biggest difference for the student
- Ultimately choosing a placement in the least restrictive environment

Referral or request for evaluation

A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Once a request is made and consent is obtained, the school is legally obligated to conduct the assessment. Evaluation needs to be completed within 45 school working days after the parent gives consent.

Special Education Process Under IDEA

Step 1: Student is identified as possibly needing special education and/or related services.

School professionals and parents may request that a student be evaluated if a disability is suspected.

Step 2: Student is evaluated. The evaluation must assess the student in all areas related to the child's suspected disability. The evaluation results will be used to decide the student's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

Step 3: Eligibility is discussed. A group of qualified professionals and the parents review and discuss the student's evaluation results and a determination is made at the Eligibility Determination meeting.

Step 4: Student is found eligible for services. If the student is found to be a "child with a disability," as defined by IDEA AND the disability is determined to be preventing access to the curriculum (NOT other factors), he or she is eligible for special education and related services, and the IEP team will write an IEP for the child. If a student is not eligible for an IEP, a 504 plan may be

considered (see below).

Step 5: An IEP is developed by the Team. A summary of the student's strengths, areas of growth, disability and test scores, a vision for the student's future, accommodations, modifications, goals, and testing accommodations are discussed and included in the IEP.

Step 6: Parents consent to the IEP. Before the school system may provide special education and related services to the student for the first time, the parents must give consent. The student may receive special education services once the IEP is signed by parents.

Step 7: Services are provided. The school makes sure that the student's IEP is being implemented as it is written. Parents are provided a copy of the IEP. Each of the student's teachers and service providers has access to the IEP. This includes the accommodations, modifications, and supports that must be provided to the student as well as appropriate goals and objectives. *Any questions about the IEP should be directed to the special education liaison and/or other service providers listed on the service grid of the student's IEP, or the Office of Pupil Services.*

Step 8: Progress is measured and reported to parents. This progress is reported quarterly to parents by the student's special education liaison and related service providers. Special education teachers are responsible for completing the progress reports.

Step 9: IEP is reviewed. The student's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement.

Step 10: Student is reevaluated. At least every three years the student must be reevaluated to determine if the student continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a reevaluation.

IEP meetings

The Team process should be a collaborative process between caregivers, school staff members and other professionals. The law expects school districts to bring together caregivers, students, general educators and special educators to make important educational decisions for students with disabilities.

- ❖ **Student participation** is important and, at times, required. Students are invited to attend beginning at age 14 or younger if the purpose of the meeting is to discuss transitional services. If the student does not attend the meeting, the district must take other steps to ensure that the student's preferences and interests are considered.
- ❖ **Caregivers** are equal partners in the Team process. Caregivers have a unique and critically important perspective on their child's learning style, strengths and needs. The school staff should ensure that caregivers feel welcomed and comfortable when communicating with school staff and at all meetings. Caregivers have the right to be involved in meetings that discuss the identification, evaluation, IEP development and educational placement of their children. The law ensures that caregivers and school personnel are equal partners in all steps throughout the Team process.
- ❖ **General educators** play a central role. With all students accessing the general education curriculum, general educators are vital participants in the development, review and revision of the IEP. **As the experts on the general curriculum, their knowledge of the curriculum and how to accommodate and modify the curriculum is vital to ensuring**

that a student participates in the general education environment and that a student makes progress in the general curriculum. The general educator participates in the Team if the student is or may be participating in the general education environment. IDEA clearly includes general educators in the decision-making process.

- ❖ **The Team** should always work toward consensus. However, school personnel ultimately have the responsibility to ensure that the IEP includes the services that the student needs. School districts are, by law, obligated to make a proposal to the parent. If agreement cannot be reached, the school district cannot delay in proposing the services that it believes are the best services to ensure that the student receives an effective education.

What is the difference between accommodations and modifications?

Accommodations change how a student learns the material. Modifications change what a student is taught or expected to learn. Modifications should be developmentally appropriate and appropriately rigorous. Class work should be at a student’s level and homework should be at a student’s independent level. Accommodations are governed by a 504 or an IEP, modifications are governed by an IEP, while differentiation is at the discretion of the teacher.

