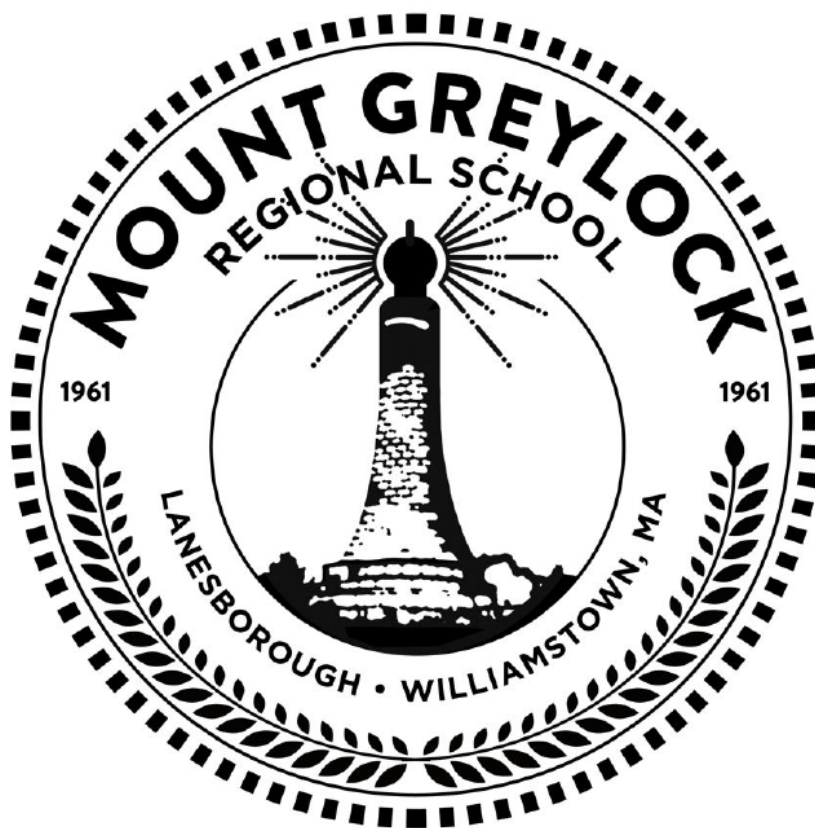


# Mount Greylock Regional School



## Student/Family Handbook 2019-2020

[www.mgrhs.org](http://www.mgrhs.org)

413-458-9582

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August 2019

Dear Students and Families,

Welcome to Mount Greylock Regional School and the start of the 2019-2020 school year!

The Student Handbook serves as a resource for our students and families, and its use will help ensure a successful experience at Mount Greylock. As a school that serves students in grades 7 - 12, we strive to help all students be successful as they navigate key transitions in their lives. By combining a coordinated curriculum with a rich and varied co-curricular program and encouraging conversations that spark each individual student's interests, we work toward preparing students to be dynamic, engaged learners beyond graduation. We encourage participation in school life and the wider school community. To that end, a wide variety of representative bodies including the Student Council, School Council, Parent Teacher Organization (MGPTO), and Middle School Students Organizing Change (SOC), Friends of the Arts and Booster programs offer opportunities for students and their families to be active at Mount Greylock and to have a significant voice.

Here at Mount Greylock, we continue to prepare our new school building for the coming school year. Inevitably in any construction project, after the first year of use, one discovers areas that need more attention. So once again this summer, Mount Greylock has turned into a construction site. We anticipate that the building will be open for tours for new students during the last week of August. Details regarding the dates and times of tours will be distributed separately.

Our website at [www.mgrhs.org](http://www.mgrhs.org) continues to be a resource for all members of the community. We encourage you to explore the site to see how it is organized and find pages that might be most useful to you. The *News & Announcements* page showcases student and faculty accomplishments and highlights important events. The *MGRSD Today* page provides links to everything from lunch menus to MG weather station updates to the Greylock Echo and Greylock Snow Day blogs. We also encourage you to follow two Twitter accounts – either directly or via the *MGRSD Today* page. @MGMounties provides general news and @AthleticsMG tweets team news.

While the format of the Student Handbook for this year is largely unchanged, there are important updates that we encourage you to read and reference as the need arises. Faculty and staff contact information is available to facilitate communication between school and home. Some language changes and clarifications have been made to Attendance Protocols (p. 11), the Dress Code (p. 17), and the Progressive Response Matrix for both academic issues (p. 16) and regular behavior (p. 76). Helpful tips throughout the handbook are offered for a variety of situations including course selection, college planning, co-curricular offerings, and athletics. As with any handbook, there is a bit of redundancy in some areas, but we hope that the information presented is clear and will make this school year more productive, and less stressful, for each and every student at our school. If you have any questions or suggestions about this information, please do not hesitate to contact us at 413-458-9582 ext. 1010

We want to personally invite you to take an active role at Mount Greylock and help us make the 2019-2020 school year a success for all of our students.

