

Greater Lawrence Technical School
“Expect More, Demand More, Achieve More”



Student Handbook SY 26-27

John Lavoie, Superintendent-Director
Chester Jackson, Principal
57 River Road, Andover, MA 01810
Telephone: (978) 686-0194 Fax: (978) 681-7783
www.glts.net

QUICK CONTACT INFORMATION

Main Number	978 686 0194
Daily Attendance Reporting	Extension 2001 or 2002
School Counseling/Admissions	Extensions 2061/ 2062
Nurse	Extension 4075
Athletic Director	Extension 7057
Main Office	Extension 1002,1003,1004
Student and Family Engagement (SAFE) Office	Extension 2000
Website	www.glts.net

Please Call the Principal's Office at 978-686-0194
Ext.1036 if you need this document translated.

Si usted desea que este documento sea traducido, por favor llame
a la oficina del Programa de aprender el idioma inglés al número
978-686-0194 ext.1036

SCHOOL CANCELLATIONS AND DELAYED OPENINGS

In the event that school is **canceled** or **delayed a message** for the day, please refer to the television and/or radio stations listed and/or their websites for latest information.

TV Stations

WBZ, Ch. 4

WCVB, Ch. 5

WFXT, Fox 25

WHDH, Ch. 7

In addition, cancellation and delays will be posted on our website, www.glts.net and each family will receive a recorded phone call/text. All cancellations will also be posted on our social media.

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Greater Lawrence Technical School

School Calendar 2026 - 2027



August '26 = 1						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

O=0 B=1

- 8/19 - 8/24 New Staff Orientation
- 8/25 - 8/27 Faculty Prof. Dev.
- 8/27 Gr. 9 & New Students - ½ day
- 8/31 All Students Report

February '27 = 15						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

O=8 B=7

- 2/15 - 2/19 Presidents' Day/Winter Recess
- 2/24 Prof. Dev. Delayed Opening
- 2/25 Gr. 9 Selection Information Night

September '26 = 20						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

O=9 B=11

- 9/4 - 9/7 Labor Day Recess/Labor Day
- 9/17 Back to School Night
- 9/23 Prof. Dev. Delayed Opening
- 9/29 Progress Reports

March '27 = 22						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

O=11 B=11

- 3/2 Progress Reports
- 3/17 Prof. Dev. Delayed Opening
- 3/23 & 3/24 MCAS ELA (delay 9,11,12)*
- 3/26 Good Friday

October '26 = 21						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

O=12 B=9

- 10/12 Columbus/Indigenous People's
- 10/14 PSAT (TBD)
- 10/22 Advisory Board Meeting
- 10/28 Prof. Dev. Delayed Opening

April '27 = 17						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

O=8 B=9

- 4/6 Advisory Board
- 4/7 Prof. Dev. Delayed Opening
- 4/13 Term 3 ends (49) (142)
- 4/13 National Honor Society Induction
- 4/19 - 4/23 Patriot's Day/Spring Recess

November '26 = 18						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

O=8 B=10

- 11/1 Open House
- 11/3 Term 1 Ends (44)
- 11/11 Veteran's Day
- 11/18 Prof. Dev. Delayed Opening
- 11/25 Students & Faculty - 1/2 day
- 11/26 & 11/27 Thanksgiving Recess

May '27 = 20						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

O=10 B=10

- 5/1 Accepted Student Day
- 5/6 Gr. 9 Parent Career Night
- 5/11 Progress Reports
- 5/12 Prof. Dev. Delayed Opening
- 5/18 & 5/19 MCAS Math (delay 9,11,12)*
- 5/24 - 5/27 Senior Finals
- 5/27 Senior Awards Night
- 5/28 Senior Finals Makeup
- 5/28 Students & Faculty - 1/2 day
- 5/31 Memorial Day

December '26 = 17						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

O=7 B=10

- 12/9 Prof. Dev. - Delayed Opening
- 12/15 Progress Reports
- 12/23 Students & Faculty - 1/2 day
- 12/24 - 12/31 Holiday Recess

June '27 = 15						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

O=6 B=9

- 6/2 & 6/3 MCAS Biology
- 6/3 Graduation
- 6/18 Juneteenth
- 6/14 Term 4 ends (38) (180)
- 6/14 Tent. Last Day of School
- 6/22 185 Days (Incl. 5 Sch. Canc. Days)

January '27 = 19						
	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

O=10 B=9

- 1/1 Holiday Recess
- 1/4 Classes Resume
- 1/4 - 2/5 Access for ELs Tests
- 1/18 Martin Luther Kings Day
- 1/19 General Advisory Meeting
- 1/26 Term 2 ends (49) (93)
- 1/27 Prof. Dev. Delayed Opening

- = Professional Development
- = Important Dates
- = Assessments
- = No School Holidays & School Breaks
- 00 = End of Term & Progress Reports Due

O days = 89 ; B days = 96

Approved by District Committee on: 3/24
Revised: 3/17



Greater Lawrence Technical School

Chester Jackson

Principal

MESSAGE FROM THE PRINCIPAL

Dear Students,

Welcome to the 2026–2027 school year at Greater Lawrence Technical School! Whether you're joining us for the first time or returning for another year, I'm excited to welcome you to our school community. You've chosen a school that is committed to helping every student grow, achieve, and prepare for a successful future.

At GLTS, we believe in your potential. Every day, you will have opportunities to challenge yourself academically, develop valuable technical skills, and discover new interests. Our dedicated faculty and staff are committed to providing you with the knowledge, experiences, and support you need to succeed—whether your plans after graduation include college, the workforce, military service, apprenticeships, or other career pathways.

This Student Handbook is an important resource designed to help you understand our expectations, policies, and the many supports available to you throughout the school year. Please take the time to review it carefully with your parent, guardian, or caregiver. Together, we can ensure you have a safe, respectful, and productive learning environment.

Remember that you are never alone at GLTS. Your teachers, counselors, administrators, and every member of our staff are here to support you, encourage you, and help you overcome challenges along the way. My door is always open, and I encourage you to reach out whenever you have questions, concerns, or ideas.

Please be sure to complete the Student Handbook Acknowledgement Form that will be sent to your school email with your parent or guardian as soon as possible.

I look forward to seeing all that you will accomplish this year. Together, let's make the 2026–2027 school year one of growth, achievement, and success.

Sincerely,

A handwritten signature in cursive script that reads "Chet Jackson".

Chet Jackson
Principal

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General Information

GREATER LAWRENCE TECHNICAL SCHOOL PHILOSOPHY, MISSION AND GOALS

Mission:

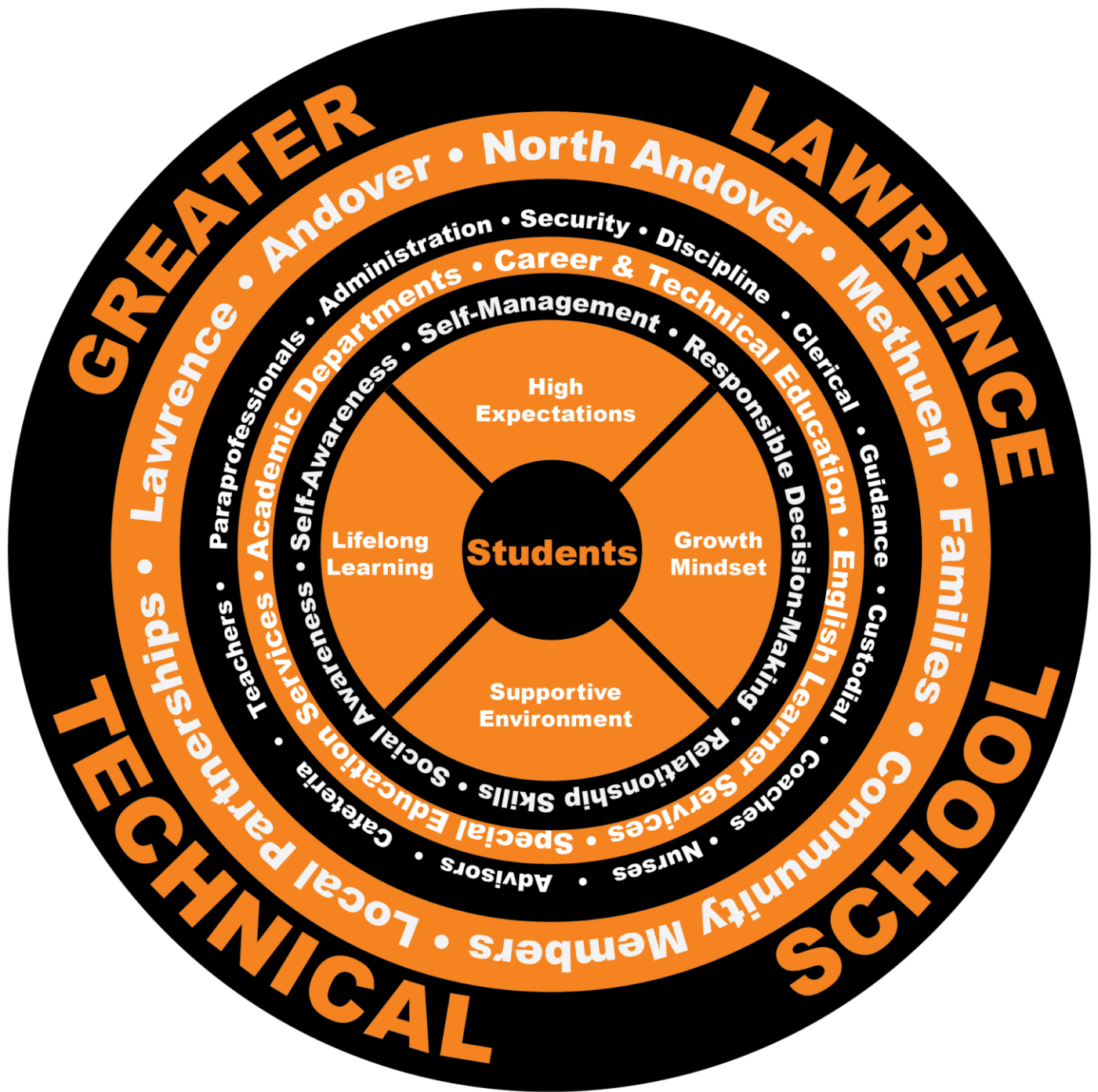
Preparing students for today's challenges and tomorrow's opportunities.

Core Values:

- Growth Mindset – Through continued effort, hard work, and reflection, we learn, develop, grow and excel. Everyone has the capability to grow their intelligence and character.
- High Expectations – All members of the GLTS community will consistently challenge themselves and others to raise standards and improve performance.
- Supportive Environment – By removing barriers and providing an equitable education, all members of the GLTS community will have the support they need to learn, develop and grow.
- Lifelong Learning – Continuous learning by all throughout school, career and personal life.

Goals:

1. Students will reach high academic and technical standards that are aligned with national and state curriculum frameworks and standards.
2. Students will develop the capabilities to continue their academic and technical learning, and the skills to effectively compete in the 21st century workforce.
3. GLTS will provide students with the educational and social experiences that promote citizenship, communication, cooperation, and a respect and understanding of diversity.
4. GLTS will maintain a healthy and safe environment conducive to the academic and technical learning process.
5. GLTS will communicate with parents/guardians, industry, and the community at large to develop partnerships for the success of our students in the 21st century workplace.



MESSAGE FOR PARENTS/GUARDIANS FROM SCHOOL COUNCIL

Dear Student and GLTS Parents and Guardians,

As members of the GLTS School Council we accept the responsibility of representing you in reviewing and revising the GLTS Student Handbook. We are entrusted with this responsibility every school year to assure that the information is accurate and up to date and is responsive to your needs. As members of the GLTS community, we participate in advancing the school goal of “developing partnerships for the success of students”. The Student Handbook serves as an important reference guide for you during your high school experience. It explains the specific rules and regulations that govern school routines and informs you of important school information and procedures. Although we expect that you will make the time to thoroughly read the pages that follow there are a few pieces of information that we would like to stress.

- Make sure the school has your **correct contact information**. You will receive a Connect-Ed phone call if school is canceled or delayed and for any other important information that the school needs to communicate to you.
- Please be sure that your student arrives **on time for school** each day. Students must be in first period class at 7:43 for attendance. Greater Lawrence is a large and often complicated building to navigate and it can take as much as 15 minutes for students to get to their first period location after they enter the building. If late, students must go to the Attendance Office.
- If you need **to report a student absent**, please call 978-686-0194
 - Joaquin Gomez Parent Liaison Ext. (2002)
 - Ana Medina Parent Liaison Ext. (2001)
 - Glenda Cruz Parent Liaison Ext. (2014)
- Before 8:30 a.m. Refer to the Handbook for further attendance information. Absent students may not come into school for extracurricular activities or athletics on the day that they are out.
- Please become familiar with the **academic grading policy and graduation requirements** and review this information regularly with your student.
- Please be aware of the school **dress code**, all students must be in uniform all-day during shop days.
- Work with the school to meet the goal of **preparing students for the world after graduation**. These responsibilities include:
 - Supporting the school in attendance, discipline and homework policies.
 - Supporting school activities whenever possible.
 - **Communicating/questions, ideas or concerns** with the school and your child's teacher by utilizing the Parent Portal on the school Website (www.glts.net): or by emailing staff or calling.

Please read, sign and acknowledge the required Parent/Guardian Permission Form electronically.

THANK YOU

ANSWERS TO FREQUENTLY ASKED QUESTIONS

To use a telephone: *Go to the SAFE Office room/ext. 2000*

For help getting a ride home: *Go to the SAFE Office room/ext. 2000*

For help regarding lockers and ID badge: *Go to the SAFE Office room/ext. 2000*

For help finding something lost or stolen: *Go to the SAFE Office room/ext. 2000*

To have attendance checked or updated for accuracy *SAFE Office room/ext. 2001/2002*

Where to buy a school uniform? <https://actionapparel.tuosystems.com/stores/glts2026>

Where to buy safety glasses?

Go to the SAFE Office.

For help regarding a problem with an instructor that is not resolved or regarding other problems at school or at home.

See your School Counselor, room/ext. 2061/2062/2063.

For help and answers regarding college and college applications.

See your School Counselor, room/ext. 2061/2062.

To make a complaint regarding bullying, harassment, sexual harassment or hazing.

Report the incident to any staff member, or file an [online report](#) on the Student Intranet.

To get medical assistance

Go to the Nurse's Office, room/ext. 4075/4076.

For Homework/Academic help

First speak with the teacher whose class you are struggling in. Students can stay after school with their teacher from 2:30 – 2:55 pm. Also, see your school counselor to find out about after-school help programs. Attend Homework Help sessions on Tuesdays and Thursdays in the library from 3:00-4:30. Late Bus transportation leaves at 3:00 and 4:30 from outside the SAFE Office.

For help with my school email or Internet access

Contact Tech Support or find the link on your GLTS student homepage www.glts.net.

With questions or concerns about Buses and Bus Schedules Contact SAFE Office, room/ext.2000 or email at mcarrasco@glts.net.

For information about Athletics/Sports Teams

Contact the Athletic Director, in the Gym or call ext. 7057.

Information regarding Student Driving and Parking Privileges

Contact the SAFE/Security Office, room/ext. 2000.

SY26-27 DAILY BELL SCHEDULE

*Each period will meet for 50 minutes
Students are allowed 4 minutes to pass between classes.*

Warning Bell	7:40 am
1st Period	7:42 am – 8:32 am
2nd Period (WIN)	8:36 am – 9:26 am
3rd Period	9:30 am – 10:20 am
4th Period	10:24 am - 11:14 am
5th Period (11 & 12 Academics, 9-12 PE) <i>Any student in grades 9-12 scheduled for PE needs to report to PE at this time</i>	11:18 am – 12:08 pm
5th Period (9 & 10 Academics)	11:52 pm – 12:42 pm
6th Period	12:46 pm - 1:36 pm
7th Period	1:40 pm - 2:30 pm

Shop Lunch (Grades 9 & 10) **10:24 am – 10:54 am**
ADVM, ATBY, ATOM, AVIA, BIOT, BTEC, CARP, COSM, CULN, EEDC, ELTR, ESCI,
DENT, HLTH, HORT, HVAC, IT/PROG, MEDC, METF, PLBG, ROBO

Academic Lunch 1 (Grades 9 & 10) **11:18 am - 11:48 pm**
Gr 9 & 10 students in academics

****Except Gr 9 & 10 students scheduled for PE - report to PE**

Academic Lunch 2 (Grades 11 & 12, Grades 9 & 10 PE) **12:12 pm - 12:42 pm**
Gr 11 & 12 students in academics, Gr 9 & 10 students in PE

Any student in grades 9 & 10 in PE during the 11 & 12 Academic 5th period (11:18 am - 12:08 pm) reports to lunch at this time.

Shop Lunch (Grades 11 & 12) **12:54 pm - 1:24 pm**
ADVM, ATBY, ATOM, AVIA, BIOT, BTEC, CARP, COSM, CULN, EEDC, ELTR, ESCI,
DENT, HLTH, HORT, HVAC, IT/PROG, MEDC, METF, PLBG, ROBO

SY25-26 DELAYED OPENING - PD / MCAS BELL SCHEDULE

*Each period will meet for 29 minutes (**no Period 2** on a delayed opening)*

Students are allowed 4 minutes to pass between class

Warning Bell	10:40 am
1st Period	10:42 am – 11:11 am
3rd Period	11:15 am – 11:44 am
4th Period (11 & 12 Academics, 9-12 PE/Health) Any student in grades 9-12 scheduled for PE/Health needs to report to PE/Health at this time	11:48 am – 12:17 pm
4th period (9 & 10 Academics)	12:22 pm – 12:51 pm
5th period	12:55 pm – 1:24 pm
6th period	1:28 pm - 1:57 pm
7th period	2:01 pm - 2:30 pm

Shop Lunch (Grades 11 & 12) 11:14 am - 11:44 am

ADVM, ATBY, ATOM, AVIA, BIOT, BTEC, CARP, COSM, CULN, EEDC, ELTR, ESCI, DENT, HLTH, HORT, HVAC, IT/PROG, MEDC, METF, PLBG, ROBO

Academic Lunch 1 (Grades 9 & 10) 11:48 am - 12:18 pm

Gr 9 & 10 students in academics

****Except Gr 9 & 10 scheduled for PE/Health - report to PE/Health**

Academic Lunch 2 (Grades 11 & 12, Grade 9 & 10 PE/Health) 12:21 pm - 12:51 pm

Gr 11 & 12 students in academics; Gr 9 & 10 students in PE/Health

Any student in grades 9 & 10 in PE/Health during during the 11 & 12 Academic 4th period (11:48 am - 12:17 pm) reports to lunch at this time.

Shop Lunch (Grades 9 & 10) 12:54 pm - 1:24 pm

ADVM, ATBY, ATOM, AVIA, BIOT, BTEC, CARP, COSM, CULN, EEDC, ELTR, ESCI, DENT, HLTH, HORT, HVAC, IT/PROG, MEDC, METF, PLBG, ROBO

SY25-26 EARLY RELEASE BELL SCHEDULE

Dismissal at 11:32 AM

*Each period will meet for 35 minutes (**no Period 2**) on an early release)*

Students are allowed 4 minutes to pass between classes.

Warning Bell	7:40 am
1st Period	7:42 am – 8:17 am
3rd Period	8:21 am – 8:56 am
4th Period	9:00 am – 9:35 am
5th Period	9:39 am – 10:14 am
6th Period	10:18 am – 10:53 am
7th Period	10:57 am - 11:32 am

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SY25-26 2-Hour Delay BELL SCHEDULE

Each period will meet for 39 minutes (**no Period 2** on a delayed opening)

Students are allowed 4 minutes to pass between classes.

Warning Bell	9:40 am
1st Period	9:42 am – 10:21 am
3rd Period	10:25 am – 11:04 am
4th Period	11:08 am – 11:47 am
5th period (11 & 12 Academics, 9-12 PE) Any student in grade 9 or 10 scheduled for PE needs to report to PE at this time	11:51 am – 12:30 pm
5th period (9 & 10 Academics)	12:25 pm – 1:04 pm
6th period	1:08 pm - 1:47 pm
7th period	1:51 pm - 2:30 pm

Shop Lunch (Grades 11 & 12)

10:34 am - 11:04 am

ADVM, ATBY, ATOM, AVIA, BIOT, BTEC, CARP, COSM, CULN, EEDC, ELTR, ESCI, DENT, HLTH, HORT, HVAC, IT/PROG, MEDC, METF, PLBG, ROBO

Shop Lunch (Grades 9 & 10)

11:15am - 11:45am

ADVM, ATBY, ATOM, AVIA, BIOT, BTEC, CARP, COSM, CULN, EEDC, ELTR, ESCI, DENT, HLTH, HORT, HVAC, IT/PROG, MEDC, METF, PLBG, ROBO

Academic Lunch 1 (Grades 9 & 10)

11:51 am - 12:21 pm

Gr 9 & 10 students in academics

****Except Gr 9 & 10 students scheduled for PE - report to PE**

Academic Lunch 2 (Grade 11 & 12, Grade 9 & 10 PE)

12:34 pm - 1:04 pm

Gr 11 & 12 students in academics, Gr 9 & 10 students in PE

Any student in grades 9 & 10 in PE during 11 & 12 Academic 5th period (11:51 am - 12:30 pm) is reporting to lunch at this time.

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School Safety and Assuring a Positive Learning Environment

SCHOOL SAFETY

One of the central goals of the Greater Lawrence Technical School is **“to maintain a healthy and safe environment that is conducive to learning”**. The GLTS School Administration assumes responsibility for assuring school building security and the safety of all students and school personnel. School safety policy and procedures are in accordance with standards for classroom safety adopted by the Board of Education pursuant to M.G.L. c.69, §1B.