Task	Accommodation	Modification
Reading for information	Listening to an audio book	Reading a book on the same topic but at a lower reading level
Math Test	Having extra time to take a math test on adding and subtracting positive and negative numbers	Taking a math test on only adding positive and negative numbers

How do accommodations and modifications compare to differentiation?

Differentiation	Accommodation	Modification
Tailoring instruction to reach the range of students in your classroom. <ul style="list-style-type: none"> ● Content remains the same ● Grading remains the same ● Teacher’s sole discretion 	Making a change in how the student learns class content. <ul style="list-style-type: none"> ● Content remains the same ● Grading remains the same 	Making a change to what the student is taught or expected to learn. <ul style="list-style-type: none"> ● Content changes ● Grading changes based on professional judgment (determined at outset) ● Dictated by IEP - collaboration between gen. ed. & special ed. teachers

Section 504

Any person who (1) has a physical or mental impairment that **substantially limits** one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment is protected by section 504. Major life activities include walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, caring for oneself, and performing manual tasks.

A major life activity also includes the “operation of a major bodily function,” including but not limited to functions of the immune system, normal cell growth, digestive bowel bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Students with disabilities, who do not qualify for special education under IDEA, may qualify under Section 504. These disabilities might include students with Attention Deficit Disorder (ADD) and other physical disabilities such as severe asthma, insulin dependent diabetes mellitus (IDDM), osteoarthritis, cerebral palsy, etc. All of these conditions under 504 allow a student to receive the necessary related services to make their education comparable to non-disabled students.

Eligibility for services under Section 504 must be determined. It is never automatic. There are two levels of protection under Section 504. (1) If a student has an impairment or disability, the student is protected against discrimination by Section 504. (2) If it is determined that the impairment **substantially limits** the student’s ability to learn, then the student is entitled to a Section 504 Individual Accommodation Plan. Section 504 eligibility is not automatically bestowed on a student who is referred for a special education evaluation and is subsequently found to be ineligible. Services given to students under Section 504 are considered the responsibility of regular education, as they are not in need of basic skills help and can function with adjustments in the regular classroom.

MCAS Accessibility and Accommodations

The application of universal design principles to the MCAS assessments are intended to reduce barriers to participation for all students. Many computer-based accessibility features are unique to online testing and available to all students, while others can be transferred to the paper-based testing experience for students who are unable to take tests on a computer. A student’s eligibility for additional accommodations is based on special education evaluations and what they typically require to access general education assessments. State and district-wide accommodations are noted on the student’s IEP. For additional information, please see DESE: <http://www.doe.mass.edu/mcas/accessibility/>.

Staff Responsibilities for Students with IEPs

The roles of different staff members are all important to support students with IEPs.

Special Education Teacher Responsibilities

The Special Education Teacher is the expert in the students’ disabilities and their needs. They are charged with managing all services for students’ IEPs and being the liaison between the school, students, and families. The special education teacher needs to make a good faith effort to assist the student to achieve the goals listed on the IEP.

- Read and maintain students' IEPs
- Assure compliance with procedural requirements and deadlines
- Communicate and coordinate services and student support between home, school, and other agencies
- Schedule meetings and invite appropriate team members
- Observe students in the general education class when necessary
- Provide teachers with suggestions for effective instructional strategies, modifications, and accommodations
- Provide teachers with information regarding student's disabilities
- Inform teachers and paras when IEP is amended or updated (after parent/guardian has signed)
- Provide support to students to meet classroom learning objectives during Guided Academics by pre-teaching and re-teaching material
- Provide an appropriate and well-monitored space for students to take tests in an alternative setting
- Maintain the integrity of teacher resources (do not provide directly to students)
- Complete progress reports for the IEP after consultation with general education teachers and para educators
- Push students towards independence in a systematic way

General Education Teacher Responsibilities

As the content expert, the general education teacher is the most appropriate person to adjust curriculum, instruction, and assessment to meet the needs of students. This should be done in collaboration with the special education teacher. It is the general education teacher's responsibility to ensure that the IEP is followed in their classroom.

Here is a recommended blank checklist for teachers to use to help remember accommodations. Teachers can fill out the checklist for all students on IEPs for easy access to what accommodations should be done.

- Read students' IEPs
- Make note of accommodations and modifications needed for each student
- Communicate expectations to para educator about role in classroom
- Develop and implement lessons with clear learning objectives that facilitate the participation and learning of all students including the necessary IEP accommodations. Lessons should be grade appropriate
- Monitor/evaluate student progress
- Consult with special education liaison on a regular basis about appropriate student support, best instructional practices, and curriculum modification
- Make appropriate modifications and accommodations for assignments and assessments per students' IEP
- Provide daily directions to the classroom para educator to support students appropriately
 - Suggestion: give a daily checklist for paras to complete
- Provide the special education teacher and para with appropriate & completed curriculum materials to support students (i.e. completed study guides)
- Maintain communication with students, families, and special education liaison
- Attend IEP meetings invited to and contribute to the Team process by suggesting accommodations and reporting on student performance
- Push students towards independence in a systematic way

Paraprofessional Responsibilities

Paraprofessionals support students in general education and special education classrooms, as dictated by the student's IEP. Paras are evaluated by the administration and work under the supervision and direction of the special education teacher and the general education teacher. Paras should expect to receive daily tasks and directives from the teacher of the classroom they are in.

- Read students' IEPs
 - Reinforce curriculum prepared or presented by the teacher
 - Guide students in study
 - Help maintain acceptable student behavior according to the teacher's expectations
 - Assist individual students and small groups with lessons/independent work
 - Communicate regularly with special ed and general ed teachers
 - Provide the accommodations written in the IEP (such as class notes)
 - Assist teachers with modifications on assignments if needed
 - Post assignments from general ed classes in special ed classrooms
 - Report behavior incidents to administration
 - Keep all handouts/class notes
 - Assist with student organization
 - Check assignment books (when appropriate)
 - May be asked to do routine classroom duties such as photocopying, etc.
 - Maintain student confidentiality
 - Push students towards independence in a systematic way
- *Life Skills para educators may have different/varied tasks depending on the student needs including but not limited to personal hygiene/care, teaching social skills, job coaching, and bringing students into the community.

Student Support

School wide Expectations:



School-wide Expectations: Chester & Littleville Elementary Schools

	Respectful	Responsible	Safe	Kind
Classrooms	<ul style="list-style-type: none"> Use appropriate language Follow posted classroom rules 	<ul style="list-style-type: none"> Leave distracting items (cell phones) in locker Take care of your belongings and your environment 	<ul style="list-style-type: none"> Keep hands, feet and other objects to yourself 	<ul style="list-style-type: none"> Treat others as you want to be treated. If you see something dangerous or mean, say something. Include and encourage others
Hallways (in class line, and when walking independently)	<ul style="list-style-type: none"> Follow adult instruction Quiet voices in the hall at all times 	<ul style="list-style-type: none"> Walk quietly in the hallway Go and come back 	<ul style="list-style-type: none"> Stay to the right in the hallway Keep your hands, feet and other objects to yourself Keep locker doors shut 	<ul style="list-style-type: none"> Pick up or report messes If you see something, say something.
Cafeteria	<ul style="list-style-type: none"> Use appropriate language and volume Follow adult instruction 	<ul style="list-style-type: none"> Clean up after yourself Stack trays neatly 	<ul style="list-style-type: none"> Keep your hands, feet and other objects to yourself. Talk quietly Stay seated Only eat your own food 	<ul style="list-style-type: none"> Respect others' space Use appropriate table manners Make sure those around you are included
Restrooms	<ul style="list-style-type: none"> Respect others' privacy Close the door Use restrooms quietly. 	<ul style="list-style-type: none"> Flush the toilet Wash your hands with soap and water Throw paper towels in the trash 	<ul style="list-style-type: none"> Toilets are for sitting If you see a spill/mess/clogged toilet please report it. 	<ul style="list-style-type: none"> Take turns in the stalls/at sinks Stay in your own stall
Auditorium	<ul style="list-style-type: none"> Sit quietly in your seat with your feet on the floor Stay quiet during shows Be a good audience 	<ul style="list-style-type: none"> Keep your body calm Use whole body listening 	<ul style="list-style-type: none"> Listen to adult instructions Stay seated during the performance 	<ul style="list-style-type: none"> Encourage others Be courteous
Playground	<ul style="list-style-type: none"> Use appropriate language. Be a good sport. *Return quietly 	<ul style="list-style-type: none"> Take care of playground equipment Bring only playground equipment outside Report problems to staff member on duty. 	<ul style="list-style-type: none"> Keep your hands and feet to yourself. Stay off of the rock wall (Chester) Use playground equipment appropriately 	<ul style="list-style-type: none"> Include everyone If you see something dangerous or mean, say something.