A comprehensive Health and Safety Plan is reviewed annually in an effort to assure adherence to the highest of safety standards. At GLTS Safety is a priority and involves all members of the student body, the faculty, the staff, and the school administration. All equipment and machinery used by students must be operated according to specific safety standards and procedures.

Note: No student will be granted permission to use machinery until a parental permission form is signed and returned. This form is located at the back of this handbook. Parental permission is also required for students to work at off-campus sites.

Mandatory Safety Education

- Every student is required to participate in a safety training program that is specific to the career area that they are studying. No student is allowed to operate any piece of equipment unless that student has been thoroughly and formally trained on its use, function and safe and proper operation. Records are kept on file that document no less than 100% on both written and performance testing on all equipment.
- Freshmen are required to participate in general safety training and are assessed on their performance each fall. In the third term after freshmen are placed in the career area of their choice they are required to participate in formal safety training specific to the technical area they are entering.
- Sophomore, junior and senior students must also participate in OSHA safety review lessons upon returning to school each fall.

Safety Standards

Students are required to wear appropriate eye/face protection whenever they are in a shop that requires eye/face protection and whenever working, handling or in the presence of chemicals or other hazardous materials.

Attention to safety and safety procedures is emphasized in all phases of the student learning experience, both on and off school grounds and during all school sponsored events.

It is the responsibility of every student and staff member to report any potential or perceived unsafe conditions that may exist inside or outside of career areas and classrooms or anywhere on or around school grounds.

Immediate disciplinary action will be taken in the event of a safety violation. Any repeated or intentional violation of safety procedures will be considered a serious school infraction and may result in the removal from a career area, suspension or expulsion from school.

STUDENT IDENTIFICATION BADGES

Students will be issued picture identification badges. Students are required to have their student identification badge in their possession at all times. School personnel may ask a student to display his/her identification badge at any time. Students must present their identification badge to ride the bus and, in the cafeteria, to access food services. Any student who fails to display and present their ID badge will be subject to disciplinary action. If students misplace their identification badge, they may use a temporary identification badge to board the late bus, but must return the temporary badge to the discipline office in the morning. Students who fail to return a temporary identification badge will be referred to discipline.

If an identification badge is lost or stolen, the student must immediately notify their instructor. A new badge must be purchased at a cost of \$5.00.

VISITORS

All visitors must sign in and sign out when entering and exiting the school. Visitors may only enter and sign in and out at the Front Security Desk at the front entrance of the building. A Visitor Pass will be issued and must be returned before the visitor signs out. Students are not allowed to bring visitors to school during school hours.

EMERGENCY DRILLS

EMERGENCY EXIT ROUTE MAPS ARE POSTED IN ALL CLASSROOMS AND CAREER AREAS. STUDENTS MUST OBSERVE SUCH MAPS AND FOLLOW THE EXIT ROUTES TO THE ASSEMBLY AREA. At the sound of the alarm buzzer, students and personnel are to evacuate the building. Students must move in an orderly manner to the nearest exit and assemble under the direction of their instructor in an area well removed from the building and off all roadways. Students must pay attention to any special instructions given by a teacher or staff member, and should lend aid to any injured or handicapped student or personnel if so directed. Students must remain clear of any emergency equipment throughout the course of an emergency.

POLICY PROHIBITING HARASSMENT

GLTS is committed to maintaining an environment free of harassment based on race, color, religion, sex, national origin, gender identity, sexual orientation, disability, political affiliation or association, homelessness or limited English speaking ability. Harassment by administrators, licensed and support personnel, students, vendors and other individuals at school or school-sponsored events is unlawful and is strictly prohibited. GLTS also prohibits bullying and other forms of intimidation among students, regardless of the reason for such conduct.

GLTS requires that all employees, students and other members of the school community demonstrate respect for themselves and for others.

Definition of Harassment:

Harassment includes communications such as jokes, comments, innuendoes, notes display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based on race, color, religion, sex, national origin, gender identity, sexual orientation, disability, political affiliation or association, homelessness, or limited English speaking ability when such communication or conduct is sufficiently serious to deny or limit the ability of an individual to participate in or benefit from their educational programs or school sponsored events. By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person.

Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals.

Definition of Sexual Harassment:

Sexual harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's gender. The school will not tolerate harassing conduct that affects tangible academic or job benefits, that interferes unreasonably with an individual's academic or work performance, or that creates an intimidating, hostile or offensive academic or work environment.

HARASSMENT POLICY

The Greater Lawrence Technical School District (hereinafter the "School") is committed to maintaining an educational environment free of discrimination and harassment based on race, color, religion, national origin, sex, sexual orientation, marital status, veteran's status, gender identity, genetic information, ancestry, age or disability, political affiliation or association, homelessness, or limited English speaking ability. Discrimination or harassment, including sexual harassment, by administrators, teachers, certified and support personnel, employees, students, vendors and other individuals (hereinafter "members of the School community") at

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School or at School-sponsored events is unlawful and is strictly prohibited. The School requires all members of the School community to conduct themselves in an appropriate manner with respect to their fellow members of the School community.

I. Definitions: For the purposes of this procedure:

A. A “complaint” is defined as an allegation that a member of the School community has been discriminated against or harassed on the basis of race, color, religion, national origin, sex, sexual orientation, political affiliation or association homelessness or limited English speaking ability, marital status, veteran’s status, gender identity, genetic information, ancestry age or disability.

B. “Discrimination” against a **student** shall mean discrimination or harassment on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, veteran’s status, gender identity, genetic information, ancestry age, disability, political affiliation or association, homelessness or limited English speaking ability which excludes or limits a student from participation in School, program or activity of the School or which denies the student the benefits of the School, its programs or its activities.

C. “Discrimination” against a **student** on the basis of sex shall also include, but not be limited to, Sexual Harassment.

D. “Harassment” means unwelcome conduct on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, veteran’s status, gender identity, genetic information, ancestry, age or disability, political affiliation or association, homelessness or limited English speaking ability that is sufficiently severe, persistent or pervasive to create a hostile environment for a member of the School community.¹

Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other inappropriate conduct which degrades a person or a group and which rises to the level of a hostile environment.

E. “Sexual Harassment” of a **student** means unwelcome, sexually offensive or gender-based conduct which is severe, persistent or pervasive enough to create a hostile environment for the student at School.²

Sexual Harassment of a **student** may include, but is not limited to, inappropriate touching, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- (i) grades, academic standing evaluation of academic achievement or the provision of the benefits and privileges of School opportunities are conditioned upon a student submitting to or rejecting such advances, requests or conduct; or
- (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with a student’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.³

F. Examples of Sexual Harassment - While it is not possible to list all circumstances that may constitute Sexual Harassment, the following are some examples of conduct which, if unwelcome, may constitute Sexual

¹ Determination of Hostile Environment. In every instance when determining whether an environment is “hostile,” the School shall examine the seriousness, context, nature, frequency, and location of the Prohibited Conduct, as well as the age, identity, number and relationships of the persons involved. The School must consider whether the Prohibited Conduct was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

² See above for definition of Hostile Environment.

³ For purposes of Title IX, “Sexual Harassment” of a student also shall mean sexual violence and gender-based harassment which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

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Harassment depending upon the totality of the circumstances, the severity of the conduct and its pervasiveness:

- Unwelcome touching, leering, whistling, brushing against the body, sexual gestures;
- Unwelcome sexual advances -- whether they involve physical touching or not;
- Sexual epithets, jokes, written or verbal references to sexual conduct, gossip regarding one's sex life; one's physical appearance or one's sexual activity;
- Displaying sexually suggestive objects, drawings, pictures, or cartoons;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

I. "Prohibited Conduct" as used herein includes Discrimination, Harassment, Sexual Harassment and Retaliation⁴.

All Prohibited Conduct as defined herein in any form or for any reason is unlawful and absolutely forbidden. This includes Prohibited Conduct by or against any member of the School community. Persons who engage in Prohibited Conduct may be subject to disciplinary action, including, but not limited to reprimand, counseling, suspension, expulsion from School or other sanctions as determined by the School, subject to applicable procedural requirements and law.

J. "Retaliation" means discriminating against, harassing, or otherwise taking action against any individual who has made a complaint about Prohibited Conduct.

Retaliation is unlawful and will not be tolerated by the School. Retaliation against any individual who has cooperated with or participated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the School. Retaliation may result in disciplinary measures up to and including expulsion from School.

II. Complaint Procedure

When the School receives a complaint, it will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent appropriate and as allowed by law. The School's investigation will include a private interview with the person filing the complaint and with witnesses. The School also will interview the person alleged to have engaged in the Prohibited Conduct (hereinafter "the accused").

When the School has completed its investigation, it will inform the person filing the complaint and the accused of the results of that investigation to the extent appropriate and subject to applicable law. If it is determined that Prohibited Conduct has occurred, the School will act promptly to eliminate the Prohibited Conduct and will impose disciplinary action when appropriate.

A. How to make a complaint:

1. Any Student who believes that he or she is the victim of Prohibited Conduct should report their concern promptly to the following person:

Deputy Civil Rights Coordinator (for complaints by Students):

Katie Hebert

Director of Admissions, Counseling and Health Services

Greater Lawrence Technical School

57 River Road

Andover, MA 01810

Phone: (978) 686-0194 room/extension 2059

Email: khebert@glts.net

⁴ Retaliation is explained below.

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Members of the School community may also report their concern to any School administrator. Once an administrator receives a report, he or she shall notify the Director of Human Resources (who serves as the

School's Civil Rights Coordinator) of the complaint. Students who are unsure whether discrimination, harassment or sexual harassment has occurred are encouraged to discuss the situation with the Civil Rights Coordinator. The Civil Rights Coordinator and the Deputy Civil Rights Coordinator shall confer concerning the handling of all Title IX and Prohibited Conduct complaints and investigations.

2. School staff shall report possible incidents of discrimination, harassment or sexual harassment of students immediately to the Civil Rights Coordinator. Alternatively, School staff may report possible incidents to the Assistant Superintendent/Principal who, in turn, shall notify the Civil Rights Coordinator immediately.

3. Parents and other adults are also encouraged to report to the Civil Rights Coordinator or the Deputy Civil Rights Coordinator any concerns about Prohibited Conduct against a Student which has allegedly occurred on School grounds, at School related events, or which occurred outside of School but possibly created a hostile environment for a member while he or she is at School.

B. Complaint Process:

1. Any administrator who receives a Complaint (including the Principal) shall promptly inform the Civil Rights Coordinator. The Civil Rights Coordinator shall promptly inform the person(s) who is the subject of the complaint that a complaint has been received. The Civil Rights Coordinator will then notify the Deputy Civil Rights Coordinator. The Deputy Civil Rights Coordinator shall inform the Civil Rights Coordinator of all complaints she has received directly.

2. After notifying the Civil Rights Coordinator, and in consideration of circumstances of the complaint, the Principal may pursue an informal resolution of the complaint, but only with the agreement of the parties involved. Informal resolution is entirely voluntary, and the complainant shall be notified by the School that he or she may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution. Notwithstanding the above, the informal resolution process shall not be utilized in the event of alleged sexual assault or sexual violence.

3. Under the formal resolution procedure, the complaint will be investigated by the Principal or other individual designated by the Principal or Civil Rights Coordinator, where appropriate. Any complaint about an employee who holds a leadership position shall be investigated by the Civil Rights Coordinator. Any complaint about the Superintendent-Director should be submitted to the School District Committee Chair, who shall consult with legal counsel concerning the handling of the investigation of the complaint.

4. The School shall request consent from the student, if over the age of 18, or from the student's parents or legal guardians if the student is under the age of 18 before commencing a formal investigation.

5. If the complainant requests confidentiality or asks that the complaint not be pursued, then subject to applicable law the School will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or a request not to pursue an investigation. If a complainant insists that his or her name or other identifiable information not be disclosed to the accused, then the School shall inform the complainant that its ability to respond may be limited. If the complainant continues to request that his or her name or other identifiable information not be revealed, the School will evaluate such a request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students and weigh the request for confidentiality against the following factors: the seriousness of the alleged conduct; the complainant's age; whether there have been other complaints about the accused; the accused's rights; and applicable law. If the School is prevented from taking disciplinary action against the accused as the result of the complainant's insistence upon confidentiality or refusal to cooperate with an investigation, the School expressly reserves the right in its discretion to take steps which seek to limit and prevent the recurrence of the alleged conduct.

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6. The formal investigation shall be conducted consistent with the following guidelines:

- a. The complainant shall have the opportunity to be heard and to present witnesses and other relevant evidence to the investigator.
- b. The person who is the subject of the complaint (the “accused”) shall have the opportunity to be heard and to present witnesses and other relevant evidence to the investigator.
- c. The privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
- d. The investigator will keep a written record of the investigation process.
- e. The investigator may take interim remedial measures to reduce the risk of further discrimination, harassment or sexual harassment while the investigation is pending.

7. The investigator shall determine whether or not the evidence was sufficient, based on a preponderance of the evidence, to establish that the alleged victim has been subjected to discrimination, harassment or sexual harassment as defined above.

8. The investigator shall provide written notice of the outcome of the investigation to both the complainant and the accused whether or not the allegation(s) forming the basis of the complaint have been substantiated.

- a. The investigation and the notification of the outcome to the complainant and the accused shall be completed within fifteen (15) school days of the date of the receipt of the complaint.
- b. The investigator may extend the investigation period beyond fifteen (15) school days in the event of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement or investigations by third party state or federal agencies. If the investigator extends the investigation, he or she will notify the complainant and the accused of the extension. Notwithstanding this, in all instances the School shall endeavor to limit such extensions as much as possible in order to promptly complete its investigation.
- c. If a complaint or report of discrimination or harassment is received after June 1st of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of the school year, the School will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period as necessary to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the complainant and the accused of the extension and make reasonable efforts to interview witnesses during the summer vacation period.
- d. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.

9. If the investigator determines that discrimination, harassment or sexual harassment has occurred, he or she shall take steps to eliminate the discriminatory or harassing environment, which steps may include, but are not limited to, the following:

- a. Consideration of whether a disciplinary referral is appropriate as to the person(s) who engaged in discrimination or harassment, if any;
- b. Determination of what steps are necessary to prevent recurrence of any discriminatory or

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harassing behavior and to correct its discriminatory or harassing effects to the extent appropriate, and;

c. Determination of what steps are necessary to correct any hostile environment, to prevent its recurrence and to address its effects.

10. If the complainant (and in the event the complainant is under the age of 18, then the complainant's parents/legal guardians) or the accused (and in the event the accused is under the age of 18, then the accused's parents or legal guardians) is dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. The School shall promptly provide written notice to the other party that an appeal was filed. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why these alleged errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the Assistant Superintendent/Principal or designee's determination, or reverse the Assistant Superintendent/Principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent-Director.

11. If the complainant or the accused (or their respective parents or legal guardians) are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent-Director within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent-Director will consider the appeal and respond to the appeal within ten (10) school days of receipt of the appeal. The Superintendent-Director's decision shall be final and written notice of the decision shall be given to both the complainant and the accused.

12. Students are encouraged to utilize the School's Complaint Procedure as set forth above, but are hereby notified that they also have the right to report complaints to:

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, Massachusetts 02110-1491
Telephone: (617) 289-0111
Fax: 617-289-0150
TDD: 877-521-2172

OR

Program Quality Assurance Services
Problem Resolution System
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710

POLICY AGAINST BULLYING

At Greater Lawrence Technical School, bullying and cyber-bullying are treated like all acts of harassment. They are strictly prohibited and will result in disciplinary action. GLTS is well aware that certain populations of students are more likely to become victims of harassing behavior due to actual or perceived differences. Staff are reminded to be alert to providing protection and support to these individuals.

Definition of Bullying- Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking action against his/her will, oral or written threats, teasing, put-downs, name-calling, stalking, threatening looks, gestures, actions, cruel rumors, false accusations and social isolation, based on a students' identification with any protected classes. This would include but is not limited to students receiving special education services, students who identify themselves as a racial or ethnic minority and students who identify themselves as lesbian, gay, bisexual or transgendered (LGBT), or who identify themselves as the children of parents/guardians who are LGBT.

Cyber-bullying- Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in any part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to, electronic mail, internet communication, social media, instant messages or facsimile communications. Cyber-bullying shall include (i) the creation of a web page or blog in which in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses(i) to (v), inclusive, of the definition of bullying. Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages or text messages, creating websites that ridicule, humiliate or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Definition of a Hostile Environment

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

Definition of Retaliation

Retaliation is any form of intimidation, reprisal or harassment against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Authority of the School Administration

Bullying can occur in many places among and between students. Bullying which occurs away from school can nevertheless have a serious impact on a student's ability to engage in the educational process, therefore, students are prohibited from engaging in any bullying conduct:

- on school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through the use of any school-based technology including but not limited to school computers or the school's internet connection;
- at a location, activity, function or program that is not school related, or through student owned technology, including home computers and cellphones, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. In addition, students may not retaliate against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Reporting Bullying

Students who are victims of bullying, who witness bullying activity, or who are retaliated against for reporting bullying, should report the incident to the Dean. Secondly, Students may also report to a teacher or school counselor, or other trusted adult in the building, who will in turn report the incident to the Principal.

In addition students may use the Report Bullying anonymously tool found [here](#) or in the GLTS mobile App. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Consequences for Bullying and Retaliation

Students who engage in bullying will be subject to discipline by the Assistant Principal or Dean of Students. Depending on the nature and severity of the bullying, students may face a range of possible consequences, including but not limited to, one or more of the following:

- Verbal warning;
- Written warning;
- Reprimand;
- Office Detention;
- Short-term or long-term suspension; or Expulsion from school as determined by the school administration and/or school committee, subject to applicable procedural requirements.

Note: Nothing in the information and procedure described above is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying, as defined above, but nevertheless is inappropriate for the school environment.

POLICY AGAINST HAZING

The GLTS accepts full responsibility for educating its student population about the crime of hazing; its meaning; the consequences for hazing; and the responsibility for reporting hazing.

Definition of Hazing

The term "hazing" shall mean any conduct or method of initiation into a student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or person. Such conduct shall include whipping, beating, branding, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Duty to Report Hazing

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

Penalties

Whoever is a Principal organizer or participant in the crime of hazing, as defined above, shall be punished by a fine of not more than three thousand dollars, or by imprisonment in a House of Correction for not more than one year, or both fine and imprisonment.

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Behavior, Expectations and Consequences

ATTENDANCE POLICY

All students enrolled at Greater Lawrence Technical School are expected to be in school on time every day. School begins promptly at 7:43 each day unless otherwise indicated on the School Calendar or is delayed for emergency reasons.

Reasons for Absences

- Death in Family
- Religious Holidays
- Suspensions
- Court Appointment/Appearances
- Illness
- Injury verified with a doctor's note
- Emergency medical/dental visit with a doctor's note
- College visit (seniors only - limited to four days) 24-hour notice and parental permission form required

On a case-by-case basis, absence from school over 14 days for extraordinary circumstances may be presented to the Attendance Review Board in order to determine how to qualify the absence. This is consistent with Section 1 of Chapter 76 of the Massachusetts General Laws the Superintendent-Director (or delegated representative-) may excuse cases of necessary absence.

How the Attendance Policy is Monitored and Enforced

A daily ConnectEd call will be made to the home each time a student is absent or consistently tardy to determine the reason for the absence or tardy. "Wake-Up" calls are made to the home at 6 A.M. to assist consistently tardy students.

- If a determination is made that the student is truant, a Saturday detention will be issued immediately.
- If a student cannot be reached or begins to accumulate excessive absences the parent liaison will make a home visit with the Student Resource Officer and the Administrative Dean or designee.
- If a student accumulates 6 absences, the Parent Liaison/School Counselor will meet with the student and a warning letter will be sent home informing parents/guardians.
- If a student accumulates 10 absences (or more), a "Danger of Failing" letter will be sent home requesting a Parental Conference with the Dean and Support Staff Team to review interventions, discuss reasons for excessive absences, and to develop a student-centered plan to resolve attendance issues.

In the event the student accumulates 14+ absences, the student will receive an Administrative Failure for the year and will need to meet with the Attendance Review Board for an appeal

How to Report an Absence

Parents/guardians are expected to call the attendance office by 8:30 a.m. on each day that his/her child is going to be absent. This telephone notification is necessary so the Attendance Office can document and confirm that the parent/guardian is aware of the student's absence. If a phone call is not received, then a call from GLTS to the home will be placed.

The number to call to report a student absent is 978-686-0194 ext. 2001 or ext. 2002. The parent or guardian must give the following information when calling:

- The name of the legal guardian calling to report the absence
- The name of the student who is to be absent
- The reason for the absence
- A contact telephone number of the person calling

Absentee Notes

On the day the student returns to school after being absent, the student is required to bring an absentee note to the Attendance Office on the day that he/she returns to school. The note may be brought to the Attendance Office in the morning between 7:35 – 7:43 am or after school between 2:30 – 3:00pm. The absentee note must include the following information:

- a. Student's full name (printed);
- b. Student identification number;
- c. Date(s) of the absence;
- d. The reason for the absence;
- e. A contact telephone number so that the school can confirm the note with a parent/guardian;
- f. The printed name of the parent/guardian printed and their signature.

Important Information Regarding Absenteeism

- Students who are absent from school are responsible for completing all missed class work and homework based on course syllabus.
- GLTS reserves the right to make random, unannounced home visits, when they are of the opinion that absenteeism is becoming excessive. When a student is out of school, the school may impose requirements that must be met upon the student's return to school.
- Students absent from school five (5) consecutive days or more due to health reasons will be required to provide a medical note and be readmitted through the attendance office and the school nurse.
- Students absent from school five (5) consecutive days or more for reasons other than health will be required to provide a written and signed parental excuse and be readmitted through the Principal, Attendance Office and the Guidance Office.
- On the day of an absence, a student will lose the privilege of participating in any athletic event scheduled for that day and may also lose the privilege of participating in extracurricular or after-school social events. When the absence occurs on the day before a weekend or holiday, the loss of privileges may extend until the next school day.
- Absence due to participation in a family vacation outside of scheduled school vacation periods is not permitted and a student not in attendance in school for this reason will be recorded as absent.

Penalty for Inducing Absence from School

According to Massachusetts General Laws: Chapter 76s4, whoever induces or attempts to induce a minor to absent himself unlawfully from school, or unlawfully employs him or harbors a minor who, while school is in session, is absent unlawfully from there, and shall be punished by a fine of not more than two hundred dollars.

Child Requiring Assistance (CRA) -

If a student is under the age of 16 and is excessively absent from school, The Principal will request that the Supervisor of Attendance file a CRA with the juvenile court. (CRA, may be filed for a "Stubborn Child" or "Truancy" issue.)

In these instances, the courts will assist the parent and school in improving the student's attendance.

Prolonged Absence Due to Sickness/ Hospitalization

Prolonged sickness/hospitalization will be defined as being a period of time in excess of ten (10) days for a single illness. Students must report cases of prolonged illness or hospitalization to their school counselors. In cases of prolonged sickness or hospitalization, absent days related to a specific period of illness will be brought to the Attendance Review Board for consideration. The illness must be documented with the guidance department and school nurse. In these cases, tutoring opportunities are available and students,

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parents/guardians should contact the school counselor for more details. The school will make every effort to assure access to educational services during prolonged absence from school.

Other Prolonged Absences

Students remanded to the Division of Youth Services Program or other Executive Office of the Human Affairs Programs will have their absences exempt from PROBATIONARY status for the days they are in the program. The student's school counselor and the attendance office will document such program placement as long as they are participating in tutorial services.

Tardy/Late to School

Please be sure that your student **arrives on time for school** each day. Students must be in first period class at 7:43 for attendance. Students entering school **after 7:43** will need to **report to the Attendance Office to sign in**. A parent/guardian call or note, notifying the school of a student's tardiness is recommended.

- Students entering school between 7:43 and 9:00 am will be considered Tardy (T)
- Students entering school between 9:00 and 11:00am will be considered Tardy (TA)
- Students entering school after 11:00am will be considered Absent-Tardy (AT)

When a student accumulates 3 tardy-absent TA it will be considered a full absence and will be added to their accrued absences for the year.

Consistent Tardies will result in the following:

- 6 tardies - 30 min After School Recovery Time (ASRT) - parent notified
- 10 tardies - 2 hour After School Recovery Time (ASRT) - parent meeting
- 12 tardies - loss of driving privileges - parent meeting
- 15 tardies - Saturday After School Recovery Time (ASRT) - parent notified
- 16+tardies - Administrative Intervention

Being Dismissed from School

All students require parental permission.

Students should not be dismissed during school hours except for family or medical emergencies, personal illness and school sponsored activities. Non-emergency appointments need to be scheduled after school hours. All dismissals should be able to be verified. To verify dismissal contact information of the parent/guardian must be provided.

- Students leaving school between 7:43 and 11:00am will be considered absent-dismissed (AD)
- Students leaving school between 11:00 and 1:00 will be considered dismissed absent (DA)
- Students leaving school between 1:00 and 2:30 pm will be considered dismissed(D)

When a student accumulates 3 dismissed-absences (DA) it will be considered a full day absence and will be added to their total accrued absences for the year.

- 6 Dismissals - 30 min After School Recovery Time (ASRT)
- 10 Dismissals - 2 hour After School Recovery Time (ARST)
- 12 Dismissals - Loss of driving privileges – Parent meeting
- 15 Dismissals - Saturday (4 hours) After School Recovery Time (ARST)
- 16+Dismissals - Administrative Intervention

Parents/guardians are hereby informed that students will not be interrupted in their classrooms or career area during the instructional day. If an emergency exists, the Principal or designee will make the decision to call the student from class.

Procedure for Dismissing a Student from School

In the event a student must be dismissed:

ALL STUDENTS REQUIRE PARENTAL PERMISSION

Students may be dismissed from school by bringing a note with written parental permission. All dismissal notes must be submitted to the attendance officer by 8:00 A.M.

Parent Liaisons must verify the dismissal with parents or legal guardian therefore a home number, work or cell phone number must be included so that we may verify the dismissal.

Students leaving school before 11:00 A.M. will be marked absent – Dismissed (AD).

A necessary dismissal absence may be granted for the following reasons:

- Death in Immediate Family
- Religious Holidays
- Suspensions
- Court Appointment/Appearances
- Illness

Dismissals resulting in the loss of instructional time disrupt the educational process when students leave class early and any classwork missed must be made up under the same circumstances as any class absence.

Dismissal from class (or classes) to participate in a school-sponsored event is considered an ADMINISTRATIVE DISMISSAL and is exempt from disciplinary or grading consequences.

Monitoring Excessive Absenteeism

At the end of each school year the Attendance Office will create a list of students who exhibited excessive absenteeism. Names of students on this list will be given to the Assistant Principal/Dean who follows up poor attendance records by:

1. Sending a letter to the parent/guardian of the student reinforcing the school attendance policy.
2. Scheduling a meeting to address the concern of excessive absenteeism in an effort to correct the problem.

Make Up Days

Students, who due to extenuating circumstances have accrued excessive absences, may be offered makeup options for missed days. These must be approved by the Attendance Review Board. Options include Saturday school, after school opportunities, and summer school. To be considered the equivalent of a full school day, the student must attend four full hours of makeup time.

Any student who attends an attendance make up program must be engaged in meaningful work that aligns with lessons missed during their absence.

When attending the Make-up Program, students will report to the SAFE Office where they are expected to engage in work that was missed during the absence. It is the student's responsibility to retrieve work from their instructors and leave finished work with the monitor at the end of the period.

Early Morning Arrival

Students are permitted to enter the building through the rear doors of the school each school morning beginning at 7:00am for the purpose of obtaining breakfast. Students being dropped off should be dropped off near the small gym at the designated area. Students must show or display their identification badge. Students are required to remain in the cafeteria, gym areas, or designated area. After 7:43 A.M., the rear doors will be locked and all students must enter school through the front doors and report to discipline to sign in.

Access to lockers and other areas of the building will be permitted at approximately 7:35 A.M. each school day. At this time students have eight minutes to get to their lockers to get what they need for the day and then proceed directly to the first period/shop for attendance.

Being On Time for Class Periods

Students are required to be on time for all class periods, all career area periods, and all scheduled school appointments and special events. Tardiness is subject to disciplinary action. Students are expected to be on time to the cafeteria for lunch and will have an entire 30 minutes in which they are expected to remain in the cafeteria unless they have an authorized pass to leave.

The **Daily Bell Schedule** identifies the specific start and end time of each period, including lunch periods. Students will have four minutes to move to their next class. Students need to plan trips to lockers and other school business in order to be in class on time.

Students tardy to class without an authorized pass will be admitted to class and issued a warning for the first offense and a Teacher Detentions for the second offense. Subsequent late-to-class violations will be referred to the SAFE Office and subject to consequences.

FOLLOWING DIRECTIVES AND GENERAL EXPECTATIONS FOR BEHAVIOR

Students are required to follow the directives and any reasonable requests made by classroom instructors and members of the school staff. Students are expected to be prepared for class, to bring to class the necessary Chromebook, charger, pens, pencils, notebooks, books and any special equipment needed for the class.

Students are required to:

- Attend all classes.
- Arrive at all classes on time.
- Be dressed in proper attire as explained in the school Dress Code
- Follow all rules and procedures made by a teacher or substitute teacher.
- Do not leave class until dismissed by the teacher.
- Demonstrate respect for all school property, i.e. Chromebook, books, desks, tools, lockers, equipment.
- Report immediately to the SAFE Office if directed to do so by the teacher.
- Never use, or support someone else who uses language or gestures that are offensive to another person and/or demeans a person's race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness or limited English speaking ability.

SUMMARY OF BEHAVIOR EXPECTATIONS

	...be responsible...	...be safe...	...be respectful...
In Instructional Areas	• Arrive on time, with a charged working Chromebook prepared to learn and attend class daily • Do your homework, participate in class, study for tests • Listen to lessons & directions • Use of electronic devices without proper permission is prohibited • Keep your area clean	• Keep hands and objects to yourself • Use materials and equipment correctly • Stay in your area • Follow safety rules, dress code, and display your school ID	• Raise your hand and wait your turn to speak • Adhere to all rules and regulations made by the teacher • Use appropriate words and actions with peers and teachers

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In the Hallways	• Walk directly to your destination • Have your ID and present it when asked. • Have a hall pass. • Keep it clean. Take pride in your school. • Use of electronic devices is prohibited during instructional time	• Keep objects and body parts to yourself • Walk to the right side in the hallways in an orderly fashion • Display your school ID • Students are not to use vulgar, obscene, and or derogatory language, including language that demeans an individual's race, color, gender, sexual orientation, nationality or religion.	• Quiet during classes, no shouting • Leave doorways clear • Use appropriate language • No physical display of affection. • Yield to pedestrians if moving vocational equipment between classes.
In the Restroom	• Keep it clean. Take pride in your school. Be quick • Use of electronic devices is prohibited during instructional time	• Wash your hands	• Talk quietly • Use appropriate words and actions • Respect personal space
On the Bus	• Keep it clean • Be on time for bus pickup • Adhere to bus transportation etiquette	• Keep hands and objects to yourself • Walk to your seat • Stay seated	• Talk quietly • Use appropriate words and actions • Listen for and follow adult instructions • Respect bus property
During Arrival and Departure	• Arrange your transportation ahead of time • Arrive to school on time	• Keep hands and objects to yourself • Walk inside the school • Stay in designated area until passing bell rings	• Quiet during morning announcements, Moment of Silence, & Pledge of Allegiance
In the Parking Lot Area	• Keep it clean. Take pride in your school. • Display parking pass in car	• Keep hands and objects to yourself • Obey traffic laws • Give pedestrians right of way • Walk with caution in	• Use appropriate words and actions • Listen for and follow adult instructions • DO NOT BACK INTO SPACES!

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		bus area	
In the Cafeteria	• Remain in the designated area for the entire 30-minute period. • Swipe/present own ID badge in order to receive a breakfast/lunch *using another ID badge will result in disciplinary action • Keep it clean. Take pride in your school. • Recycle and throw trash away • Make healthy eating choices • Obtain a pass to leave • Use only designated restrooms outside the cafeteria. • No Card/Dice/Game playing – Use Library	• When entering and leaving, walk in an orderly fashion and keep hands and objects to yourself. • Use hand sanitizer • Stay seated until passing bell • Personal celebrations are for after school • No food or drinks are allowed out of the cafeteria (with the exception of water) • No throwing food/objects. • Students are not to congregate or obstruct aisles in anyway • No cakes/parties.	• Talk quietly • Students are to talk in a conversational tone at all times. • Use appropriate language • Listen for and follow adult instructions • Use appropriate words and actions • Wait your turn in line • No outside food deliveries during school hours • Students are NOT to use vulgar, obscene, and/or derogatory language, including language that demeans an individual's race, color, gender, sexual orientation, nationality, or religion.
During Assemblies & After School Events	• Arrive on time • Fill in rows in front first • Keep it clean. Take pride in your school. • Pay attention to the event • Use of electronic devices is prohibited during assemblies	• Keep hands and objects to yourself • Stay in your space until dismissal • Obtain permission to leave only if necessary	• Listen for and follow adult instructions • Quiet during assemblies • Cheer for your classmates – use kind words and actions with opponents, fans, officials

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STUDENT DRESS CODE

School Identification Badges

ALL students MUST wear or be in possession of a personal GLTS Identification Badge.

School Uniforms

Career Area Regulation Uniforms typically include safety glasses and other career specific safety gear, including specific shoes or work boots that will be enforced during shop time only. Regulation uniforms should be loose fitting for comfort and proper body ventilation. Students without the proper uniform may be sent to the SAFE Office if it presents a safety issue. Torn or ripped uniforms are not permitted. Students who miss class or shop time due to unacceptable attire are subject to the regulations of both discipline and attendance.

Safety issues in shops may limit specific use of certain Reggie Gear (ex: hooded Reggie Gear sweatshirts and certain material will only be permitted at the discretion of the individual CTE program). Teachers may make allowances for students to wear another layer of clothing over their uniform shirts to address temperature change, as long as the outer layer does not pose a safety hazard. All uniforms are to be worn in a professional way. The school also reserves the right to prohibit other items that school officials deem to be inconsistent with a safe learning environment. **Students who are observed wearing prohibited items will be required to surrender them to school officials and may be subject to disciplinary action.**

Prohibited Apparel* (During Both Academic and Shop)
Hats, Bandanas, Durags, Hoods covering the head or anything that conceals one's identity
Clothing, which displays tobacco, or alcohol advertising, profanity, racial, ethnic, or other inappropriate slurs, disruptive images or words, drug or gang related symbols.
Clothing or accessories that display offensive images or words that would be considered socially, culturally, or ethnically inappropriate and disrupt the educational process is strictly prohibited.
Frayed or ripped jeans or pants
Shirts that reveal the stomach or torso or shirts that are sleeveless or expose the shoulders
Shorts, Skirts or Dresses
Slippers, Slides, or any footwear that exposes the toes
Pants or shorts that drop below the waist
Pajamas, Onesie or blankets

*Exceptions of any of the above for religious purposes require administrative approval

Career Area Uniforms For Specific Career Areas

Career Areas	Bottom	Top w/ GLTS/Shop Logo (White & Orange Lettering)	Footwear	Safety Glasses/ other
All Freshmen	Jeans or khaki pants	Black	Safety Boot	Clear Safety Glasses
Advanced Manufacturing	Jeans or khakis Pants	Red	Safety Boot	Clear Safety Glasses NO JEWELRY
Automotive Collision, Repair & Refinishing	Blue or Black work pants	Forest Green	Safety Boot	Clear Safety Glasses
Automotive Technology	Blue or Black work pants	Black	Safety Boot	Clear Safety Glasses
Aviation	Black or Blue work pants	Carolina Blue	Safety Boot	Clear Safety Glasses
Biotechnology	Jeans, khakis or work pants	Royal Blue	Leather/Skid Resistant	Clear Safety Glasses
Business Technology	Black or khaki pants	Light Blue	Professional shoe attire	
Carpentry	Jeans or khakis	Safety Orange	Safety Boot	Clear Safety Glasses
Cosmetology	Black dress pants/Black jeans or Black work pants	Purple	Black leather/rubber soles	
Culinary Arts	Chef Uniform or Black pants	Indigo Blue	Leather/Skid Resistant	Chef hat, bowtie, hairnet
Dental Assisting	Scrubs khakis or jeans (Grade 9 only)	Maroon	Black or White Leather/leather like Sneakers and socks	Clear Safety Glasses
Early Education & Care	Jeans or Khakis	Light Pink	Skid resistant	
Electricity	Jeans	Gold	Safety Boot	Clear Safety Glasses NO JEWELRY

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Environmental Science	Jeans or khakis	Irish Green	Safety Boot	Clear Safety Glasses
Health Assisting	Scrubs Jeans or khakis	Navy	Sneakers 11 th grade –White sneakers	
HVAC	Jeans or khakis	Dark Heather Grey	Safety Boot or Hiking Boots/Shoes	Clear Safety Glasses
Information Technology & Programming & Web Development	Jeans or khakis	Ash	Leather/Skid Resistant	Clear Safety Glasses
Landscape Construction and Horticulture	Jeans or khakis	Safety Green	Safety Boot	Clear Safety Glasses
Medical Assisting	Scrubs Jeans or khakis	Iron Grey/Charcoal	Sneakers 11 th grade –White sneakers	
Metal Fabrication	Jeans or Dickies	Cardinal Red	Safety Boot	Clear Safety Glasses NO JEWELRY
Plumbing	Jeans or khakis	Orange	Safety Boot	Clear Safety Glasses
Robotics and Automation Technology	Jeans or khakis	Military Green	Safety Boot or Sneakers if needed in the lab area	Clear Safety Glasses

Safety Boot – Defined as any work boot that protects the entire foot is skid resistant and with a heel that helps with stability of equipment. They typically have a “reinforced toe” and leather upper common brands of safety boots include, but are not limited to Timberland, Wolverine, Rocky and Skechers.

Physical Education Uniform Policy

Students in Physical Education are expected to be in proper attire that is conducive for physical activity. This may include:

- T-shirt or sweatshirt
- Shorts, sweatpants, or any athletic bottoms that allows non-restricted movement (jeans, cargo pants are not acceptable)
- Sneakers (a student will not be allowed to participate if the student is not wearing proper footwear).

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FOOD IN CLASSROOMS/CAREER AREAS

Food is not allowed in classroom or career areas. The dangers associated with food allergies are very real. Mere exposure to allergens can pose significant and, in some cases, life-threatening risk to individuals.

SCHOOL LOCKERS

While students are given the right to use school lockers, they remain the property of the school. Consequently, lockers may be inspected at any time. THE SCHOOL RETAINS THE ABSOLUTE RIGHT TO INSPECT LOCKERS FOR COMPLIANCE WITH ALL RULES AND REGULATIONS ESTABLISHED BY THE SCHOOL TO ENSURE A SAFE ENVIRONMENT.

- Students will be provided with a school lock to use while a student at GLTS. Students are advised that school personnel will make periodic inspections of lockers.
- It is the student's responsibility to maintain lockers.
- Students are NOT allowed to share lockers; ONE locker per student
- Congregating at lockers is not permitted.
- Students are advised NOT to keep valuable personal possessions in lockers. The school cannot guarantee the security of the lockers and shall not be responsible for lost or stolen items.

DRIVING AND PARKING ON SCHOOL GROUNDS

Students are not permitted in the parking lot anytime between homeroom and dismissal

Motor Vehicle Regulations:

Student parking and use of automobiles on school property at GLTS is a privilege not a right.

- Parking privileges may be granted to seniors in good standing on a space available basis. Applications for parking permits are found in the Discipline Office.
- A parking permit is required before a student brings a motor vehicle to school.
- Students are prohibited from driving on campus in a private vehicle unless prior permission has been obtained through the application process.
- The school assumes no responsibility for cars parked on school grounds.

Procedure For Obtaining Driving and Parking Privileges

The privilege to drive and park vehicles on school grounds is dependent upon compliance with the following regulations:

- All student drivers must be legally licensed.
- The student's parent or legal guardian must sign the consent section of the parking permit application.
- Parking permits are \$5 a school year.
- Students must keep the form up-to-date by recording the make, model, and registration number of any vehicle being driven to school.
- All student motor vehicles entering the school grounds must have proper school identification decals issued by the school administration.
- All student vehicles must bear a Massachusetts registration plate.
- Vehicles must be operated safely and adhere to the speed limit on school grounds of 10 M.P.H.
- Students must use properly designated entrance and exit routes.
- School buses are to be given the right of way.
- Students must only park in their assigned space.
- Immediately upon parking, students must lock their vehicle and enter the building. Students are not to return to their vehicles at any time during the school day.
- Parking restriction consequence for excessive tardies 12+ lose parking for one month.

Search Of Student Vehicles

Student vehicles are subject to search if the school administration suspects that items not allowed on school property might be present in the vehicle.

Revoking Parking Privileges

Parking privileges may be revoked at any time at the sole discretion of school personnel. A permit to park may be revoked if the student:

- Violates driving or parking regulations.
- Violates school rules including the attendance policy.
- Drives near or through areas designated as school bus loading zones.
- Drives on lawns or pathways.
- Has too many passengers in the car and/or fails to be responsible for the safety/actions of the passengers.
- Litters/disposes of trash from his/her vehicles.
- Exhibits any unsafe operation of a motor vehicle on or off school ground or endangers others by use of a motor vehicle.
- Fails to follow any of the procedures and regulations in this handbook.
- Violation of any Registry of Motor Vehicle regulation or law of the Town of Andover, or the Commonwealth of Massachusetts.

BEHAVIOR ON SCHOOL BUSES AND ON SCHOOL TRANSPORTATION

The school provides school bus transportation for eligible students in accordance with Massachusetts General Laws, Chapter 71 section 16C. Use of school bus transportation is at the complete discretion of the student and/or his/her parent or legal guardian. The use of the service by students is not mandatory nor does the school monitor or oversee student use. Students who choose to utilize school bus transportation must observe the following rules.

- Students are required to have a current school I.D. with the assigned bus number to gain access to their bus.
- Students must behave and act appropriately on school buses.
- Students are required to observe all safety regulations and shall follow all orders from the bus driver.
- Students are reminded that they remain subject to all school rules and regulations while on buses and at bus stops, before and after school.
- Students will be held responsible for damage caused at bus stop locations and to school buses and are expected to reimburse the school for any and all damages.
- Any student found to have vandalized or damaged a school bus will be subject to disciplinary action including possible expulsion and will be expected to pay for all damages.
- The Massachusetts State laws prohibit smoking on all school buses at all times.
- Bus drivers are instructed to immediately report improper conduct on buses.

Students may be denied bus-riding privileges for conduct deemed inappropriate. Bus routes may also be suspended indefinitely.

VAPING/SMOKING/TOBACCO USE POLICY

The Education Reform Act of 1993, as specified in Section 37H, prohibits the use of any tobacco product or any tobacco/nicotine delivery devices, including vape pens within the school building, the school facility, or on the school grounds, or on the school buses by any individual, including school personnel. Any violation on the use of tobacco products or any tobacco/nicotine delivery devices, including vape pens maybe subject to the following penalties:

- First Offense: Saturday Detention
- Second Offense: PASS Program

- Third Offense: Administrative Intervention

Students smoking in motor vehicles may have their driving privileges suspended.

PREGNANT STUDENT POLICY

The Greater Lawrence Technical School has adopted the Massachusetts Department of Public Health Adolescent Pregnancy Policy. This policy was developed to provide direction to staff in dealing with a student who discloses that she is pregnant or thinks she is pregnant and in need of services. The following matters must be considered when a student makes such disclosure:

- The right of the student to confidentiality when seeking pregnancy related services.
- The need of parents/guardians to be informed by the school in matters relating to their children.
- The obligation of the school to respect and protect the needs and rights of the student and parents/guardians.