GRS 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 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.

DESCRIPTIONS 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.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s property	Taking pencils, erasers, items of little value.

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.
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 16

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 or participation in any extracurricular activities or athletics. 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 7:25A.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 ability to come to school or participate in any extracurricular activities or athletics. 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**

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				
Tardiness	X	X			X	X				
Academic Dishonesty or Plagiarism *	X	X	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	X		
Theft of School Supplies	X	X	X		X	X	X			
Destruction of School Property	X	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	X		
Use of Vulgar or Obscene Language (Spoken or Written)	X	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	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	X		
Physical Altercation (Fight)	X	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	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	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	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

Acknowledgement System: GRSD Positive Behavior Interventions and Supports (PBIS)

Type	What?	Who?	When?	Where?	How?	To Whom?	Why? (purpose)
High Frequency In the moment, predictable, happens all the time (i.e. Gotchas, High Fives)	Tickets	Any staff member in the building	When anyone exhibits expected behavior	Throughout the school: Classrooms Hallways Playground Cafeteria Library	Staff member gives the student a ticket and tells the student why they earned the ticket	All students	To acknowledge behavioral expectations
Redemption of High Frequency What can students expect?	Prize drawings	Admin draws names: 4 per grade level	Weekly: Good Gator Friday	Students place ticket in grade level classroom bucket	Random drawing, names announced at lunch on Friday, prizes provided at lunch	4 students per grade level	To provide public acknowledgement of students who meet expectations
Intermittent Unpredictable surprise acknowledgement	Bucket-fillers	Classroom teachers: Elementary Level	Once per month	Bucket filler certificates available in the office	Teachers determine one student from each classroom to earn a bucket-filler award	1 student per class grades PK-5	To acknowledge students' effort and recognize them publicly, and in front of families.
Intermittent Unpredictable surprise acknowledgement	Shout-outs	Elementary staff	Daily	Teachers write a shout-out on paper and bring it to the office	No limits, all students and staff	No limits	To provide public acknowledgement of students who meet expectations
Intermittent Unpredictable surprise acknowledgement	Good Gator cards	Grade level teams or department: Secondary Level	Once per week	Postcards found in the office	Teams fill out postcards for 2 students And deliver to office for mailing	2 students per team who show good effort	To provide a surprise note home recognizing students' good effort
Intermittent Unpredictable surprise acknowledgement	Super-sub slips	Substitute teachers	Anytime they are in the building	5 super sub slips are included in substitute folders	Substitute is given sub slips and asked to give out to students throughout the day Students can use it for 2 additional points on a quiz or test, or save it and exchange 2 super sub slips for a homework pass.	Any student exhibiting expected behavior	To encourage students to maintain expected behaviors while teacher gone and to provide a management tool for substitutes
Intermittent Unpredictable surprise acknowledgement	Staff Good Gator Cards	Any staff member in the building	When a staff member has done something nice for a colleague	Throughout the school Classrooms Hallways Playground Cafeteria Library Good Gator staff cards are in the basket near mailboxes	Staff completes Gator card note with the name of person and good deed Staff gets a piece of candy from assistant principal's office to tape to the note Staff puts the note in other staff members mailbox	All staff	To acknowledge good deeds done for one another

Long-term Universal Celebrations	Assembly or whole school event	All school participation PBIS team plans	Quarterly	In Auditorium or gymnasium	Each school building holds separate celebration	All school participation	To celebrate the effort of the whole school to meet expectations
---	--------------------------------	---	-----------	----------------------------	---	--------------------------	--

Discipline Expectations of Teacher

Teachers are expected to maintain an orderly classroom at all times. Whenever possible, teachers are encouraged to de-escalate situations in class independently in order to maintain authority in the classroom. However, administrative support is available when in-class methods have been exhausted or if behaviors are dangerous, destructive, continuous, and/or repeated.