Students are encouraged to disclose concerns about pregnancy to their school counselor or the school nurse. If a student discloses to a staff member other than a school counselor or the school nurse, she should be referred to the counselor or the nurse immediately.

If a student believes that she is pregnant, the school counselor or nurse will:

- Provide the student information about where she can go for a pregnancy test.
- Encourage dialogue with parents/guardians/guardians;
- Assess for sexual abuse, and make reports as appropriate.
- Encourage follow-up with a health provider.
- Determine what hazards, through contact with a medical provider, if any, are present in the student's career area program, and the school counselor will reschedule or relocate the student in a safe learning environment, if necessary.

A student who is pregnant will:

- Remain in all regularly-scheduled academic classes.
- Participate in all career area training classes, unless a potential health hazard is present as identified by a medical provider.
- Continue participation in all extracurricular activities unless otherwise directed by a physician.

Upon return to school after giving birth, students will resume the same academic and career training classes and all extracurricular activities.

DRUG AND ALCOHOL POLICY

The purpose of this policy is to send a clear message to students, staff, parents/guardians and citizens of the region that the use, possession or distribution of illegal drugs, look-alike drugs, alcohol, or paraphernalia associated with drugs or alcohol (hereinafter collectively referred to as "contraband") will not be tolerated in school, on school property or at any activity associated with the school. It is imperative that each student is aware that the school's learning process as well as the students' educational rights shall be protected in every circumstance. Violators of this policy will be dealt with swiftly and firmly.

The school will assist students who voluntarily seek drug or alcohol treatment, counseling or advice when appropriate.

Any student found to have possessed, distributed, or been under the influence of either an alcoholic beverage, drug or look-alike drug in school, on school property, at school-sponsored or school-related activities can expect immediate disciplinary action and, when applicable, referral to local police authorities for criminal prosecution.

This Drug and Alcohol Abuse Policy addresses three distinct areas:

- Students with suspected or actual use, abuse or being under the influence of alcohol, drugs, synthetic drugs, look-alike drugs or alcohol.

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- Students who are suspected of possession or distribution of drugs, synthetic, look-alike drugs or alcohol.
- Students voluntarily seeking drug or alcohol treatment.

Confidentiality

Students are encouraged to seek counseling and assistance from school personnel, particularly their assigned school counselor. Student confidentiality will be safeguarded providing the rights and well-being of others are not infringed upon and provided that the Disciplinary Code has not been violated.

Right To Search

Whenever school authorities have reasonable suspicion that a student is under the influence or in possession of an item prohibited by the school, the school will respond with appropriate measures which may include a search of the student, his or her locker, the student's possessions and confiscation of any prohibited items found. The school may also take disciplinary measures as outlined in this drug and alcohol abuse policy as well as in the Disciplinary Code and may refer the matter to the authorities for criminal prosecution.

Whenever a school official has reasonable suspicion or reasonable cause to believe that a student is in violation of the school's drug and alcohol policy, the school official will notify an Administrator and/or an Administrative Dean of discipline. In the event that these school officials have reasonable suspicion or reasonable cause to believe that the student is under the influence of drugs or alcohol, the school administration will first attend to the immediate medical needs of the student, if any. The student, his or her locker, and his or her personal possessions may be searched and any contraband found will be confiscated. The Andover Police Department will be called which may result in a criminal investigation and/or the filing of criminal charges.

Communication with Parents/Guardians

The school will make efforts to notify the student's parent or guardian by telephone and will be asked to remove the student from the school premises. This will be followed by a written confirmation from the school. The Andover Police Department will be notified for the purpose of rendering assistance.

Following the initial date of the infraction, a parental conference should occur within 48 hours.

If it is not possible to hold such a conference within 48 hours, it will be held as soon as is reasonably possible.

Upon completion of the parental conference, sanctions under the Disciplinary Code shall be implemented.

Possession and/ or Distribution of Drugs or Alcohol

Possession or distribution of drugs or alcohol is a serious offense. Therefore, the offender must be immediately removed from the school and reported to the police. There will be no compromise with students who distribute and/or possess drugs or alcohol. Students will be dealt with strictly and firmly in accordance with the Disciplinary Code.

Reasonable Suspicion

Whenever a school staff member has reasonable suspicion or reasonable cause to suspect that a student is in possession of or distributing drugs or alcohol in school, on school property, or at a school related event, the school staff member must immediately notify the administrator in charge who will notify the Superintendent-Director or his designee. The school will question the student in an attempt to determine when, where, to whom and under what circumstances such drug or beverage was distributed. The school will make efforts to notify the student's parent or guardian. The parents/guardians will also receive written confirmation.

Students Seeking Assistance with Substance Use/Abuse

The school, through its School Counselors, offers assistance to students seeking drug or alcohol treatment. Students who feel they have a substance abuse problem are encouraged to seek help from the school.

- The school will provide the following assistance:
- Appropriate personnel will access the best possible means of helping the student.

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- Involve the parents/guardians as soon as possible.
- Allow the student to make up any schoolwork that is missed.
- Maintain confidentiality.

Students should be reminded that voluntary assistance in no way eliminates the student's responsibilities under any other section of this policy.

Counseling For Substance Use/Abuse

Students seeking help are encouraged to go to a school counselor. A student is not restricted in his or her choice of a counselor. The counselor will make every effort to determine the nature and the severity of the problem. The counselor will consult with appropriate teachers and other professionals to determine the severity of the problem. In cases judged severe by the counselor, the following procedure will be followed:

- The student will be encouraged to get a physical examination.
- The parents/guardians and guardian will be involved in any proposed rehabilitation program, since parental approval is necessary for all students under the age of 18.
- The student will be referred to the appropriate agency for treatment. In cases judged to be not of a severe or life-threatening nature, the counselor will provide:
- Personal, confidential counseling, professionally conducted.
- Referral to any group counseling services provided by the school for drug related matters.

Readmission after Suspension

If a student has been suspended for substance use/ abuse, his/her possible readmission will be based on a Board Review of:

- Medical history
- Progress with problems that were the basis for the suspension
- The effort that is being made to deal with the problem outside of school
- A Board Review is conducted by the following school personnel
 - Superintendent-Director or Administrative Designees
 - School Counselor and/or Support Counselor

The Review Board will meet with the student and his or her parents/guardians and other professionals who may have been working with the student. The school recognizes that an important part of the rehabilitation process may be the opportunity to return to the regular school environment.

NOTE: The Board will meet solely with the student and any attendant professionals in cases of a student who is 18 years of age or older and who no longer resides with the parent or legal guardian. The Board may suggest, in consultation with attendant professionals, admission to counseling services provided by the school.

USE OF ELECTRONIC DEVICES

* Approved by GLTS District Committee August 29, 2023

GLTS recognizes the impact that technology has on the modern world and the positive resource it can be for educational purposes. However, we value the educational environment and understand how the overuse of technology can take away from a productive learning environment and face-to face interactions.

In order to reduce external distractions and disruption to the educational and social emotional environment, we enact the following policy. This policy shall be the policy used by every teacher and every classroom:

- Cellular Devices Use
 - Allowed prior to 7:43am, during students' designated lunch period, and after 2:30pm.
 - To protect members of the GLTS community, at no time may students use their phone for video or photography.

- Classroom/WIN/CTE
 - Upon arriving at the classroom/WIN/CTE, all students will place their silenced cellular device in the designated lock box until the end of class/day. Cellular devices cannot be stored in alternative locations.
 - Wifi-enabled devices (including but not limited to airpods, smartwatches, etc.) are not permitted. School issued headphones will be provided when needed.
 - Smartpasses must be initiated and ended by a chromebook or a kiosk.
- Consequences
 - Student use of cell phones or other electronic devices during the school day is a privilege not a right.
 - 1st offense: Reminder/redirection by the teacher.
 - 2nd offense: Security will be called to pick up and store the device(s) until the end of the day. Parents/guardians will be notified by the teacher.
 - 3rd + offense(s): Security will be called to pick up and store the device(s) until the end of the day. **Parents/guardians** will be notified by the dean to pick up the device(s). After the third offense, detention will be issued by the Dean.
 - Students using cell phones or other functions on electronic devices (chromebook) in any manner that disrupts the educational environment from within or beyond the classroom violates the rights of others. Disruption includes but is not limited to using a device in violation of school rules, harassing or bullying staff or students, photographing or video recording, or using a device for unlawful purposes. Such misuses will be subject to more severe disciplinary action, up to and including suspension and/or expulsion and may, if applicable, be reported to the Andover Police Department.
- Parents/Guardians
 - Support from parents/guardians is appreciated and expected.
 - Please refrain from contacting your student during school hours (7:43am - 2:30pm) via a cellular device. Parents/Guardians can contact the Student and Family Engagement (SAFE) office at 978-686-0194 extension 2000 to get in touch with your student.

RESPONSIBLE USE POLICY

Purpose and Vision

At Greater Lawrence Technical School (GLTS), we encourage the active use of information technology to pave the way for academic success, workplace preparation, and lifelong learning. Technology is a powerful tool designed to enhance communication, boost productivity, and help our students acquire vital new skills. Access to GLTS network resources, electronic devices, and internet infrastructure is a shared community resource. We view this access as an educational partnership. Because our digital choices impact everyone around us, and because network access is a privilege rather than a right, students are expected to uphold this agreement both in and out of school. Infractions will be enforced using guidelines contained in the student handbook.

The Core Pillars of GLTS Digital Citizenship

To maintain a thriving, safe, and collaborative learning environment, all GLTS users agree to practice the following responsible behaviors:

Respect for Self and Others

- **Kindness and Inclusivity:** I will use digital communication to uplift and support the GLTS community. I commit to a community free from harassment, bullying, cyberbullying, stalking, teasing, or demeaning language. I will not use or access any social network, website, blog, or wiki to create, view, or participate in the humiliation of others.
- **Consent and Privacy:** I respect the personal space and privacy of my peers and instructors. This means I will only capture audio, video, or photographs of individuals with their explicit knowledge and consent.

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- **Upholding School Values:** I actively uphold my school values of respect and integrity. I will not create, retrieve, or forward sexually suggestive photographs, or material that is obscene, profane, violent, discriminatory, or depicts illegal activities.

Respect for Property and Integrity

- **Device Stewardship:** I will treat school-issued electronic devices, network infrastructure, and computer facilities with care. I will use devices as configured by the school, leaving system settings, configurations, and assigned usernames intact to ensure a reliable network for everyone. I will protect hardware and software by avoiding modifications to system files. I will respect the school's content filtering and will not try to bypass it.
- **Focused Learning:** During class, my digital interactions (such as messaging, streaming, or chat) will be focused directly on the learning expectations set by my instructors.
- **School Email Accounts:** GLTS email accounts are dedicated tools for school assignments and learning. If I am ever uncertain about an appropriate use, I will check with a teacher first. For all personal, non-school activities, like registering for social media, online banking, or applying to colleges, I will use a personal email address. This protects my data security and ensures I don't lose access to important personal accounts after I graduate.

Safety, Security, and Active Intervention

- **Protecting Personal Information:** I will keep my digital identity secure. I will keep passwords, usernames, and sensitive personal information (such as full names, home addresses, and phone numbers) confidential. I will never steal or look up someone else's password, nor will I attempt to pose or log in as another user, understanding that identity misrepresentation compromises community trust.
- **Digital Footprint and Security:** I will not give out identifying information over the internet. I will only access my own assigned computers, accounts, and files.
- **Cybersecurity Vigilance:** I will remain alert to digital security threats that could compromise my data or the school network. If I receive a suspicious email (such as a phishing attempt), notice unusual activity on my school account, or suspect my password has been compromised, I will report it immediately to a staff member or the school IT Department/Help Desk.
- **Network Health:** I will share network bandwidth responsibly. I will stream, download, and upload media only for educational purposes to ensure the network remains fast and accessible for all users. I will download items from the internet only under a teacher's explicit direction.
- **Community Safety & Reporting:** If I see a message, comment, image, or anything else online that causes concern for my safety or the safety of another student, including bullying, harassment, or a threat, I will bring it to the attention of a teacher or administrator immediately.

Guidelines for School-Issued and Personal Devices**When and Where Personal Electronic Devices Are Welcome**

Students may use personal devices prior to homeroom, during lunch, and in the hallways *between classes*. Students who are in the hallways during instructional class time (e.g., on a hall pass) are strictly prohibited from using electronic devices. During all other times, students are expected to use only their district-provided Chromebooks to complete their schoolwork.

Classroom cell phone infractions will follow the progressive disciplinary steps outlined in the Student Handbook, up to and including device confiscation by security and parent pick-up requirements.

GLTS network access will be reserved exclusively for school issued devices.

Open Communication

I will inform a teacher immediately if I have concerns about the functionality or suitability of the hardware or software I am using. If I am ever uncertain whether a digital activity is permitted or appropriate, I will always ask a teacher or administrator before engaging in it.

Student Guidelines for the Use of AI (Rev. August 2025)

- Students will recognize that AI is a tool to help with learning, not something to do the thinking or work for them.
- Students are aware that information from AI isn't always correct, so it's important to check facts and use other sources to better understand what they're learning.
- Students can and should follow their teacher's directions when using AI and only use school-approved tools to help with things like brainstorming or improving drafts, making sure the final work is their own.
- Students are expected to demonstrate [transparency](#) by acknowledging their use of AI tools, including what tools they used and how they used them, so their work stays authentic
- Students should consider how AI affects others and the world, including issues like privacy, fairness and environmental impact, and always use AI in ways that are respectful and responsible online.

Footnote/Definition:

***AI**, or Artificial Intelligence, is a broad field of technology that lets machines perform tasks that usually require human intelligence. For example, your phone uses AI to recognize your face to unlock. **Generative AI** is a specific type of AI that can create new, original content. For example, when you ask a generative AI to write a story, it creates a unique story instead of just finding an existing one.

School-Issued Devices & Chromebook Care

GLTS is committed to our one-to-one program, providing all students with a Chromebook to support and enhance their learning experience and prepare them for college and career.

School-provided equipment, including computers, Chromebooks, printers, scanners, servers, and email accounts, are the property of the school district, and students are responsible for keeping them in good working condition.

- **Daily Preparation:** I will arrive in class fully prepared for success. This includes bringing a fully charged Chromebook.
- **Care and Maintenance:** I will treat all equipment with care and recognize my responsibility for the condition of my assigned device, as well as any other school technology I interact with. I will refrain from tampering with or altering any GLTS technology equipment.
- **Personal Property:** To protect the integrity of the school's network, I will use my assigned school chromebook rather than personal devices brought from home. Personal devices include but are not limited to, laptops, ipads, cell phones, bluetooth headphones or wearable technology devices. School issued headphones will be provided when needed.
- **Accessibility and Accommodations:** Technology accommodations and assistive devices specified in a student's Individualized Education Program (IEP), 504 Plan, or other official learning plans are recognized exceptions to certain hardware restrictions. Approved assistive technology will be supported to ensure equal access to learning.
- **Cell Phones:** Upon arrival to any academic classroom or career area learning space, including WIN, I will place my silenced cellular device in the designated lock box until the end of class.

Student Chromebook Borrowing

To minimize lost instructional time, the school provides temporary loaner chromebooks to students who need a replacement device during the school day. Students will be expected to follow the policy for borrowing as outlined below.

If a student requires a temporary replacement Chromebook, they must follow these steps:

- **Teacher Permission:** Students must obtain permission and an official pass from their teacher before reporting to the Help Desk.
- **The Exchange (Collateral):** Students must bring their personal cell phone to the Help Desk. The cell phone will be securely held as collateral for the duration of the loan.
- **Request Form:** Students must complete a digital request form at the Help Desk to formally check out the device.
- **Retrieving the Phone:** The cell phone will be returned to the student *only* after the borrowed Chromebook is successfully checked back into the Help Desk.

Borrowing Without a Cell Phone

If a student does not have a cell phone to offer as collateral, they may still borrow a device under the following conditions:

- **Verification:** The SAFE Office will verify that the student does not have a phone in their possession before a Chromebook is issued.
- **Expectations:** Students borrowing without collateral will receive a formal reminder that the device must be returned on time. Failure to do so will result in disciplinary action.

Return Policy and Time Restrictions

- **Return Window:** Borrowed Chromebooks may **only** be returned to the Help Desk at the end of the school day, **after 2:25 p.m.**
- **Cell Phone Policy Alignment:** To protect instructional time and uphold the school's cell phone policy, students are not permitted to retrieve their cell phones from the Help Desk before 2:25 p.m.

Parent and Guardian Notifications

To ensure student accountability and prevent device loss, families will be notified as follows:

- **Standard Alerts:** Parents/guardians will receive an automated notification every time their student borrows a Chromebook.
- **Frequent Borrowers:** If a student borrows a Chromebook more than three (3) times within a single week, the school will contact parents/guardians directly to confirm whether the student's originally assigned school Chromebook has been lost or misplaced.

Consequences for Late Return, Loss, or Damage

- **Failure to Return:** If a student fails to return a borrowed Chromebook by the end of the day, they will be referred to the SAFE Office for disciplinary action.
- **Financial Obligation:** A **\$250 fee** will be placed on the student's account for any device not returned by the end of the school day. This financial obligation will remain on the account until the device is returned to the Help Desk in working condition.
- **Lost or Stolen Devices:** If a student reports a borrowed Chromebook as lost or stolen, parents/guardians will be notified immediately, and the **\$250 financial obligation** will be strictly enforced.

Academic Integrity & Ethical Publishing

As scholars and professionals in training, schoolwork will be held to high ethical standards:

- **Ethical Publishing:** I will represent myself honestly online and publish text, media, and code ethically.
- **Originality and Attribution:** I will not plagiarize. I will celebrate the work of others by properly citing any and all use of websites, books, media, or outside resources, and I will never represent the work of others as my own.
- **Honest Practice:** I will not manipulate, modify, or use technology to cheat on academic assignments or assessments.
- **Legal Compliance:** I will strictly obey all copyright and software licensing laws.

Digital Safety, Monitoring, and Responsibility

Content Filtering

In compliance with the Children's Internet Protection Act (CIPA), GLTS utilizes content filtering technology on all devices to provide a safe digital environment. Because no filter is entirely perfect, the internet may occasionally display inaccurate, offensive, or inappropriate material. GLTS empowers students to navigate the internet maturely, and we highly value parent/guardian collaboration in supervising technology use outside of school.

System Transparency and Network Monitoring

The GLTS Administration and technology staff maintain the right to review and monitor network activity, electronic communications, and data stored on school servers. This monitoring is conducted strictly to provide:

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- **Safety:** To protect students from cyberbullying, harassment, and online dangers.
- **Security:** To safeguard personal data and defend against external cyber threats.
- **Operational Support:** To maintain network health, guarantee fast bandwidth, and provide technical troubleshooting.
- **Legal Compliance:** To meet all federal and state regulations, including the Children's Internet Protection Act (CIPA). Users should understand that files, messages, and history created or stored on school network systems are transparent to system administrators.

If network violations are suspected, users may be asked to turn over a device to verify the health and security of the system. GLTS actively encourages students to be the first line of defense by reporting suspected phishing or system vulnerabilities to IT staff immediately.

Commitments and Responsibilities

GLTS strives to provide reliable, high-quality network access. The Greater Lawrence Technical School makes no warranties of any kind, implied or expressed, that the services and functions provided through the Greater Lawrence Technical School computer resources, electronic resources and network infrastructure will be error free or without defect. The Greater Lawrence Technical School will not be responsible for damages users may suffer, including but not limited to loss of data or interruption of service. The Greater Lawrence Technical School, along with any persons or organizations associated with the school department internet connectivity, will not be liable for the actions of anyone connecting to the internet through the school network infrastructure. All users shall assume full liability, legal, financial or otherwise for their actions while connected to the internet. The Greater Lawrence Technical School assumes no responsibility for any information or materials transferred or accessed from the internet. parents/guardians and guardians agree to accept financial responsibility for any expenses or damages incurred as a result of their student's inappropriate or illegal activities on the Greater Lawrence Technical School network.

Accountability and Next Steps

Choosing to use GLTS technology means choosing to uphold this community standard of responsibility.

Supportive Interventions and Restorative Action

When a user's behavior deviates from these expectations, uses technology in an inappropriate way, or disrupts the learning environment, GLTS will take appropriate corrective steps. Depending on the nature of the situation, outcomes may include:

- An educational conversation regarding digital citizenship.
- A temporary or permanent adjustment to technology access and privileges.
- Disciplinary action as outlined in the District Committee policies and the student handbook.

Serious infractions, including, but not limited to, utilizing technology to threaten others (cyberbullying), stealing passwords/identities, or engaging in unauthorized audio/visual recording without consent, will involve school administration and may carry legal consequences under applicable Massachusetts General Laws (including Ch. 272, § 99).

Parent and Guardian Partnership

We believe that educating digital citizens requires a strong bridge between school and home.

Parents/guardians have the right to review their child's school digital files at any time. Parents/guardians accept financial responsibility for expenses or damages incurred as a result of their student's intentional damage or illegal activities on the network. Please refrain from contacting your student during school hours (7:43 am - 2:30 pm) via cellular device. Parents/Guardians can contact the Student and Family Engagement (SAFE) office at 978-686-0194 extension 2000 to get in touch with your student. Parent engagement is essential in ensuring a safe, secure and responsible digital learning environment.

Opt-Out Provision: In accordance with district policy, parents or guardians maintain the right to request in writing at any time that their student be restricted from internet access. GLTS will provide alternative, non-internet-based activities to fulfill academic requirements for these students.

DISCIPLINE POLICY

The District Committee of GLTS and its Superintendent-Director, Administration, Faculty and Staff recognize that one of their primary obligations to students is to maintain a safe and healthy learning environment. In order to carry out this critically important obligation, the District Committee has adopted this disciplinary policy. This policy authorizes various distinct forms of discipline as described in the following paragraphs.

The form of discipline imposed shall depend on, among other things, the specific circumstances of the offense, the nature of the offense and the student's prior academic, career area, attendance and disciplinary history. Discipline will be imposed in accordance with due process procedures set forth in this handbook as well as State and Federal laws and regulations. It is the District Committee's intent, above all, that GLTS be safe. This disciplinary policy provides the school's administration and District Committee a full range of authority to prevent, address and punish school behavior that is not conducive to the learning environment at GLTS.

These rules apply to student conduct on school grounds, at sporting events, field trips, extra-curricular activities, school buses and school bus stops. These rules will also apply to incidents, which start in school and continue outside of school and also apply to conduct occurring outside of school which results in disruptive behavior in school or that results in the student being charged with a felony.

It is the firm conviction of GLTS that good school discipline promotes equal educational opportunity and a safe and supportive educational environment. GLTS strives to develop and to implement programs and approaches to learning and discipline that will:

- ensure parental/guardian/caretaker confidence in the ability of every school to provide a safe and supportive climate;
- help administrators, teachers, and other staff provide safe and supportive teaching and learning environments; and
- assure students that they can learn in a safe, healthy, and supportive atmosphere and can be treated in a fair, consistent, and nondiscriminatory manner.

Every school should provide a learning environment that encourages academic excellence, free exchange of ideas, and maximum personal growth. It should be understood that on entering a school building, students do not divest themselves of their constitutional rights, e.g., the rights to due process, freedom of expression, orderly assembly, privacy of person, freedom from discrimination, and so forth. It also should be understood that students have the responsibility not to disrupt the educational process or impose upon, endanger, or deprive others of their rights to an education.

It is the policy of GLTS to attempt to resolve disciplinary problems by every means short of exclusion from school. Fair and reasonable procedures will also be followed to assure students, Parents, Guardians, and Caregivers of their rights. When it is determined that a disciplinary hearing is necessary, the student will receive a fair hearing in accordance with established rules, regulations, and procedures.

The School Committee and the Administration expect all persons connected with the schools to demonstrate mutual respect for the rights of others; and they expect all involved in teaching and learning to fully accept and discharge their responsibilities toward others and toward the school system. These rights and responsibilities derive from federal and state laws and regulations, local ordinances and School Committee policy. The School Committee and Superintendent intend that the procedures outlined in the Code of Conduct will be in compliance with and facilitate the implementation of those laws, ordinances, regulations, and policies, as to both their letter and spirit.

TYPES OF DISCIPLINARY ACTION

Mediation is a form of conflict resolution which allows students and staff to resolve disputes. It is a way of looking at a problem, identifying the issues, thinking through the alternatives and consequences and working out a solution which is agreeable to both parties. Mediation is a voluntary activity, and is most successful when done before a situation escalates or a fight occurs. Mediation may be an alternative to some disciplinary actions.

Probation Students may be placed on probation following a hearing with the student and his/her guardian. The terms and conditions of probation will be documented in a Probationary Agreement to be signed by the school, the student and the student's parent or guardian prior to returning to school. Students who, following a hearing before the Principal, are determined to have violated the conditions of their probation may be subject to further disciplinary action up to and including permanent expulsion from the school.

Teacher Detentions Minor offenses that occur in classrooms are dealt with by the classroom teacher. A teacher, at his/her discretion, may require a student to report after school for minor infractions. Teacher detentions are scheduled on Tuesdays and Thursdays from 2:30-2:55. Failure to report to a teacher detention could result in an Office Detention. Failure to report to an Office Detention could result in a Saturday Detention.

Removal from Class - In the event that a student is asked by a teacher to leave the classroom for disciplinary reasons, the student must report immediately to the SAFE Office.

Office Detentions Office detentions will be served **after school from 2:30 P.M. until 4:30 P.M.** in the **SAFE OFFICE**. Office detention has priority over all other school commitments. Any student who does not adhere to the office detention rules will be referred to the discipline office for further action. If a student has a valid reason for not being able to stay, he/she must first get permission from the Discipline Office.

Saturday Detentions Saturday detentions will be served on specific Saturdays. These detention sessions will take place at Greater Lawrence Technical School from 8:00 A.M. until 12:00 noon. Students must report directly to the SAFE Office when they arrive on school grounds. Students have not reported to the SAFE Office by 8:10 A.M. will not be allowed to serve the detention that day and will have to repeat the detention. Failure to serve a detention on the assigned date may result in an ~~in-school~~ suspension; detention may be assigned for the following Saturday detention. Students are responsible for their own transportation to and from Saturday Detentions.

Out of School Suspension Students may be assigned an Out of School Suspension at the discretion of the Principal or designee for major, multiple or repeated offenses. Students are **not allowed** to be on school property for the duration of their suspension, nor are they allowed to participate in any school sports and/or activities. Students who are suspended are expected to be responsible for making up all missed assignments in a timely fashion. They should keep in communication with the school, via email with instructors or School Counselor, regarding assignments. Teachers are available on Tuesdays and Thursdays after school or by appointment for help with make-up work when they return.

"Short-term suspension" means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A Principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

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PASS – Positive Alternatives to School Suspension.

Students may be referred to the PASS program which is located in Beverly, MA as an alternative to school suspension. The PASS program provides high school students who have met suspension discipline guidelines with a safe, supervised treatment program, which supports social-emotional needs, maintains academic progress, and promotes positive community engagement/restorative practices and mediation. Students while at the program will participate in group (and individual) counseling which will address health/wellness, substance use, healthy relationships, anger management, coping with stressors and other mental health issues. Students will have the opportunity to connect with outside resources and build those resources.

“Long-term suspension” means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A Principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in G.L. c. 71, §37H, or section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71, §§37H or 37H½ for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½.

Definitions

Assault - A willful attempt or threat of force that gives the victim reason to fear or expect immediate harm. An assault may be committed without actually touching or striking, or doing bodily harm.

Battery - Battery is the intentional and unjustified use of force, however slight, upon another person; or the intentional doing of wanton or grossly negligent acts causing personal injury.

Bullying - Bullying is a pattern of abuse over time and involves a student being "picked on." Bullying includes conduct such as physical intimidation or assault; extortion; oral or written threats; teasing; put downs; name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Controlled Substance - A drug, narcotic, substance or immediate precursor as defined in the Massachusetts General Laws.

Disruptive Behavior - This term shall include, but not be limited, to disrespect, horseplay, roughhousing, swearing, or abusive behavior.

Drug Paraphernalia - Drug Paraphernalia is equipment, products, devices and materials of any kind which are used or intended for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body, a controlled substance.

Forgery- Writing a dismissal note, absence excuse or signing a progress report or other parental notification for one's self or for another student.

Hazing - Hazing shall mean any conduct or method of initiation into any student organization whether on public

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or on private property which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. MGLA c. 269 § 17. Students who witness hazing or are themselves subjected to hazing are required to report such incidents to a school administrator immediately. M.G.L.A. c. 269 S. 18 Students will be required to annually sign a statement affirming that they have been informed of the school's hazing policy, the dangers of hazing, the penalties of hazing, and the penalties for not reporting incidents of hazing. M.G.L.A. c. 269 §. 19

Inappropriate use of Internet/Computer Facilities – The misuse, damage or modification of any of the school's computer equipment or software including inappropriate use of the Internet.

Insubordination- Refusing to obey school personnel or school rules; refusing to give name or school identification number to school personnel, or disrespect of school personnel.

Larceny - Theft, stealing or intentional defrauding of another by a false pretense or the unlawful conversion or secreting with intent to convert the property of another.

Mayhem - An assault and battery with a dangerous weapon, substance or chemical resulting in disfiguring, crippling or infliction of serious or permanent injury.

Penalties - In addition to penalties imposed by the School, when appropriate students may be prosecuted under the laws of the Commonwealth of Massachusetts and be subject to fines or imprisonment or both. In every instance where appropriate, the school may seek restitution or civil damages against the student.

Truancy - The willful absencing of one's self from school.

Weapon - An instrument of offensive or defensive combat or any substance, object, device or material used, or designated to be used in destroying, defeating, threatening, or injuring a person. The term as used herein shall include, but not be limited to, firearms of any kind or nature, knives, blackjacks, brass knuckles, ninja stars, kung fu fighting sticks, shod foot and any other instrumentality that is inherently dangerous including, but not limited to, all items specifically prohibited by Massachusetts Law.

Vandalism - The willful or malicious defacement or destruction of public or private property. Public property will be defined as school equipment and school grounds. Private property will be defined as property owned by school personnel, students, individuals doing business with or performing services for the school or doing business or residing adjacent to the school.

Discipline Procedures in the Classroom

1. **Clear Classroom Expectations** - Teachers will make expectations clear and concise and consistently enforce these expectations.

High Expectations - Core Value

2. **Redirection** - Students may be redirected for different reasons during the school day. It is important to comply with your teacher. You may be asked to stop talking, move your seat, give up your cell phone or leave the classroom. All of these are reasonable requests, regardless of whether or not the student feels they did something wrong.

Growth Mindset - Core Value

3. **Parent Phone Calls** - Teachers will make every effort to address discipline issues on their own in the classroom. If their attempts fail, a likely next step will be that they contact a parent or guardian. Our general expectation is that all students will become accountable for their own actions. Parents are expected to be a resource to help fulfill this expectation.

Supportive Environment - Core Value

4. **Teacher Detentions** - Teacher detentions are much more than mere consequences. They are a prime opportunity to have a discussion with your teacher about the issues that are occurring in the classroom. It is

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not likely that time exists during the class period to review expectations and to resolve issues. Thirty minutes after school allows the teacher to listen to the concerns that the student has and it allows the teacher to clearly outline their expectations and check for understanding. Remember that a Teacher detention is a reasonable consequence for most classroom behavior problems, even if they seem minimal at the time. Make sure that you make arrangements to serve within a reasonable time period. Otherwise, not showing up to a teacher issued detention will result in a discipline referral with more severe consequences.

Lifelong Learning & Growth Mindset- Core Value

5. **Discipline Referrals** - Teachers are always encouraged to address discipline issues at the classroom level, but it is clear that there may be a time to make a referral to the SAFE Office. Discipline referrals will include a description of the actionable offense along with steps that were taken to try to resolve the issue, whether isolated or ongoing. Students are encouraged to allow problems to be resolved at this level as well, by working with teachers through the first few steps. As with teachers, the SAFE team also is driven by the Core Values of GLTS. We take an active approach based on restorative justice and are focused on a goal to help every student achieve the skills they need to be successful throughout their academic and career path.

Supportive Environment & Growth Mindset - Core Value**Disciplinary Categories**

Disciplinary Offenses are divided into three (3) categories:

- a) Major Offenses (MGL c. 71 § 37H)
- b) Felony Charges and Convictions (MGL c. 71 § 37H ½); and
- c) All other Offenses (MGL c. 71 § 37H ¾)

1. Major Offenses (M.G.L. c. 71 § 37H) The Principal or Designee may follow the required notice and hearing set forth below, impose disciplinary action up to and including long-term suspension and expulsion for the following offenses:

1. Assault by a student on a GLTS staff member on school premises or at school-sponsored or school-related events including athletic events.
2. Being in possession of a controlled substance as defined in Massachusetts General Laws Chapter 94C, on school premises or at school-sponsored or school-related events, including athletic games.
3. Being in possession of a dangerous weapon, including, but not limited to, a gun or a knife on school premises, school-sponsored or school-related events including athletic events.

2. Felony Charges and Convictions (M.G.L. c. 71 § 37H ½)

a) Felony Charges. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal may suspend such student for a period of time determined appropriate by said Principal or headmaster if the Principal determines following a hearing that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal the Principal's findings to the Superintendent-Director within five (5) calendar days of the effective date of the suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent-Director. To appeal, the student shall be required to notify the Superintendent-Director in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent-Director shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel (at private expense). The Superintendent-Director shall have the authority to overturn or alter the decision of the Principal or headmaster, including recommending an alternate educational program for the student. The Superintendent-Director shall render a decision on the appeal within five

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(5) calendar days of the hearing. Such a decision shall be the final decision of the school district.

b) Felony Convictions. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal may expel said student following a hearing if such Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent-Director. The student shall have the right to appeal the expulsion to the Superintendent-Director. The student shall notify the Superintendent-Director, in writing, of his/her request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The Superintendent-Director shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent-Director shall have the authority to overturn or alter the decision of the Principal or headmaster, including recommending an alternate educational program for the student. The Superintendent-Director shall render a decision on the appeal within five (5) calendar days of the hearing. Such a decision shall be the final decision of the school district.

3. Other Disciplinary Offenses (G.L. c. 71, § 37H¾) The Principal or Designee has authority to impose discipline for offenses for all matters other than those as provided in G.L. c. 71, §§37H or 37H½ above. A disciplinary offense, as defined, is subject to the provisions of G.L. c. 71 § 37H¾ and as provided herein.

Disciplinary Offenses

The following list contains common offenses and the likely disciplinary result. This list is not intended to be exhaustive. GLTS retains complete discretion subject to applicable laws and regulations to impose discipline for offenses not listed and to impose discipline more severe based on the totality of circumstances.

Level 1 Offenses – (Teacher Intervention)

1. Late for class.
2. Violation of posted rules.
3. Class disruption, general disruptive behavior.
4. Unprepared for class
5. Failure to complete class work.
6. Failure to complete homework assignments.
7. Harassment of others (first offense).
8. Horseplay or roughhousing.
9. Insubordination.
10. Wearing a hat or hood in school.

Level 2 Offenses – (Administrative Intervention)

1. Absences from school (excessive).
2. Excessive tardies 6 or more
3. Bullying
4. Cutting class.
5. Failure to report for teacher detention.

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6. Failure to show ID when requested by any staff member (first offense).
7. General disruptive behavior.
8. Inappropriate use of cell phones and/or electronic devices on school property or school events may result in the device being confiscated and/or other disciplinary action.
9. Leaving class without permission.
10. Language use that is inappropriate and/or obscene (language that includes ethnic, racial, or sexual comments (second offense).
11. Misbehavior in class (chronic).
12. Misconduct in the cafeteria.
13. Misuse of property.
14. Safety violations (minor).
15. Smoking/vaping on school grounds.
16. Tardiness to class/homeroom (repeated)
17. Truancy (first offense).
18. Violation of posted rules (repeated).
19. Wearing a hat or hood in school (repeated offense).
20. Violation of bus rules.
21. Other offenses that are deemed to be inconsistent with a proper educational environment

Level 3 Offenses - (May result in suspension or Saturday Detention)

1. Being in an unauthorized area.
2. Failure to report for Saturday Detention
3. Bullying
4. Repeated harassment of other students.
5. Cutting of class (chronic).
6. Failure to attend office detention.
7. Failure to wear/show ID when requested by any staff member.
8. Academic Dishonesty (including Cheating, Plagiarism, and Forgery).
9. Gambling no card playing or dice games.
10. Gross lack of respect or obscenity toward staff.
11. Giving a false name to a staff member.
12. Leaving school grounds.
13. Possession of sexually explicit, obscene, pornographic, or lewd materials or images.
14. Refusal to hand over cell phones or other prohibited items to a staff member upon request.
15. Refusal to leave class upon request by a faculty or staff member.
16. Repeated smoking violations.
17. Tardiness to class (chronic).
18. Traffic violation.
19. Wearing of gang colors/symbols or the displaying/using gang gestures.

Level 4 Offenses – (May result in Out of School Suspension or Expulsion)

1. Repeated and/or serious violations of Level 1, 2 & 3 offenses.
2. Creating a severe disturbance
3. Destruction of school property.
4. Fighting.
5. Fire setting or making a false fire alarm or bomb threat.
6. Hazing, harassing and/or bullying a classmate.
7. Language used that is obscene and/or vulgar, which may be reasonably interpreted to demean

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an individual's race, color, nationality, religion, or sexuality

8. Language used that is obscene or physical gesture that is sexual in nature directed at a staff member
9. Larceny (taking another person's property.) Leaving school property without permission (second offense or subsequent.)
10. Possession of drug paraphernalia.
11. Safety violations (major in nature.)
12. Truancy (second or subsequent offense.)
13. Threatening an instructor or staff member.
14. Vandalism.
15. Violation of another student's civil rights.
16. Making of a dangerous weapon or being in possession of any item which may be reasonably mistaken for a firearm, gun or other weapon.
17. Possession of a dangerous weapon
18. Possession, use, distribution and or sale of alcoholic beverages or any controlled substance as defined in M.G.L. Chapter 94C.
19. Assault and or battery on another student
20. Assault and or battery on a staff member.
21. Any act which may reasonably be considered a major disruption to the school's educational process:
22. Any act which has the potential of harm to others.
23. Any act which is illegal under the laws of the Commonwealth of Massachusetts.
24. Conspiring to commit any of the above acts or being an accessory to the commission of the above acts.
25. Gross inappropriate use of the school's internet and computing facilities.
26. Sexual misconduct
27. Possession, display, transmission or exchange of sexually explicit, obscene, pornographic or lewd materials or images.
28. Any violation of the Academic Honesty Policy, Health Services Policy, Drug and Alcohol Policy, Hazing Policy, or Motor Vehicle Safety Regulations.
29. Violation of Probation.

Notice of Suspension and Hearing under Section § 37H^{3/4}:

1. Except as otherwise provided herein, a Principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.
2. The Principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:
 - a) The disciplinary offense;
 - b) The basis for the charge;
 - c) The potential consequences, including the potential length of the student's suspension;
 - d) The **PARENT/GUARDIAN AND STUDENT SIGN – OFF FORM**

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- e) Opportunity for the student to have a hearing with the Principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- f) The date, time, and location of the hearing;
- g) The right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- h) If the student may be placed on long-term suspension following the hearing with the Principal:
 - The rights set forth herein.; and
 - The right to appeal the Principal's decision to the superintendent.

3. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

4. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and parent.

Emergency Removal under Section 37H¾

1. Nothing in these regulations shall prevent a Principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

- a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters set forth herein.;
- b) Provide written notice to the student and parent as provided in the rules herein;
- c) Provide the student an opportunity for a hearing with the Principal that otherwise complies with the rules herein, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent.
- d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of the rules herein as applicable.

2. A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Principal's Hearing under Section 37H¾

The Principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension

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from school, the Principal shall afford the student, at a minimum, all the rights set forth herein in addition to those rights afforded to students who may face a short-term suspension from school.

1. Short-term Suspension

a) The purpose of the hearing with the Principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth herein. The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

b) Based on the available information including mitigating circumstances the Principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

c) The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other schoolwork as needed to make academic progress during the period of removal, as provided herein. The determination shall be in writing and may be in the form of an update to the original written notice.

2. Long-term Suspension

a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

- In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not;
- the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- the right to cross-examine witnesses presented by the school district;
- the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

c) The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

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d) Based on the evidence, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth herein., what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination shall:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out the key facts and conclusions reached by the Principal;
- Identify the length and effective date of the suspension, as well as a date of return to school;
- Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided herein.
- Inform the student of the right to appeal the Principal's decision to the superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate and shall include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the Principal's determination on appeal.

Appeal - Superintendent's Hearing under Section 37H¾

1. A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the superintendent.
2. The student or parent shall file a notice of appeal with the superintendent within the time period set forth herein. If the appeal is not timely filed the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
3. The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.
4. The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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5. The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
6. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension set forth herein
7. The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of herein. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision.
8. The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

Exclusion from Extracurricular Activities and School-Sponsored Events

The Principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the procedures in G.L. c. 71, § 37H¾ or the rules herein

Education Services and Academic Progress under Sections 37H, 37H½, and 37H¾

1. Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
2. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under G.L. c 69, §§ 1D and 1F.
3. The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

DISCIPLINE AND STUDENTS WITH DISABILITIES

All students are expected to meet the requirements for behavior as set forth in this handbook. Due process regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Recording of the number and duration of suspensions is documented in X2, the school's Student Management System. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short-term removals exceeding ten (10) school days in a given year.

The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the special education student shall have the right to receive services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. Where appropriate, the student's IEP or 504 Team will develop a functional behavioral assessment plan.
4. If building administrators, the parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent(s)/guardian(s) consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.
5. If a special education student possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.
6. If the IEP or 504 Team determines that an alternative placement may be required, the Team will notify the student's school district and invite that district's participation in the placement decision pursuant to 603 C.M.R. 28.06.

STUDENTS WITH DISABILITIES

Students with disabilities and/or students on Section 504 plans, as defined by federal law and regulations, shall be subject to the provisions of this Code, except as otherwise provided by this Section (Refer to Superintendent's Circular, SPE-15: Discipline of Students with Disabilities) and by the Student's IEP and/or 504 Plan.

Special education staff, including the Special Education Coordinator/Program Director or designee, shall be involved in all administrative decisions under this Code involving students with disabilities.

Prior to an administrative decision under this Code, the Special Education Director shall verify:

- (a) whether or not the student has been designated a student with disabilities or has been referred for a special education evaluation but not yet determined to have disabilities; and
- (b) that the Individualized Education Program (IEP) of every student with disabilities will indicate why the student is or is not expected to meet the Code of Conduct, and, if not, what modification of the Code is required. If modifications to the Code are required, such modifications shall be described in the IEP.

If the decision will not impact the student's placement and/or not result in a cumulative suspension of more than ten (10) days during a school year, a meeting of relevant Team members is not required.

If the decision will impact the student's placement and/or result in a cumulative suspension of more than ten (10) days during a school year, a meeting of relevant Team members is required.

Students Not Yet Eligible for Special Education

Under state and federal laws and regulations, a student who has not been determined to be eligible for special education and related services, and who has engaged in behavior that violated any rule or code of conduct, may assert any of the protections provided to students with disabilities if the school had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

The school department is deemed to have knowledge the student is a student with a disability if prior to the incident:

- a) The parent of the student has expressed concern in writing to school department staff that the student needs special education services; (Refer to Superintendent's Circular, SPE-15: Discipline of Students with Disabilities).
- b) The parent has requested an evaluation of the student; or
- c) The teacher of the child or other school personnel has expressed specific concerns about the pattern of behavior of the child to the Director of Special Education or other special education personnel.