GRSD implements tiered supports to address student behaviors.

Elements for Student Success:	Structural Standards	Progress Monitoring Tools & Data Analysis	Tier One: School-wide 80-90%	Tier Two: Targeted 10-15%	Tier Three: Intensive: 3-5%
Positive School-wide Discipline	PBIS Framework MASCA model	<p>Tier One: Discipline referral data, monthly discipline and suspension reviews, surveys</p> <p>Tier Two: Referral Data, Suspension Data, SAT intervention data, 504/IEP Program evaluation</p> <p>Tier Three: Individual referral and suspension data, 504 plans and IEP goals</p>	<ul style="list-style-type: none"> • PBIS training • Parent/guardian contact • Positive school-wide discipline • Active supervision and monitoring • School-wide acknowledgement system • School-wide expectations • Expected behaviors explicitly taught and modeled • Developmentally appropriate social skills instruction • Firm, fair and consistent consequences • Guidance curriculum • Community partnerships 	<ul style="list-style-type: none"> • Targeted professional development • parent/guardian involvement • Student/teacher mentors • Guidance/ small group counseling • Targeted skill development group • Student assistance programs • Functional behavioral assessments • Behavior goals/contracts/support plans • Targeted behavior modeling • Community supports & services • Rtl/SAT referral 	<ul style="list-style-type: none"> • Parent/guardian participation • Functional Behavioral Assessments/Behavior Intervention Plan • Case management • SAC Counseling • Individual intensive services • Multi-agency collaboration • IEP supports

When students are disciplined, teachers are required to submit a discipline referral form and to communicate with student's families regarding the situation. Discipline referral forms are linked to the staff dashboard.

- A **minor discipline referral (Category 1)** will be tracked. Administrative follow up will happen when a pattern of three or more minor referrals are filled out for one student within one week's time.

- A **major discipline referral** (Category 2 and 3) will have administrative follow up.

To submit a discipline referral for a major or minor behavior, please use SWIS.

How often will admin be checking the referrals?

- The principal will get a notification via email every time a referral is filled out for a minor or major behavior.

How will admin follow up and let teachers know what happens with students after a major behavior referral is filled out?

- The principal or School Adjustment Counselor will follow up on the major behavior referrals within 48 hours to let teachers know how it was handled.

When should teachers be contacting parents about behavior concerns?

- Teachers should contact parents via email or phone anytime a minor or major referral is submitted. For major referrals, the principal will also be following up and contacting parents. Teachers should communicate with parents within 48 hours of the referral being submitted.

Should teachers be submitting referrals for every minor issue that happens in the classroom, even if it is handled on the spot?

- You do not have to submit a referral for every behavior that occurs in your classroom. Any behavior that you would typically report to the principal or contact home regarding should be submitted through SWIS..

Category 1

Infractions

Category 1 infractions are those, which interfere with the safe learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily misbehaviors, which occur in school, should be instructive and positive, teaching children what is expected and how they should behave. Examples: Listed below are the types of misbehavior that are included in Category 1.

- Disruption
- Non-compliance
- Property misuse
- Mild physical contact
- Inappropriate language
- Tardy
- Cell phone and technology policy violation
- Lying (Minor)
- Out of bounds- within the school building
- Trash / littering
- Habitually unprepared for class

Disciplinary Actions

The disciplining of students for Category 1 infractions is dependent upon the severity and frequency of the specific misbehavior. The disciplinary actions at Category 1 usually are administered by teachers, with the occasional informal involvement of the Principal or Assistant Principal. Some examples are:

- Discussion of misbehavior with the child;
- Verbal reprimand;
- Reinforcement of expected behavior;
- Explicit teaching of expectations;
- Loss of privileges;
- Parent contact.