If there is no prior knowledge of disability, the student may be subject to the same disciplinary measures as those applied to students without disabilities with the following limitations:

- a) If a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation should be conducted in an expedited manner; and

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- b) Until the evaluation is completed, the student remains in the educational placement determined by school authorities.

The following provisions shall apply whenever a school proposes one of the following actions: to suspend a student with disabilities for more than ten (10) cumulative school days in a school year; or to expel a student with disabilities. The definition of a student with a disability is found.

A free appropriate public education (FAPE) must be provided to students with disabilities during any period of suspension of more than ten (10) cumulative days, alternative placement, or expulsion.

In accordance with federal laws and regulations, GLTS staff:

- a) will notify the Special Education Department, of the misconduct for which suspension of a student with disabilities for more than ten (10) cumulative school days is proposed so that the procedures required by federal and state laws and regulations can be implemented consistently;
- b) will record and maintain the number and duration of suspensions of students with disabilities;
- c) will ensure that no student with disabilities is suspended for more than ten (10) cumulative school days in the school year except as provided by federal laws and regulations.

Manifestation Determination

When it is known that the suspension(s) of a student with disabilities will accumulate to more than ten (10) cumulative school days in a school year, due to involvement in a behavioral incident, a review of the IEP must be conducted by relevant members of the student's Special Education Team prior to the exclusion taking place. The following conditions apply to this review meeting:

- a) Parents/Guardians must be invited in writing to this Team meeting.
- b) At this review, the Team will determine if the student's misconduct was a manifestation of the student's disability. This must take place within ten (10) school days of the occurrence of the behavioral incident. Depending on the result of that determination, the proposed suspension hearing may or may not be held.
- c) At the same time, the Team, if it has not already done so, must also conduct a Functional Behavioral Assessment (FBA) of the student's behavior, and develop a Behavior Intervention Plan (BIP) to address the targeted behavior as soon as possible.
- d) If the student has a Behavior Intervention Plan, the Team must review and modify it as necessary to address the targeted behavior.

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

If relevant members of the Team conclude that the student's misconduct is a manifestation of the student's disability, the student shall not be excluded. In making the determination, the Team must decide the following:

- a) In terms of the behavior subject to disciplinary action, was all relevant information considered, including:
 - Evaluation and diagnostic results, including the results of other relevant information supplied by the parents of the student;
 - Observations of the student; and
 - The student's IEP and placement.
- b) If the misbehavior was caused by, or directly and substantially related to, the student's disability determined by considering:
 1. If the school failed to implement the student's IEP, was the misbehavior the direct result of the

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school's failure to do so.

2. If relevant members of the Team and other qualified personnel determined that any of the standards herein (ii) were not met, the behavior must be considered a manifestation of the student's disability.

The review described herein may be conducted at the same Team meeting that is convened hereunder.

If a new program or placement is designed for the student as a result of the review, the new program or placement shall be implemented immediately following parental approval of the IEP. If the parent rejects the IEP, the school or parent may request either mediation or a hearing before the Bureau of Special Education Appeals (BSEA) of the Massachusetts Division of Administrative Law Appeals to determine the appropriateness of the program. Pending mediation or a hearing, the student shall remain in the placement in effect when the dispute arose, unless another placement is agreed to by the school and the student's parent, or a court order, or a BSEA Hearing Officer permits the school to change the student's placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

Circumstances under which the **exclusion may be imposed** for more than ten (10) cumulative school days:

- a) If the school proposes to impose an exclusion which will result in more than ten (10) cumulative school days of exclusion in the school year, and the Team concludes that the student's misconduct is not a manifestation of the student's disability, the school shall:
 - Ensure that the Team members develop an alternative plan that provides a free appropriate public education to the student during the period of exclusion, which shall be referred to as "the alternative plan";
 - Present the interim alternative plan to the student's parent along with the written notice required by federal and state laws and regulations [Parent's Notice of Procedural Safeguards]. The failure or refusal of the parent to consent to the provision of services under the alternative plan shall not prevent implementation of the exclusion.
- b) If the parent requests a hearing, the student shall continue in the last agreed upon educational placement (the placement in effect when the dispute arose) pending the hearing unless another placement is agreed to by the parties, or a court order, or a BSEA Hearing Officer permits the school to change the student's placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

Circumstances under which suspension may be imposed for up to forty-five (45) calendar days without permission of the parent:

A change in placement, determined by the Team, may be made with or without the parent's permission to an interim alternative education setting for a period of up to but not exceeding forty-five (45) calendar days regardless of whether the behavior is a manifestation of the student's disability, as long as a free appropriate public education (FAPE) is provided, if one or more of the following apply:

- a) A student carries or possesses a weapon at school or to a school function;
- b) A student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function.

- c) A student has inflicted serious bodily injury upon another person while at school or at a school function. "Serious bodily injury" is defined as that involving a substantial risk of death or extreme physical pain.
- d) The system has demonstrated at an administrative hearing at the BSEA by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others. In this case, the change of placement may be ordered by a BSEA hearing officer.

Notice to and Review by the Principal or Designee

- a) Whenever a proposed suspension or expulsion will result in exclusion of a student with disabilities from school for more than ten (10) cumulative school days in the school year, the school shall immediately send written notice of the proposed suspension or expulsion to the Assistant Superintendent/Principal or Designee for Special Education and Student Services (or designee) for review and comment.
- b) Such written notice shall demonstrate that:
 - 1. The school has provided due process as required by law and the Code of Conduct;
 - 2. The Team has determined that the behavior resulting in the violation of the Code was not a manifestation of the student's disability;
 - 3. A functional behavior assessment or review of an existing behavior plan has been completed;
 - 4. The disciplinary action is for a stated and limited number of days;
 - 5. The action is necessary in light of the needs of the student and other students in the school;
 - 6. The administrators have conferred with appropriate special education staff as to the disciplinary action and have followed all the procedures outlined in this paragraph, including notice to the Parent, Guardian or Authorized Caregiver of the right of appeal.
- c) The Special Education Department will review all the information presented by the school officials and, within an appropriate period of time after receipt, inform the school and Operational Leader or designee that the plan and process comply with state and federal laws and regulations.

Court Order Necessary to Authorize Exclusion

A school shall not exclude a student for more than ten (10) cumulative school days during the pendency of a Bureau of Special Education Appeals hearing or judicial proceeding brought to challenge a suspension, proposed suspension, or any determination under this paragraph unless the school obtains a court order, or order of a BSEA Hearing Officer, authorizing a temporary change of the student's educational placement

based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

USE OF PHYSICAL RESTRAINT

603 CMR 46.00 governs the use of physical restraint on students in publicly funded elementary and secondary education programs, including all Massachusetts public school districts. The purpose of 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, with extreme caution, after other less intrusive alternatives have failed or been deemed inappropriate. School personnel shall use physical restraint with two goals in mind:

- a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm; and

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- b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

603 CMR 46.00 is promulgated by the Board of Education pursuant to M.G.L. c. 69, § 1B, and c. 71, § 37G

SEARCH AND SEIZURE

"Search" is a physical search of a student's property or person, including but not limited to, a student's purse, bags or pockets. A search may also include a light pat-down of a student.

GLTS students need to understand that they, their personal belongings, desks, lockers, and vehicles are subject to search by school personnel. Ordinarily, searches will be conducted by a member of the School Administration or his/her designee in the presence of another adult. Should a search reveal objects or substances, the possession of which may give rise to a crime, notice will be given to the police. Similarly, if a search uncovers objects, etc., prohibited by school rules, or which may be otherwise disruptive to the educational environment, these objects may be retained by school officials and returned later to the student or his/her parent(s)/guardian(s).

Since lockers and desks are the property of the school district, GLTS maintains the right to search lockers and desks and to periodically inspect lockers and desks and conduct announced and unannounced desk and locker inspections.

A student's personal belongings (pocket book, back pack, pockets etc.) as well as their locker and/or desk also may also be searched if there is reasonable suspicion to believe that the locker and/or desk contains contraband or evidence that will be found linking the locker and/or desk to evidence of a violation of a school rule or regulation, or unless there is a clear and present danger of immediate physical danger to the school building or persons therein.

The search will be conducted in a manner reasonably related to its objectives, and will not be excessively intrusive in light of the age and the gender of the student and the nature of the infraction. In most instances, a search of a student will be made in the presence of a School Administrator or his/her designee accompanied by another adult. When appropriate, a search of a student's automobile parked on school grounds will be in the presence of the student(s) and in the presence of a school official.

GLTS assumes no liability for and is not responsible for the loss, theft or damage to any property stored in a student's locker or desk and assumes no liability for and is not responsible for the loss, theft or damage of any property left in a locker and/or desk after the last day of school.

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The Educational Program

ACADEMIC HONESTY POLICY

Honesty, specifically academic honesty, is one of the fundamental pillars of the character of a Reggie. Therefore, academic dishonesty is considered a serious breach of school rules. Acts of academic dishonesty will be met with strict disciplinary action and are considered Level III disciplinary offenses:

Academic dishonesty includes, but not limited to:

- **Cheating and Plagiarism:** Submitting someone else's work for credit as one's own, obtained either in or out of class. This includes copying directly from another student or from any source without properly acknowledging the work by the use of footnoting, bibliography, or reference materials. It also includes the use of unauthorized materials in the preparation of work for credit, and the giving to or receiving from another student of unauthorized assistance in the preparation of work for credit.
- **Forgery:** Writing a dismissal note, absence excuse, or signing a progress report or other parental notification for oneself or for another student.
- **Consequences for Academic Dishonesty** For a first infraction, once confirmed by the Dean, the following steps will be taken:
 - The student will receive a zero on the assignment or assessment.
 - A parent conference with the teacher will be required.
 - The Administrator Supervisor will be notified.
 - The student will receive a Saturday Detention.
 - The student will be required to write a one-page reflection essay focusing on the importance of academic integrity and the impact of their actions on their education and the school community.
 - The retake of the assignment or assessment will follow the GLTS retake policy.
 - Multiple offenses may lead to suspension.

DAILY SCHEDULE

Grade 9 – 12

Students attend a full day or either academic classes, or a full day of career area classes. This schedule is often referred to as a Week Off/Week on or Black & Orange days on the school calendar.

Some junior or senior students who are eligible for Cooperative Education will spend their career area cycle in a school approved work placement location. Cooperative Education eligibility information is located elsewhere in this Handbook.

CAREER PROGRAM PLACEMENT All ninth-grade students enrolled at Greater Lawrence Technical School participate in the Career-Vocational Technical Education (CVTE) Exploratory Program from September through mid-April. The Exploratory Program introduces each student to a variety of career pathways while helping them learn about their individual career talents and interests.

During the Exploratory Program, students are evaluated by the career instructors who work with them and observe them. Each student is assessed on:

- Workmanship and Production (30%)
- Collaboration and Employability (25%)
- Safety (25%)
- Evidence of Career Awareness and Reflection (20%)

Throughout Career Exploration students will first spend time in each career area to learn about the different career opportunities. During the Career Discovery Phase, students will then fully explore career areas of their top choices as well as others that align with their interests. At the end of the Exploratory Program each student will rank the career areas in order of interest starting with their first, second, and third choice. In addition to the Exploratory Program evaluation that each student receives from the career instructors, additional factors are

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considered in determining career program placement. A formula is utilized to rank order each student. Individual student scores are tabulated using Greater Lawrence Technical School's Student Information Management System in order to create a rank order for career area placement. The ranking formula, which is based on 100%, is explained below:

- Exploratory Average - the average of grades attained in all career programs that they experienced during the Exploratory Program - 40%
- The grade obtained in the student's first choice shop during the Exploratory Program - 30%
- The grade obtained in the student's second choice shop during the Exploratory Program - 20%
- The grade obtained in the student's third choice shop during the Exploratory Program - 10%

Students will be ranked, by individual score according to the grading formula, within their first-choice career area. Priority is provided to first choice students. As such, no student with a higher rank can "bump" a student with a lower rank, provided the students have selected different career areas as their first choice. For example: A student with an individual score of 97% who selected Horticulture as their second choice cannot bump a student with an individual score of 85% who selected Horticulture as their first choice.

Should a shop fill with all first-choice students, students will be placed as follow

- Students will be placed in their second-choice career area, by rank order, provided there is space available.
- Students not able to access their second-choice career area will be placed into their third-choice career area, by rank order, provided there is space available and so on.
- Students not placed in one of their ranked e career areas will meet with their School Counselor. Their school counselor will review career areas with remaining seats. Of those shops available, students will identify a new first, second and third choice. Students will then be placed, in rank order, into career areas with remaining space based on their revised selections.

Wait lists will be created for each shop and again students will be ranked by individual score according to the stated grading formula. Additionally, original career area shop selection is considered when filling openings. Wait listed students are notified when openings occur and are given the option of transferring to the requested career area. Starting at the end of the third quarter, wait listed students are notified of available shop openings and are given the option of transferring to the requested career area.

COURSE REQUIREMENTS BY GRADE**Grade 9**

Career and Technical Education

English

Mathematics

Science

Social Studies

Freshmen Wellness

Grade 10

Career and Technical Education, including Related Theory

English

Mathematics

Science

Social Studies

Sophomore Wellness

Grade 11

Career and Technical Education, including Related Theory
English
Mathematics
Science
Social Studies
Upperclassmen Wellness

Grade 12

Career and Technical Education, including Related Theory
English
Mathematics
Science
Social Studies
Physical Education
Upperclassmen Wellness

Grade Recovery for Failed Courses

Students who fail a required course must attend and pass the failed course(s) in GLTS Summer School, or in another pre-approved summer program. Summer school participation due to failed courses must take place during the first summer following the school year in which the course failure(s) occurred.

After School Academic Support

- Offered for all students seeking additional support
- Teachers are required to stay until 2:55 to provide student support upon student request.
- Students who are in danger of failing 1 or more classes are advised to meet with their teachers from 2:30 - 2:55 and then report to HW Help 3:00 to 4:30.

Additional information about obtaining academic support and homework help can be found in the Support Services section of this Handbook.

Graduation Requirement Students must successfully complete 4 consecutive years in the following areas of study to be eligible for graduation.

English	4 Years
Mathematics	4 Years
Science	4 Years
Social Studies	4 Years
Wellness	4 Years
Career and Technical Education	4 years

In order to receive a high school diploma, all students must meet the graduation requirements set by the GLTS District Committee that are in accordance with mandatory state testing requirements. Students, who fail to

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meet the minimum requirement of the state competency tests, yet fulfill the other requirements, may be eligible to receive a certificate of attainment. Students, who meet the minimum requirement of the state competency tests, but do not fulfill the other requirements, may be eligible to graduate pending a review of their academic record by the Principal, (updated 8/9/22)

Students who do not achieve enough credits to graduate will not be allowed to participate in the graduation ceremony.

Senior Students

All senior students are required to satisfy all senior course completion, school obligations, including financial obligations, disciplinary obligations, and mandatory attendance requirements prior to the day of graduation if they expect to participate in the graduation ceremony.

A senior who intends to participate in the graduation ceremony is required to purchase and wear the designated cap and gown.

Senior Completion Plan

Graduating seniors that have failed one or more courses for the year would have the option to work to meet the competencies for failed classes.

- *Students will be invited to return to school to participate in the Senior Completion Program on the predetermined date.
- *Students will be required to report to school at 7:43 and remain till the end of the school day.
- *Students will be given a schedule to follow and will meet with their teachers to fulfill their competencies for classes failed.
- *Students will be expected to be on time every day, report to school every day and follow all of the rules and expectations spelled out in the Student Handbook during these extra work sessions. FAILURE TO DO SO MAY LEAD TO DISMISSAL FROM THE PROGRAM.
- *When students have successfully completed all of their work and have met the competencies for graduation they will receive their diploma
- *Students who do not attend, do not follow all rules and expectations, or do not finish their required work, would have the option to attend summer school.

GRADING POLICIES & PROCEDURES**Academic and Career Grading Policies**

Our Grading Philosophy: At Great Lawrence Technical School, we believe that grades must provide a valid and reliable measure of true student achievement to align with current educational best practices and our Standards-Aligned System, our grading policy is designed to ensure a student's final grade accurately reflects what they actually know and can do in both their academic and career courses.

We recognize that learning is a continuous process. Therefore, we deliberately separate phase of learning from a student's final demonstration of proficiency. Factoring early practices heavily into final average can mathematically penalize students for making expected mistakes during the learning process. Conversely, it can artificially inflate a grade based on basic compliance rather than actual skill mastery.

To provide the most accurate measure of student achievement, the vast majority of student's grade is derived from summative assessments. We maintain a small percentage for learning assignments to provide a safe space for practice, to encourage risk taking during the learning process, and to honor daily student effort.

Grading Categories Defined

- **Summative Assessments (Evaluations of Learning):** These measures when a student has attained proficiency after they have been taught the material and had time to practice. Examples include unit tests, final projects, completed portfolios, performance exams, and presentations.
- **Learning Assignments (Evaluations of Learning):** These are practice activities used to monitor progress, provide feedback, and help students improve before a final assessment. Mistakes are expected and welcomed in this category. Assignments are checked and graded for completion with teachers focusing on providing feedback to enhance learning. Examples include classwork, homework, rough draft, shop floor practice, and quick daily checks.

REPORT CARDS, PROGRESS REPORTS AND COMPETENCY REPORTS

Report cards are issued four times, at the end of each quarter, during the school year. Report cards contain grades and comments representing teacher assessment of achievement and progress for each course. Grades are calculated on the basis of assessments, class/shop work, and homework.

Progress reports are issued four times, at the midpoint of each quarter, during the school year with an exception for seniors who do not receive progress reports for their fourth term.

Vocational Competencies reports are issued to students twice per year. These reports identify the specific skills achieved by students in their technical career areas.

GPA Scale

The following 4.0 grade point average scale is used by GLTS, with additional weighting of .5 awarded to Honors and Dual Enrollment grades. This scale is used to determine class rank, which refers to the rank order of students based on the grades that they have earned when compared to the other students in their graduating class. Class rank begins to be calculated after six semesters of enrollment, which usually occurs midway through the sophomore year.

	<u>Grade</u>	<u>C.P</u>	<u>Honors</u>	<u>DE</u>
97-100	A+	4.3	4.8	5.3
93-96	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
63-66	D	1.0	1.5	2.0
60-62	D-	0.7	1.2	1.7

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Below 60	F	0.0	0.0	0.0
Incomplete	I	0.0	0.0	0.0

AF

Administrative Failure due to absences

M

Medical

Incomplete Grades - An "I" means the students work for the marking period is incomplete due to prolonged illness or other causes made known to and excused by the school authorities. The student, teacher and attendance/guidance office should all be in communication regarding this matter. The teacher can change an "I" grade at a later time provided that the student makes up the work as soon as possible upon return to school.

Incorrect Grades - If a student receives a grade that he/she feels is incorrect, he/she should first check the grade with his/her teacher. If the grade is incorrect, the teacher will document the correction and file the correct grade with the Guidance Department. It is the student's responsibility to check that the grade has been changed. If there is a dispute regarding a student's grade, the student should bring this issue to their School Counselor who will attempt to resolve the problem.

Valedictorian and Salutatorian - The student achieving the highest-grade point average at the end of the Third Quarter of the Senior Year will be deemed Valedictorian. The student achieving the second highest grade point average at this time will be deemed Salutatorian. In order for a student to qualify for Valedictorian or Salutatorian, the student must be enrolled in the school for three years.

HOW GRADES ARE CALCULATED

Grading Weights and Phased Rollout To support our students and staff in the transition to this highly accurate, proficiency-based system, GLTS is phasing in our updated grading weights over a two-year period for all Academic and Career Area courses:

2026-2027 School Year

- Summative Assessments: 80%
- Learning Assignments / Practice: 20%

2027-2028 School Year

- Summative Assessments: 95%
- Learning Assignments / Practice: 5%

Commitment to Student Success Because our ultimate goal is true student attainment, GLTS prioritizes learning over penalizing early mistakes. Students who do not demonstrate proficiency on a summative assessment will be provided with opportunities for reteaching and reassessment so they can fully attain the essential standards of their course or career area.

HOMEWORK POLICY

The type and frequency of homework assignments will vary by academic course and career area. The syllabus for each course and career area will identify the homework requirements.

HONORS PLACEMENT CRITERIA

High Honors - All grades for a quarter are an A- (90%) or better

Honor Roll – All grades for a quarter are a B-(80%) or better

Honors Placement of Incoming Freshmen

Placement in honors level classes is based on a composite profile comprised of the following:

- Common Assessment (Star Reading and Math Assessments)
- Grades (7th and 8th grade)
- MCAS assessment scores (ELA, Math, Science & Technology/Engineering)
- Student and/or parent/guardian believes that the student has the highest level of motivation and commitment to a faster-paced, increasingly rigorous level of coursework. Guidance Department endorsement is required.

Honors Placement for Students in Grades 10-12

Honors placement for students in upper grades will be based on the following requirements:

- Student, teacher and/or parent/guardian believes that the student has the highest level of motivation and commitment to a faster-paced, increasingly rigorous level of coursework.
- Additional data may also be considered. (MCAS scores, common assessment scores, etc.)

Continuation in the Honors Pathway

Continuation in the honors pathway will be based on the following requirements:

- Student, teacher and/or parent/guardians believe that the student has the highest level of motivation and commitment to a faster-paced, increasingly rigorous level of coursework.
- Additional data may also be considered. (MCAS scores, common assessment scores, etc.)

Dual Enrollment Course Placement for Students in Grade 12

Dual Enrollment course placement for students in grade 12 will be based the following requirements:

- Student, teacher, school counselor and/or parent/guardian believe that the student has the highest level of motivation and commitment to a faster-paced, increasingly rigorous level of coursework.
- Additional data may also be considered. (MCAS scores, common assessment scores, etc.)

National Honor Society

The National Honor Society recognizes students who have demonstrated outstanding scholarship, leadership, service and character. Selection to The National Honor Society is an earned privilege and an honor. Specific criteria for eligibility are explained in The Greater Lawrence Technical School National Honor Society Bylaws. This information can be obtained from an Honor Society Advisor or from a school administrator

PARTICIPATION IN PHYSICAL EDUCATION

Participation in Physical Education is a mandated requirement. Procedures for being excused from Physical Education classes are explained below.

- Medical Excuse -Short Term: A request for an excused short-term absence from participating in Physical Education must be presented to the school nurse. If a short-term excuse is authorized by the nurse, the student is still expected to report to their Physical Education class each scheduled period. The Physical Education teacher will assign the student alternate activities or assignments so the student will not be recorded absent for the period and will have the opportunity to complete course expectations for completion. Students may be required to report to the Library, after checking in with the teacher, to complete written assignment(s).
- Medical Excuse- Permanent: A request to be permanently excused from Physical Education must be in writing from a physician. Such an excuse must be presented to the Nurse's Department and or Guidance department.

GLTS SUMMER CREDIT RECOVERY PROGRAM

Failed course(s) must be passed immediately following the school year in which course(s) were failed.

Students who fail any subject and do not attend and pass a credit recovery program will be retained and will be required to have a parental conference with the school.

Students who fail courses will be offered the opportunity to make up these courses as follows:

- A student who is failing a course during the regular school year must attend the course for the entire school year if he/she wishes to make up the course during GLTS Summer Credit Recovery.
- In order to sign up for a Summer Credit Recovery Course, the student must fill out an application and have it signed by the school counselor and the parent/guardian. A fee may be charged for summer courses which the student and parent/caregiver must pay in full in order to attend.
- The course application contains the course requirements and the attendance policy for the course. If the student fails to comply with the requirements, no credit will be granted for the course and the student will repeat the grade.
- Students must earn a minimum of a 60 to pass. Summer Credit Recovery grades will be Pass or Fail

SCHOOL SPONSORED FIELD TRIPS

The GLTS Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. The Committee encourages field trips as part of and directly related to the total school program and curriculum. Specific field trip procedures have been developed to ensure that parental permission is obtained; that all trips are properly supervised; that all safety precautions are taken; and that trips contribute to the educational program.

STUDENT TRANSFERS

Students Transferring From GLTS

If a student wishes to transfer from GLTS to another school, he/she should make an appointment with his/her School Counselor to discuss the transfer. The Student's School Counselor will assist the student and their parent/caregiver with the withdrawal process, ensuring that all forms are completed and parent/caregiver permission is obtained. When a student transfers to a new school system, GLTS will provide the student's complete school record, including any special education records, to the new school system. Mass. G.L. c. 71 § 37L.

Students Transferring into GLTS

When a student is accepted into Greater Lawrence from another high school the School Counselor or other designated staff member from the Guidance Department will do what is necessary to obtain all of the student's records from the sending school. Student records that indicate that the student had been receiving special services will be forwarded to the Special Education Department.

Departmental Transfers

Transfers into another career area are an exception and will not be authorized without a complete review of all relevant data and administrative approval. The following factors will be taken into consideration when reviewing a request for a career area transfer.

- Availability of Space
- Student's original career area shop choices and placement
- Ability to accommodate a new schedule

Freshman must remain in their initial career area until the end of the year. Career area changes may then be made through the end of Grade 10 as openings become available and based on the established waitlist. Career area changes will not be allowed for students in Grade 11 unless there is an extenuating circumstance necessitating such a change.

Academic Transfers

Requests to transfer from one academic class to another will be considered if they are a change of subject or level only. Signatures will be required of the student, the student's sending and receiving teacher, parent/guardian, School Counselor and school administrator. No transfers will be made after the first quarter.

COOPERATIVE EDUCATION PROGRAM

The Cooperative Education (Co-op) work program at Greater Lawrence Technical School provides a unique opportunity for juniors and seniors to immerse themselves in on-the-job training directly aligned with their chosen technical field. This hands-on experience not only complements their classroom learning but also equips them with practical skills essential for success in their future careers.

On alternating weeks, students will continue their academic studies on campus at Greater Lawrence. However, during their shop weeks, students will venture to their place of employment off-campus. As students are responsible for their transportation to worksites, it is imperative that they consider transportation logistics when evaluating and selecting Cooperative Education opportunities. Whether through public transportation or private vehicles, reliability is key to ensuring the opportunity for all students to fulfill their commitments effectively. The staff at Greater Lawrence is dedicated to facilitating the involvement of all students in Cooperative Education, should they wish to participate. In the process of placement, the team provides consultation and carefully maps out transportation options to ensure accessibility.

Junior students eager to gain real-world experiences may qualify to join the Co-op program as early as the second semester of their junior year, provided they meet the established criteria.

In prioritizing the safety and well-being of our students, all Cooperative Education placements are carefully facilitated by the Cooperative Education Office. This ensures that students can thrive in their work environments while receiving the necessary support and guidance to navigate their professional journeys confidently.

In order to thrive in the Cooperative Education program, students are encouraged to meet the following expectations. This criterion is indicative of their commitment to excellence and readiness for professional engagement:

1. Strong Attendance and Punctuality:

Demonstrating dedication to their education, students are expected to maintain strong attendance records aligned with state attendance requirements. Additionally, students should avoid excessive tardiness and dismissals, as punctuality is a vital aspect of professional conduct.

2. Successful Shop and Academic Performance:

Students are encouraged to excel not only in their vocational-technical shop but also in their academic coursework. Achieving passing grades in all enrolled courses reflects a commitment to academic excellence and ensures a well-rounded educational experience.

3. Recommendation from Career Area Teacher:

A recommendation from the Career Area teacher serves as an endorsement of a student's readiness for participation in the Co-op program. This recommendation acknowledges the student's proficiency and readiness to apply their skills in a real-world work setting.

4. Accumulated Training Experience:

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Before participating in the cooperative education program, students shall have accumulated a minimum of 1.4 years of training in their designated Career Area. This foundational training provides students with the necessary knowledge and skills to make meaningful contributions to their work placements.

5. OSHA and Industry Safety Certifications:

Prior to engaging in on-the-job training, students are required to obtain relevant safety certifications, including those mandated by the Occupational Safety and Health Administration (OSHA) and any industry-specific certifications necessary for their chosen field. These certifications ensure a safe working environment and demonstrate a commitment to workplace safety protocols.

6. Industry-Specific Certifications:

Depending on the requirements of their chosen vocational-technical field, students may need to earn additional industry-specific certifications. These certifications enhance students' professional credentials and increase their competitiveness in the job market upon graduation.

By meeting this criterion, students demonstrate their readiness to fully engage in the Cooperative Education program and maximize the benefits of their on-the-job training experience. Moreover, Cooperative Education not only serves as an essential component in preparing students for their future careers but also equips them with invaluable employability skills that transcend any specific pathway they may choose, whether it be in college or their professional endeavors. Through Cooperative Education, students have the opportunity to gain practical experience in real-world settings, fostering the development of skills such as teamwork, communication, problem-solving, time management, and professionalism. These skills are not only crucial for success in their immediate career aspirations but also serve as foundational abilities that will serve them well in any future endeavors they pursue, contributing to their long-term success and adaptability in an ever-evolving job market.

STUDENT ACTIVITIES

The organizations, clubs, and extracurricular activities offered at GLTS are considered an essential part of a student's education. Activities are intended to serve as a supplement to classroom instruction, and an opportunity for personal and social development. A nurse will not be present at any school sponsored events that take place after school hours/weekend/vacations, etc. This includes (but not limited to): clubs, Prom, volunteer activities, etc. In the event of an emergency, the staff member present will call 911.

Students are encouraged to actively participate in at least one school activity. Transportation is often available for students participating in school sponsored after school activities. Late bus information will be provided throughout the year by announcements and from activity advisors and coaches. Some of the activities available to GLTS students appear below.

How to start a club

A student or group of students wishing to add a new club or activity should begin by organizing up to ten or more students, seeking a faculty advisor, and submitting a formal request to an Administrative Dean or the Principal.

Student Council

The GLTS Student Council is established and maintained as a system of student government that provides all students, through a representative system, a voice in school affairs. In general, the purpose of the Student Council is to unify student activities under a central control and promote the general activities of the school, to aid in the internal administration of the school, and to teach students the values of the democratic process.

Student Advisory Council

Members of the Student Advisory Council, elected from the Student Council, shall meet at least once every two

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months, if they wish, with the District Committee. (CH.71, section 38M)

Clubs and Activities

- Art Club
- American Red Cross
- Chess
- Comic Book Club
- Creative Arts
- Explorers Club
- Fantasy RPG
- Gaming Club
- Gender Sexuality Alliance /GSA
- Interact
- Kaleidoscope
- Math Club
- National Honor Society (NHS)
- Performance Arts Music Club
- Performance Arts Drama Club
- Photography Club
- Reggie Leadership Mentoring
- Reggie Peer Leader
- Ski Club
- SkillsUSA
- Space Club
- Stand & Deliver
- Student Council
- Voice Club
- Yearbook

Athletic Teams**Fall Sports**

- Cheerleading
- Cross Country
- Football
- Girls Volleyball
- Golf
- Soccer

Winter Sports

- Boys Basketball
- Cheerleading
- Girls Basketball
- Boys Ice Hockey
- Indoor Track
- Swimming & Diving
- Wrestling

Spring Sports

- Baseball
- Boys Volleyball
- Track & Field
- Softball
- Tennis
- Girls Flag Football
- Boys Lacrosse
- Girls Lacrosse

Eligibility to Participate in GLTS Athletics

- Academic Policy for Athletes: A student must secure, during the last marking period preceding the athletic contest a passing grade and full credit in SHOP, and may not fail more than one additional class. If the student fails more than one class, or fails SHOP, he/she will be ineligible until the next marking period. Related is a class. Eligibility is in effect the day report cards are handed out. If a student is found to be academically ineligible and continues to play, each game that student participated in will be counted as a forfeit. Incomplete grades may not be counted toward eligibility until they are made up following school policy. Appeals for violation of this Academic policy can be made to the Athletic Director/Principal

STATE LAW REGARDING SPORTS-RELATED HEAD INJURY & CONCUSSIONS

The Commonwealth of Massachusetts Executive Office of Health and Human Services requires that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law. Student-athletes and their parents/guardians, coaches, athletic directors, school nurses, and physicians must learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents/guardians inform their coaches about prior head injuries at the beginning of the season. If a student athlete shows signs of a head related injury during a game

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or practice, the law mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for “return to play.” Parents/guardians, and students who plan to participate in any athletic program at Greater Lawrence Technical School are required to learn about the risks and consequences of head injuries and concussions. This education can be done through a free on-line course or reading the attached material. These courses explain the causes and effects of sport related head injuries and concussions.

The free on-line course is available through the Center for Disease Control (CDC). The course is called “Heads Up, Concussions in Youth Sports”. The entire course can be completed in less than 30 minutes.

Individual Return to Play Protocol

The student athlete’s individualized return to play protocol must be supervised by either the physician or athletic trainer. Individuals will be monitored for symptoms and cognitive function carefully during each stage of increased exertion.

Athletes will only progress to the next level of exertion if they are asymptomatic at the current level. The following steps will be followed:

Step 1: completion of a full day of normal cognitive activities (school day, studying for tests, watching practice, interacting with peers) without any return of signs or symptoms. If no symptoms return, the next day, advance to:

Step 2: Begin with light aerobic exercise, but only to increase an athlete’s heart rate. This translates into 5 to 10 minutes on an exercise bike, walking, or light jogging. There should be no weight lifting, jumping or hard running at this point.

Step 3: Add activities that increase an athlete’s heart rate, and incorporate limited body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, and moderate-intensity weight lifting (reduced time and/or reduced weight from your typical routine).

Step 4: Increase to heavy, non-contact physical activity. This includes sprinting/running, high-intensity stationary biking, the player’s regular weight lifting routine and non-contact sport-specific drills (in 3 planes of movement).

Step 5: Reintegrate the athlete in practice sessions, even full contact in controlled practice if appropriate for the sport. Breaks must be given, for rest and for the athletic trainer to monitor. The athlete must participate in one regular practice at this step before being allowed into a game or competition.

Step 6: Return to full play

Note: Each step in this protocol should last no less than 24 hours with a minimum of 5 days required to be considered a full return to competition. If symptoms recur during the program, the athlete should stop immediately. Once asymptomatic after at least another 24 hours, the athlete should resume at the previous asymptomatic level and try to progress again. If symptoms continue to recur the athlete will be sent back to their health care provider for further evaluation. Below GLTS Concussion Information

https://docs.google.com/document/d/12Vx__fAQD5ZnK5eC1e099GlbFxd-LAQaKGmAR09o9s/edit

5

Student Support Services

GUIDANCE DEPARTMENT

The mission of the Guidance Department is to deliver a comprehensive School Counseling Program based on the Massachusetts Model for Accountable, Comprehensive School Counseling programs. The School Counseling Department delivers a comprehensive, developmental program to all students to ensure their readiness for postsecondary education, employment, and active citizenship in a rapidly changing technological and global community. We consistently and purposefully incorporate our Core Values and Guiding Principles into our work with students:

- Provide social-emotional and physical wellness programs and services through multi-tiered counseling support assessments and collaboration with families, staff, and the community.
- Grow partnerships with families and community by informing stakeholders about student holistic and academic needs and soliciting their support.
- Reimagine and advocate for the School Counseling Department services and programming to meet the ever-changing needs of our students.
- Promote culturally responsive and anti-racist counseling practices.

The Guidance Department is currently staffed by eight School Counselors and three School Social Workers. Grade 9 students are assigned to a School Counselor alphabetically by last name, and students in Grades 10 through 12 are assigned to School Counselors based on their CTE program. School Counselors support each student through the career exploration and placement process beginning in Grade 9, and they continue to support students with college and career planning throughout their four years at GLTS. This includes the delivery of standards-based Guidance Curriculum in classroom, group and individual settings, supporting students in the development of their four-year “MyCAP” (My Career and Academic Plan) utilizing the MEFA Pathway platform. Formal post-secondary planning begins in the sophomore year; however, any student can make an appointment at any time to obtain assistance regarding college and career planning.

School Counselors are ready and willing to speak with students about topics such as:

- Transitioning into a new school
- Exploring and selecting their CTE Program
- Learning about extracurricular activities and how to become more involved
- Career and college planning, including financial aid and scholarship information
- Workplace readiness, including work permits and finding part-time jobs
- Interpersonal conflict with other students or adults
- Promotion and graduation requirements
- Difficulties with classes and academic achievement
- Personal, social, behavioral and mental health issues
- Issues involving relationships, gender identity, and sexual orientation

While every student has an assigned School Counselor, some students requiring a higher level of support can be referred to a School Social Worker/School Adjustment Counselor. Referrals can be made through the assigned School Counselor, as well as being made through a teacher, parent/caregiver, or other staff member. Students most often meet with their School Social Worker individually, however group counseling is also provided when there are multiple students who are experiencing similar issues and they agree to meet together to support one another.

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School Counselors and School Social Workers/School Adjustment Counselors also meet with students during “WIN Block” on their academic week for additional support in a variety of areas, including academic support, college and career planning, and social emotional awareness and support.

Section 504 Accommodation Plans

The Guidance Department is also responsible for developing and overseeing Section 504 Accommodation Plans for eligible students. The Director of Admissions & Counseling serves as the school’s 504 Coordinator, and individual School Counselors act as “504 Liaisons” for their assigned students.

BRYT Program

The Guidance Department also has a program located within the Guidance Suite called “BRYT” (Bridge for Resilient Youth in Transition). This program helps to support eligible students to transition back to school full-time after a period of extended absence due to hospitalization for medical and/or mental health issues, as well as after sustaining a concussion or other issues that resulted in a higher number of absences. The program is staffed full-time by an Academic Coordinator, and is supported by a School Social Worker for clinical/therapeutic support.

Students who would like to meet with a School Counselor should make an appointment in advance whenever possible. Students should use a SmartPass in order to be excused from class to attend a Guidance appointment.

2026-2027 Guidance Department Assignments

Department Member	Assignment
Katie Hebert khebert@glts.net	Director of Admissions, Counseling and Health Services Civil Rights Coordinator-504 Coordinator/McKinney-Vento Homeless Liaison/DCF Foster Care Point of Contact
Colleen Abdulla x2052 cabdulla@glts.net	School Counselor Automotive Collision Repair & Refinishing Automotive Technology Plumbing
Diana Casado x2053 dcasado@glts.net	School Counselor Business Technology (Grade 12) Cosmetology Culinary Arts Early Education & Care Robotics Automation
Kerri Coen x2065 kcoen@glts.net	School Counselor Business Technology (10 & 11) Dental Assisting Information Technology/Programming Landscape Construction
Ramon Cruz x2067 rcruz@glts.net	School Counselor Freshmen Last Name A-LE
My Nguyen Smith x2066 mnguyensmith@glts.net	School Counselor Freshmen Last Names T-Z Health Assisting Medical Assisting
Ellen Mahoney x2055 emahoney@glts.net	School Counselor Advanced Manufacturing Biotechnology Environmental Science Metal Fabrication & Joining Technologies
Sobhan Namvar x2068 snamvar@glts.net	School Adjustment Counselor
Christopher Plourde x2056 cplourde@glts.net	School Counselor Carpentry Electricity/Electrical Low Voltage HVAC/R
Sara Silva x2058 ssilva@glts.net	School Adjustment Counselor
Deborah Reyes x2057 dreyes@glts.net	School Adjustment Counselor
Jenna Simard x2054 jsimard@glts.net	School Counselor Freshmen Last Name: LI-S
Daniela Greene x2049 dgreen@glts.net	BRYT Transition Program Clinical Coordinator
Betzy Gomez x2059 bgomez@glts.net	Admissions Equitable Access Liaison

Academic Help and Homework Help

Students who are experiencing difficulty with their school work are expected to take advantage of the academic support that is available. Teachers are available Monday, Tuesday and Thursday after school until 2:55 upon student request. On Tuesdays and Thursdays, the Library is also open for homework help 3:00 - 4:30. Faculty members are available in the Library on these afternoons to assist students in any way that they need assistance with their school work. Late bus transportation is available.

Students who will be absent from school for an extended period of time should be in contact with their school counselor regarding how to obtain school assignments and keep up with their school work. GLTS will do what is necessary to keep students engaged in the learning process even during prolonged absence from the formal learning environment. Counselors will assist in obtaining tutorial services when necessary

WIN (What I Need) Block

The “WIN” Block will provide time during the day in which students can access needed supports without missing instruction. Students may receive specific support or enrichment opportunities during this time. Some examples of how GLTS students may utilize WIN Block include enrichment in Math, Science, or Humanities. Students will be able to access targeted skill review, teacher led study groups, meeting with their school counselor, or additional time in their academic classes.

BRYT Program

The Guidance Department also has a program located within the Guidance Suite called “BRYT” (Bridge for Resilient Youth in Transition). This program helps to support eligible students to transition back to school full-time after a period of extended absence due to hospitalization for medical and/or mental health issues, as well as after sustaining a concussion or other issues that resulted in a higher number of absences. The program is staffed full-time by an Academic Coordinator, and is supported by a School Social Worker for clinical/therapeutic support.

SPECIAL EDUCATION

Individuals with Disabilities Education Act (IDEA)

The Student Services Department at Greater Lawrence Technical School provides services for all eligible students in compliance with the Individuals with Disabilities Education Act (IDEA) and M.G.L. c.71B. The IDEA ensures that all eligible students receive a “free and appropriate public education” (FAPE) in the “least restrictive environment” (LRE). Greater Lawrence offers a continuum of services from inclusive classes to the self-contained setting. The general education classroom is the least restrictive placement with the appropriate supports and related services. The vocational/technical programs are open to all students with disabilities. Consultative support is available in the vocational setting if deemed necessary by the TEAM during the development of the Individualized Educational Plan (IEP).

Child Find Notice

In accordance with the Individuals with Disabilities Act (IDEA 2004) and Massachusetts special education regulations, 603 CMR 28.00, the Greater Lawrence Technical School provides screening and/or evaluations for all students attending GLTS, when parents’ caretakers, and/or teachers suspect the presence of a disability. The purpose of the evaluation is to determine eligibility for special education services. This notice applies to students enrolled in Greater Lawrence Technical School. If you suspect your student may have an educational disability, please contact your student’s Principal or Director of Special Education.

SERVICES FOR Multilingual Learners

The Multilingual Learner Department at Greater Lawrence Technical School provides services for all eligible students in compliance with M.G.L. c. 71A. Greater Lawrence Technical School provides students with opportunities to receive instruction that is appropriate for their individual English language proficiency levels. By offering instruction tailored to each student's English proficiency level, the school aims to support their English language development while also ensuring they have access to challenging academic content. This approach fosters both English language proficiency and academic achievement, allowing multilingual learners to thrive alongside their peers who are native English speakers.

HOME AND/OR HOSPITAL SERVICES

GLTS will provide educational services to students who are unable to attend school for serious medical reasons for a period of not less than fourteen school days in any school year. Students with chronic illnesses who have *recurring home/hospital stays of less than 14 consecutive school days*, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are also eligible for home or hospital educational services if they are requested and the medical need is documented by a physician. Although this home/hospital provision is included in the Special Education regulations it is not considered special education unless the student has been found eligible for special education. Home/hospital instruction is typically considered a regular education service that is intended to make it possible for the student to keep up with school work while he/she is unable to attend school for medical reasons.

Upon receipt of a physician's written order verifying that a student must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the Principal, or designee will arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his/her educational program, as long as such services do not interfere with the medical needs of the student.