Category 2

Infractions

Category 2 infractions are those, which seriously interfere with the environment of the school and are potentially dangerous to the safety and well being of the students and staff. Examples: Listed below are the types of misbehavior that are included in Category 2.

- Repeated instances of Category 1 infraction which has not been modified by intervention;
- Misbehavior which is dangerous to self or others (such as shoving, pushing, and minor hands-on);
- Intentionally damaging school or personal property;
- Stealing;
- Cheating;
- Making verbal or written threats
- Out of bounds (outside school building)
- Derogatory reference to another person's race, gender, religion, physical condition, handicap, ethnic origin, gender identity, or sexual orientation.
- Disrespectful language or behavior toward an adult.

Disciplinary Actions

The disciplining of students for Category 2 infractions is dependent upon the severity and frequency of the specific misbehavior. The disciplinary actions at Category 2 usually are administered by the Principal, Assistant Principal, or Student Adjustment Counselor (SAC) and include the notification of parents. Some examples are:

- Loss of privileges;
- Parent conference;
- After school detention;
- Implementation of behavior management plan and referral to Response To Intervention;
- In school suspension from one to five days, depending on the severity of the behavior.

Category 3

Infractions

Category 3 infractions are considered the most serious violations to the school behavior code. These infractions endanger the immediate health, safety and personal well being of the students and adults. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with local authorities after parental involvement. Examples: Listed below are the types of misbehavior that are included in Category 3.

- Repeated or serious instances of Category 2 misbehavior which have not been modified by intervention;
- Use, possession, or sale of tobacco (including e-cigarettes and vaping products), alcohol, illegal substances, and/or paraphernalia in school, on school property or at a school function;
- Possession of or use of weapons;
- Fighting or intentionally causing physical harm to others;
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, ethnic origin, gender identity or sexual orientation;
- Hazing, bullying, cyber-bullying.

Disciplinary Actions

Category 3 infractions will involve suspension from school: The length of the suspension will depend upon the severity and frequency of the specific misbehavior. Specific information about due process procedures in suspension can be obtained from the Principal.

- Depending upon the circumstances, category 2 disciplinary actions will be implemented;
- In school suspension from school for one to five days;
- Suspension from school for one to ten days: This response will accompany the repeated incidence of Category 3 misbehavior or a severe expression of this misbehavior. The Principal or Assistant Principal, following formal due process procedure, can issue a suspension.

Information Sent Home

All notices or other forms of information sent home to families must be cleared with the office to verify information. In addition, a copy must be submitted to the office.

Parent/Guardian Contact

A parent or guardian may call a teacher to schedule an appointment or email a teacher by typing the first initial and then last name @grsd.org. Teachers are expected to respond to emails and phone calls within two school days. Teachers have one designated day, after school, where they are available to meet with parents or students for 30 minutes. Please reach out to your child's teacher to schedule meetings, as needed.

Title I Notification

Parents of students at Gateway Regional High School have the right to know the professional qualifications of the classroom teachers who instruct their children. Federal law allows them to ask for certain information about classroom teachers, and requires the school to give this information in a timely manner if requested.

Student Restraint Policy

The physical restraint of students is governed by Massachusetts law (M.G.L. c. 71 § 37G[c] and regulations of the Massachusetts Board of Education (603 C.M.R. 46.00). Restraint of students by application of physical force should be a last resort for any staff member. Physical restraint shall be used only when needed to protect a student or students, or a member or members of the school community, or both, from immediate and serious physical harm. When it is determined that physical restraint of a student is required all reasonable steps will be taken to prevent or minimize any harm to the student whom it is determined should be restrained.

Except where it is necessary to use reasonable force to protect pupils, other persons, and the staff member him/herself from an assault by a pupil, and no person who has received physical restraint training is available, the physical restraint of a student will be the responsibility of, and shall be limited to, persons who have received such training.

The use of chemical restraint (administration of medication), mechanical restraint (use of a physical device to restrict the movement of a student), or seclusion restraint (physical confinement alone in a room or a limited space without access to school staff) is strictly prohibited.

Physical restraint as a form of punishment is a violation of Massachusetts law and is strictly prohibited (M.G.L. c. 71 § 37G[a]).