The student's physician must complete a Department of Elementary and Secondary Education form 28R/3 (or equivalent signed statement) and submit it to the student's *building principal or other appropriate program administrator*. At a minimum the physician's signed notice must include information regarding:

- the date the student was admitted to a hospital or was confined to home;
- the medical reason(s) for the confinement;
- the expected duration of the confinement; and
- what medical needs of the student should be considered in planning the home or hospital education services.

Although it is impossible to replicate the total school experience through this home/hospital provision the GLTS will provide at a minimum the instruction necessary to enable the student to keep up his/her courses of study.

School districts may provide home/hospital services in a number of ways, including:

- providing the services directly to the student using district employees;
- contracting with the hospital to provide the needed services;
- contracting with another school district to provide the services; or
- contracting with another agency to provide the services.

INFORMATION REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is an Act that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

Has mental or physical impairment which substantially limits one or more major life activities (such as: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);

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- Has a record of such impairment: or
- Is regarded as having such impairment.
- In order to fulfill its obligation under Section 504, GLTS recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will be permitted in any of the programs or practices at GLTS.

GLTS has the specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent/guardian disagrees with the determination made by the professional staff of the school, he/she has the right to a hearing with an impartial hearing officer. More detailed information concerning a parent's/guardian's or student's rights under Section 504 is available from the Section 504 Coordinator. This information would include the parent's notice of rights under Section 504, as well as a complete copy of the grievance procedure. Please direct any questions regarding Section 504 to the Principal's Office at 978-686-0194 x1022.

HEALTH SERVICES

School Health Services fosters the growth, development and educational achievement of all students by promoting their health and well-being. It monitors health status and identifies and addresses the unmet needs of students, families and school personnel. In addition to responding to medical emergencies and providing care to students and staff who present with illness or injuries, the School Nurses ensure that all students are compliant with MA Department of Public Health and DESE requirements, including having an up to date physical exam and immunizations. School Nurses also help students with chronic health conditions to manage their care and gain independence as they prepare for life after high school.

Students who are ill or require first aid during the school day must report to the school nurse. The school has established the following rules for students' protection:

- Students who feel ill during the school day must obtain a pass from an instructor to visit the Nurse's Office. During the lunch period, students must obtain a pass from one of the lunch monitors.
- Following an assessment, the student may return to class or be dismissed from school due to illness.
- Prior to dismissal, the school nurse will notify parents/guardians or guardians. The parent or guardian must arrange for transportation and the school nurse must sign an official dismissal slip.
- Students who sustain minor cuts and bruises should first report to their instructor who will then send them to the Nurse's Office if necessary.
- Under NO circumstances may students keep any medications on their person, or in lockers. Inhalers and EPI-pens when accompanied by an appropriate consent form and following approval are the only exceptions to this mandate.
- Students who have a fever (greater than 100.0) are required to stay home until fever free for 24 hours (without the use of fever reducing medications). Students who are vomiting or have diarrhea should stay home for a minimum of 12 hours and should be able to eat and drink without symptoms. If your student has been diagnosed with strep throat, flu, Covid-19, etc - please follow current DPH guidelines for return to school and notify the school nurse
- Students wanting to participate in athletics are required to have a yearly physical examination prior to starting training in athletic programs.
- Students entering the school with chronic ailments shall notify the school nurse prior to or at the time of entry so that any restriction and/or modifications may be addressed.
- Students who enroll as freshmen (or newly enrolled students) must provide updated immunization records and a current physical exam.

School Based Health Center

The school has collaborated with the Greater Lawrence Family Health Center (GLFHC), to provide an onsite

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School-Based Health Center (SBHC) for GLTS students. SBHCs have been shown to improve access to healthcare and decrease health related school absences. This clinic is staffed by GLFHC family nurse practitioners, a sports medicine physician, medical assistants, nutritionist (remote) and social worker (remote). They can provide routine wellness care such as physical exams, sports clearance, illness and injury care, immunizations, prescription orders and delivery, laboratory services and health counseling for GLTS students. A parental/guardian consent form must be on file for a minor student to be seen without a guardian present unless seeking confidential care.

School Health Insurance

The school maintains insurance coverage, which may provide coverage in the event of an accident. The policy provides coverage for accidents that occur during the regular school session, and during most extra-curricular activities. The insurance is intended to be supplementary to students' regular medical insurance. To be eligible for insurance coverage all accidents must be reported to the school nurse immediately.

LIBRARY

The Walter J. Markham Memorial Library is open daily from 7:35 A.M. until 2:55 P.M.

Students may use the library either with a class or independently. A pass is needed from an instructor when a student enters the library to work independently.

School ID's are used for checking out books and magazines. Books are loaned to students for two weeks and may be renewed for two additional weeks. Magazines may be borrowed for one week and may be renewed for an additional week. Students will be required to pay for books and magazines that are not returned to the Library.

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Rights and Responsibilities of Students and Families

CHAPTER 76, SECTION 2 DUTIES OF PARENTS/GUARDIANS; PENALTY

Every person in control of a child described in the preceding section shall cause him/her to attend school as therein required, and if she/he fails to do so for seven-day sessions or fourteen half day sessions within any period of six months, he/she shall on, complaint by a supervisor of attendance, be punished by a fine of not more than twenty dollars. No physical or mental condition capable of correction or rendering the child a fit subject for special instruction at public charge in institutions other than public day schools, shall avail as a defense unless it appears that the defendant has employed all reasonable measures for the correction of the condition and the suitable instruction of the child.

FINANCIAL RESPONSIBILITIES

Students and their parents/guardians are financially responsible for:

- All textbooks officially assigned by an instructor.
- All books checked out of the library with a school identification card.
- Any piece of electronic equipment issued by the school
- All officially issued equipment which includes shop, academic, athletic, and other school equipment, all items loaned or given on consignment as part of a student's academic, vocational, and or extra-curricular activities.
- The cost of any after school make-up course or summer school course that the student is required to take as a result of failing the course during the school year.
- Any damage to school property or to school buses.
- Students are financially responsible for all items described above regardless of whether they are lost or stolen.
- Students will not be eligible to walk in graduation until their financial responsibilities are met
- Financial assistance may be available. Contact the Assistant Principal's Office for details.

SCHOOL BREAKFAST AND LUNCH PROGRAM

Greater Lawrence Technical School offers CEP (Community Eligibility Provision) breakfast and lunch to all of its students. If a student wants to purchase an additional lunch they must pay for it at the time They can use cash, check or online at myschoolbucks.com (a free account with a minimal fee per transaction).

- Refunds to Withdrawn Students

For any student who is withdrawn, a written request for a refund of any money remaining in their account must be submitted. An email request is acceptable.

- Refunds to Graduating Students

Students who are graduating at the end of the year, will be given a refund of their balance on account if it is \$5.00 or less. A negative (refund) payment will be entered on their account. Students with balances on accounts of more than \$5.00 will need to submit a written or e-mail request to receive a refund. Funds can also be transferred to a sibling's account at the Greater Lawrence Technical School only with a written or e-mail request.

- Unused funds of freshmen, sophomore or junior students will remain in their account until the end of their senior year. If these students have a balance remaining on account at the end of the year, it will be carried over to the next school year.

Balances may be checked anytime by emailing mringland@glts.net or by calling the Food Service Director at 978-686-0194, ext. 5047.

- Unclaimed Funds

All refunds must be requested within one year. Funds left unclaimed after a year will become the property of the Greater Lawrence Technical School District.

STUDENT RECORDS

The regulations pertaining to student records were developed by the Massachusetts Board of Education to ensure parents/guardians/guardians, students, and former students of their rights of confidentiality, inspection, amendment, and destruction of student records. Student records consist of both a temporary record and a transcript. The transcript contains the student's name, phone number, and birth date. It lists course titles, grades, grade level completed, and year of graduation. The temporary record consists of all information in the student record other than the transcript. This information may include test scores, class rank, teacher evaluations, health records, and other materials. As outlined in regulations, all temporary records (records other than the transcripts) shall be destroyed within seven (7) years after a student graduates, transfers, or withdraws from school. Each student's transcript will be maintained for sixty (60) years following graduation, withdrawal, or transfer from the school. Parents/guardians and eligible students are entitled to inspect their entire school record within ten (10) school days of a request.

ACCESS OF THIRD PARTIES

Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

Mandatory State Testing Notification

GLTS participates in all mandatory state testing programs such as the Massachusetts Comprehensive Assessment System. District testing is also administered to all grade 9 students at the beginning of freshman year and the MEPA and MELA-O are administered to English Language Learners. Other routine information such as address changes, emergency contact numbers and data supporting free or reduced lunch requests may be collected throughout the school year. GLTS may release the following directory information without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

1. What is a student record?

The student record includes all the information regardless of physical form concerning a student, which is kept by the school system. All the information in a student record is either in the transcript or the temporary record. The transcript contains your name, address, telephone number and your birthday; course titles, grades (or equivalent when grades are not applicable); grade level completed and the year completed. The temporary record consists of all the information in the student record which is not contained in the transcript. This information may include your standardized test scores, class rank, school-sponsored extracurricular activities in which you took part, and evaluations by your teachers, counselors or other school staff. A school health record, which gives a general profile of your health, is included. The temporary record should not contain any information added by unnamed persons or coming from unidentified sources.

2. How will I know when information will be collected to become part of my student record?

You can expect that just about everything that is of importance to your education will be placed in your student record. Some information, such as evaluations by counselors, teachers or other school staff, is placed in your

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record on an irregular basis. Other information is collected on a regular schedule. This includes the results of standardized tests or other routine information. At least once every school year, the school must publish and distribute a routine information letter telling you when standardized tests will be given and when other routine information will be collected. The school must also inform you that copies of the Regulations Pertaining to Student Records are available to you in the school. If you have any questions about why information is being collected or how information is being used, you should ask for an explanation. All written notices or letters sent to your home by the school must be in the language spoken in your home. This language, however, must be a language for which your school is required to provide a bilingual program.

3. Where is my student record kept?

This varies from school to school. Your student record might be kept in the Principal's Office or in the Guidance Office. No matter where it is kept, your school Principal or someone appointed by her is responsible for its protection. If you wish to see your student record or determine its location, ask the Superintendent-Director or School Principal.

4. How long is my student record kept by the school?

As you will recall, your student record consists of two parts. The transcript is maintained by the Superintendent-Director of Schools and may only be destroyed sixty years following your graduation, transfer or withdrawal from the school system. While you are in school, the Principal or someone appointed by him/her may periodically review and destroy misleading, outdated, or irrelevant information. This can only be done if you and/or your parent(s)/guardian(s) have been notified in writing and are given an opportunity to get the information or copy of it before it is destroyed. If you are enrolled in school at the time or after these regulations take effect, your temporary record will be destroyed within one year after you graduate, transfer or withdraw from the school. The school must notify you and your parent(s)/guardian(s) in writing that the temporary record will be destroyed and also of your right to receive all or any of the information in it when you graduate, withdraw or transfer from the school.

5. Am I allowed to see my student record?

Yes, provided that you have at least reached your fourteenth birthday or entered the 9th grade, whichever comes first. Your school Principal or the person appointed by her must let you see your entire student record within ten calendar days of your request. Nothing in the regulations prevents a District Committee from allowing younger students to see their student record with a parent's authorization. If you wish to have copies of any of the information contained in your student record, they shall be provided for a reasonable fee. In addition, students of any age have the right to receive a copy of their transcript free of charge.

6. Am I permitted to have someone with me to explain the meaning of the information in my student record?

Yes. A professionally qualified member of the school staff will be available upon your request to interpret any of the contents of your school record for you. You may, however, examine your records without having a staff member present.

7. Access of Third Parties.

GLTS may release the following directory information without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

- a student's name, address, telephone listing, date and place of birth
- major field of study
- dates of attendance
- weight and height of members of athletic teams

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- participation in officially recognized activities and sports
- degrees, honors and awards
- post-high school plans

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.

(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.

(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.

(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

8. How can I find out who has been looking at my student record?

A permanent sign-in sheet or log must be kept as a part of your temporary record. Each person sharing any information contained within the temporary record must enter into the log the following: his/her name, signature, position, the date, the part of the record used and the purpose for which the information will be used.

9. What must I do to allow someone from outside the school system to see my student record?

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You or your parent or guardian must give the person written permission to see your record. The permission can be given for him/her to see the whole record or only part of the record. The written statement of permission will be kept with your temporary record.

10. What should I do if I am not allowed to see my record?

If you are not allowed to see your student record, you may notify the Massachusetts Department of Elementary and Secondary Education or file a complaint with the Family Policy Compliance Office

11. Am I permitted to add information to my own student record?

Yes. You or your parent or guardian have the right to add any information, comments, data or any other relevant written materials to your student record.

12. If I find something in my student record that I believe is incorrect or is untrue, is there anything I can do about it? Eligible students and/or parents have the right to add additional information, comments, data, and/or other relevant material to the student record. Eligible students and/or parents also have the right to request in writing that the student record be amended. Any such request should be directed to the Principal. The building principal will render a written decision on such a request within one week. A denial of a request to amend a student record may be appealed to the Superintendent.

13. What can I do if my Principal makes a decision involving my student record and I do not agree with her decision?

Your parent or guardian has the right to appeal the Principal's decision to the Superintendent-Director. The request for the appeal must be in writing within two weeks. If you do not agree with the decision of the Superintendent-Director, you have the right to appeal to the District Committee. The request for appeal must be made in writing; the District Committee must conduct a hearing to decide the issues. At the District Committee hearing, you have the right to be represented by someone of your choice at your expense. You will be allowed to cross-examine, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision.

FERPA RIGHTS AND STUDENT RECORDS

FERPA affords parents/guardians/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents/guardians or eligible students should submit to the School Principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

The right to request an amendment of the student's education records that the parent/guardian or eligible student believes is inaccurate. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the Principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. The right to consent to disclosures of personally identifiable information contained in the student's education records, except that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A

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school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent/guardian or student of the records' request unless it states in its annual notification that it intends to forward records on requests.] The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA:

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

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
 1. Political affiliations or beliefs of the student or student's parent(s)/guardian(s);
 2. Mental or psychological problems of the student or student's family;
 3. ex behaviors or attitudes;
 4. Illegal, antisocial, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of:
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect upon request and before administration or use
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

Greater Lawrence School District will/has develop[ed] and adopt[ed] policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Greater Lawrence School District will directly notify parents/guardians and eligible students of these policies at least annually at the start of each school year and after any substantive changes. Greater Lawrence School District will also directly notify parents/guardians/guardians and eligible

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students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.
-
- Parents/guardians of eligible students who believe their rights have been violated may file a complaint with:

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

Authorization for Access to Records

With prior written notice and a written request to the Principal, parents/guardians and students 14 years of age or older may authorize release of /access to/review of all student records. The review should occur in the presence of a school official.

Greater Lawrence Technical School works to ensure that children and youth who are homeless, in foster care, migrant, or in military families have full access to a consistent public education. The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) ensures homeless children and youth have equal access to the same free and appropriate public education, including a public education as provided to other children and youths. It has most recently been reauthorized under the Every Student Succeeds Act of 2015 (ESSA). The Director of Admissions and Counseling serves as the McKinney-Vento/Homeless Coordinator and Foster Care Point of Contact. The District's approved policies can be found [here](#).

McKinney Vento Homeless Assistance ActHomeless Students

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Foster Care

Students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination. The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students.

Children of Military Families

“Children of military families” are defined as “School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.”

In accordance with the Interstate Compact on Educational Opportunity for Military

Children, GLTS is committed to removing barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

INFORMATION ON TEACHER QUALIFICATIONS

Members of the school faculty are licensed by the Massachusetts Department of Elementary and Secondary Education. Parents/guardians have the right to request information regarding the qualifications of their child's classroom teachers.

NEASC ACCREDITATION

The Greater Lawrence Technical School is fully accredited by The New England Association of Schools and Colleges, Inc. NEASC is a non-governmental, nationally recognized organization whose affiliates include elementary schools through collegiate institutions that offer post-graduate instruction.

PARENT/ GUARDIAN INVOLVEMENT

The Greater Lawrence Technical School District encourages the participation of parents/guardians in support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the policy of the Greater Lawrence Technical School District to foster and maintain ongoing communications with parents/guardians concerning their student's progress, the professional qualifications of their student's teachers, and the status of their student's school.

The Greater Lawrence Technical School District strives to provide such information in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in the language the parent can understand. To the extent practicable, Greater Lawrence Technical School will also provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and the parents/guardians of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand. Communications with parents/guardians will, at all times, respect the privacy of students and their families.

PARENT & FAMILY ENGAGEMENT

Connect and facilitate parent communication and involvement with our school, students, parents, and community. For more information on Parent & Family Engagement Please contact extension 2014.

ENGLISH LEARNER PARENT ADVISORY GROUP

The English Learner Parent Advisory Group (ELPAC) is a group committed to connecting the families of English Learners to the GLTS community. Our goal is to deliver information about programs to help improve language skills and promote academic success while providing access to both school-based and regional resources. We are dedicated to two-way bilingual communication and reciprocal cultural understanding to better serve the needs of our students and families at school and throughout the community. For more information on the MPAC please contact the Director of Language, Culture and Equity at extension 1010.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

The SEPAC is a self-governing organization of Greater Lawrence Technical School Parents/guardians of

Expect More, Demand More, Achieve More

children with special needs. The SEPAC provides a forum for parents/guardians to share information and promote understanding, respect for and support for all children with special needs in the community. The SEPAC advises school officials on the education and safety of students with disabilities and on the planning, development and evaluation of special education programs within the school. To get more information about the SEPAC contact the Special Education Director at extension 3039.

RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (also referred to as **FERPA**), a federal law, requires that The Greater Lawrence Technical School District (GLTS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, GLTS may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in writing. The primary purpose of directory information is to allow GLTS to include this type of information from your child's education record in certain school publications. Examples include:

- A playbill, showing your child's role in a drama production.
- The annual yearbook.
- Honor roll or other recognition lists.
- Graduation programs.
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Federal laws require school districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories- names, addresses and telephone listings – unless parents/guardians have advised the LEA that they do not want their child's information disclosed without their prior written consent.

If you do not want GLTS to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by September 30. The required notice may be provided to GLTS by completing and returning the Directory Information Form (received by mail from GLTS) to the Guidance Office by September 30.

GLTS has designated the following information as directory information:

- Student's name.
- Participation in fully recognized activities and sports.
- Address.
- Telephone listings.
- Weight and height of athletic teams.
- Electronic mail address.
- Photograph.
- Degrees, honors, and awards received.
- Date and place of birth.
- Major Field of study.
- Dates of Attendance.
- Grade level.
- The most recent educational agency or institution attended.

REQUIRED PARENT/GUARDIAN PERMISSION FORM

The google Parent/Guardian form is important and must be signed electronically. The information that follows explains the importance of these permissions.

- **Permission to Use Machinery**

Students at GLTS as part of their career area program may take part in courses requiring the use of machinery. These machines are provided with safeguards for the protection of the operator. Every possible precaution will be taken by the instructor to ensure the correct and safe operation of these machines by the students who use them. It is a requirement that every student purchase a pair of safety boots as a prerequisite to enter any career area. Greater Lawrence Technical School will provide the initial pair of safety glasses to the student. Although the school does everything possible to reduce the element of danger no student will be allowed to use machinery until the appropriate approval form is signed and returned by a parent or guardian.

- **Permission to Work at or Off School Site**

Some GLTS students may select a career area that will include, as part of their program, leaving the school campus to receive instruction at a job site located off school grounds. The training provided at these job sites is viewed by the school as an enrichment and career preparation activity. Students are supervised by instructors at all times. To assure that parents /guardians approve of any off-campus activity the Parental Permission Form must be signed and returned before a student can participate.

Individual career areas will provide parents/guardians and students with more information when off-site training is scheduled as part of the learning program.

- **Permission To Be Photographed**
- **Permission To Use School Computer Network**

Receipt for Reading the 2026-2027
GLTS Student Handbook

PLEASE PRINT CLEARLY

STUDENT NAME: _____ ID: _____

GRADE: _____ HR/SHOP: _____

PARENT/GUARDIAN NAME: _____

**PLEASE ACCESS AND READ THE GLTS STUDENT HANDBOOK ON THE SCHOOL WEBSITE AT WWW.GLTS.NET
UNDER THE PARENT AND/OR STUDENT TAB BEFORE
SIGNING THIS DOCUMENT**

**IF YOU WOULD LIKE A HARD COPY OF THE GLTS STUDENT HANDBOOK IN EITHER ENGLISH OR SPANISH
PLEASE CONTACT THE STUDENT AND FAMILY ENGAGEMENT (SAFE) OFFICE X 2000 AND
ONE WILL BE AVAILABLE TO YOU.**

PARENT/GUARDIAN AND STUDENT SIGNATURES BELOW INDICATE:

1. We have received, read and understand the 2026-2027 GLTS Student Handbook
2. We have read and understand the GLTS Acceptable Use Policy
3. We understand the academic and vocational policies; the student code of conduct and applicable disciplinary procedures and laws; and the policies regarding proper uniform for all grades and career areas.
4. We recognize that all students at GLTS are held accountable for acting in accordance with contents of this student handbook, both during regularly scheduled school hours and at all school sponsored events.

Parents/Guardians should read each statement below and respond by checking their desired response.

	Approve	Disapprove
I agree that my child may work in a career area that uses machinery		☐
I agree that my child may participate in training at job sites located off school grounds	☐	☐
I give permission for my student to participate in the district system/network	☐	☐
I give permission for my student's photo to be used for public relations activities	☐	☐

Parents/Guardians please indicate if your child has a parent who is/was in the Military by checking one of the following:

☐ Active duty member ☐ Medically discharged or retired for 1 year ☐ Died on active duty ☐ Not a military family

SIGNATURES:

STUDENT: _____

DATE: _____

PARENT/GUARDIAN: _____

DATE: _____