Information about persons in your school who are trained to administer physical restraint to students is available from the building principal. Gateway Regional High School offers training to staff members in the appropriate use of physical restraint, as well as in non-physical means for managing student behavior problems.

Mandated Reporting

Under Massachusetts law (M.G.L. c. 119 § 51A) certain individuals, including those employed in a public school “to care for or work with a child,” are deemed “mandated reporters.”

Mandated reporters are required under penalty of law to report orally and in writing to the Commonwealth’s Department of Children and Families- DCF) any instance of what the school employee, in her/his professional judgment, believes to be an instance of child abuse, including sexual abuse, or neglect. A fine of not more than \$1,000 may be imposed by the Commonwealth on a mandated reporter who fails to make the necessary report to DCF.

Under § 51A a school employee who believes that a child is abused or neglected can satisfy her/his legal obligation to make a D.S.S. report by reporting the concern at once to the person in charge of the school where the employee works. Therefore, any Gateway Regional High School employee who believes that a student in the school is or may be a victim of abuse or neglect should immediately report that concern to the principal or program supervisor under whose direction that employee works.

Who is a Mandated Reporter?

According to the law, the following professionals are mandated reporters:

- public or private school teachers, educational administrators, guidance or family counselors
- day care/child care workers
- school attendance officers
- social workers; child care resource and referral agencies; child and food service programs
- OFC licensers; psychiatrists; allied mental health and human service workers; drug and alcohol counselors

The term also includes any person in charge of a medical or other private or public institution, school or other public facility or his/her designee who have been notified by a member of his/her staff of a suspected case of suspected abuse or neglect.”

Responsibilities of Mandated Reporters:

“Massachusetts law requires mandated reporters to immediately make an oral report to the Department of Social Services when in their professional capacity they have reasonable cause to believe that a child under the age of 18 years is suffering serious physical or emotional injury as a result of abuse, including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth.

A written report must then be completed within 48 hours of making the oral report and should be sent to the appropriate DCF area office. Please note that any mandated reporter who fails to make a required report can be punished by a fine of up to \$1,000.00.”

How to Make a Report:

Contact the appropriate school Administrator immediately. Either an Administrator or guidance personnel will work with teachers to file a report to DCF.

Voluntary Appearance in Court Prohibited

Employee’s Legal Role in Child Custody and Domestic Disputes

Gateway Regional High School exists to educate the children of the community. Its educational role does not include taking sides in litigation or disputes that are not related to the school’s mission (*see I § 1, above*) and the realization of the Superintendent’s goals (*see I § 2, above*). Therefore, no employee may volunteer to appear in a court proceeding on behalf of one party or against another in a dispute involving custody of a child who is a student at Gateway Regional High School, or in any domestic issue related to a Gateway Regional student.

Any appearance by an employee at a deposition or as a witness in a court of law, where the employee’s presence is due to her/his being a school system employee, particularly an employee who has specific knowledge of a student’s circumstances, must be only in response to a duly issued subpoena. No employee may voluntarily appear in such a matter as a representative of Gateway Regional High School, or as a person in possession of information as a direct result of her/his school employment.

Specific issues regarding appearance in court in relation to an employee’s position in the Gateway Regional School District should be referred to the Superintendent’s Office.

Transporting Students in Private Vehicles

Except with the express prior consent of school administration, no Gateway Regional School District employee, when acting in her/his capacity as an employee, may transport a student in the employee's own vehicle to or from a school-sponsored activity. This prohibition does not apply to a Gateway Regional High School employee who is a parent transporting her/his own child.

No Recommendation of Medication for Students

Instructional staff may believe that a student whom they deal with has a medical condition (e.g., attention deficit hyperactivity disorder) that requires medical treatment, including the prescription of medication, so that the student can participate in instructional and other activities. It is appropriate for a principal or teacher to bring a student's school-related problems to the attention of the child's parent or guardian, and to suggest that the child's caregiver have the child evaluated medically. But school personnel are not medically trained diagnosticians. They should therefore refrain from venturing medical opinions or judgments about a student to the student's parent, guardian, or any other party.