Kind regards,

Mary MacDonald, *Principal*

Jacob Schutz, *Assistant Principal*

## **The Greylock Way ~ Integrity, Responsibility, Perseverance**

### **Academic Expectations**

*All members of Mount Greylock Community will:*

- Read, write, speak and listen effectively and thoughtfully
- Solve problems creatively
- Demonstrate global awareness
- Pursue knowledge with initiative and curiosity

### **Social and Civic Expectations**

*All members of Mount Greylock Community will:*

- Engage as responsible local and global citizens
- Make informed healthful decisions
- Appreciate diverse perspectives

Mount Greylock Regional School  
 1781 Cold Spring Road  
 Williamstown, MA 01267  
 413-458-9582  
 413-458-9581 (fax)  
[www.mgrhs.org](http://www.mgrhs.org)  
 @MGMounties

**School Committee** Meetings are held monthly in the Mount Greylock Regional School Meeting Room A109; meetings are posted on the school calendar on the front page of the website, [www.mgrhs.org](http://www.mgrhs.org).

James Art, Williamstown  
 Daniel Caplinger, Vice Chair, Williamstown  
 Regina Delego, Chair, Lanesborough  
 Alison Carter, Williamstown  
 Christine Conry, Lanesborough  
 Steven J. Miller, Williamstown  
 Alfred Terranova, Lanesborough

#### **District Administrative Team**

Kimberley Grady, Superintendent  
 Andrea Wadsworth, Assistant Superintendent Business Manager  
 Vacant, Director of Pupil Services  
 Eileen Belastock, Director of Academic Technology  
 Robert Wnuk, Director of Operations  
 Timothy Sears, Director of Buildings and Grounds  
 Jonathan Nopper, Human Resource Manager  
 Stacie Vigiard, District Office Manager  
 Brenda Rondeau, Financial Assistant  
 Reena Sharma, Financial Assistant  
 Patrick Priester, Special Education Team Leader  
 Susan Gigliotti, Secretary

#### **School-Based Administrative Team**

Mary MacDonald, Principal  
 Jacob Schutz, Assistant Principal  
 Lindsey von Holtz, Athletic & Co-Curricular Activities  
 Nancy McMullen, Secretary  
 Patsy Worley, Office Paraprofessional

**Where to Go For Help**

TO REPORT AN ABSENCE – call school 458-9582 x 1010

IF YOU ARE SICK AT SCHOOL – go to the Nurse Russell's Office

TO FIND LOST ARTICLES – go to the Main Office and check with Ms. Worley or Ms. McMullen; clothing left in the locker room, gym, or on fields might be found on the LOST & Found rack in the cafe

IF YOU ARE TARDY TO SCHOOL – check in at Main Office

IF YOU ARE LATE TO A CLASS – go straight to that class

TO CHANGE YOUR COURSE SCHEDULE – make an appointment with the Guidance Office x 1250

TO GET ACADEMIC HELP – ask faculty member for an appointment after school; ask in Guidance about tutors and special programs offered by the school and through the Williams Center at Mount Greylock

TO GET EMOTIONAL OR MENTAL HEALTH SUPPORT – see Mrs. Alison Pardalis-Johnson, Social Worker or Dr. Geri O'Brien, School Psychologist x1070, Guidance Counselors, the Nurse, or a member of the Administration

TO EMAIL A STAFF MEMBER – an email address is composed of the individual's first initial of their first name followed by their last name (i.e. John Smith's MG email address would be – [Jsmith@mgrhs.org](mailto:Jsmith@mgrhs.org)). Capitalization is not relevant.

**We strongly encourage students and families to familiarize themselves with the school website, particularly for information they can find in the [MG Resources](#) drop-down menu.**



**English/Reading**

Jessica Cook  
 Alexander Davis  
 Blair Dils  
 Matthew Fisher  
 Kellie Houle  
 Anne Sulzmann  
 Rebecca Tucker-Smith

**Mathematics**

Ann Marie Barber  
 Karl Belouin  
 Luke Polidoro  
 Anna Pesce  
 Brandon Price  
 Robert Thistle  
 Crystal Williams

**Science**

Shawn Burdick  
 Sarah Holmes  
 Daniel Louis  
 Faith Manary  
 Amy Moore-Powers  
 Carolyn Starz  
 Sue Strizzi

**Social Studies**

Andrew Agostini  
 Patrick Blackman  
 Ellen Kaiser  
 Peter Niemeyer  
 Thomas Ostheimer  
 Jeffrey Welch

**Business Ed/Technology**

Lisa Mendel  
 Michael Powers

**World Languages**

Christina Cope  
 Joseph Johnson  
 Amy Kirby  
 Christopher Lovell  
 Shannon Vigeant

**Performing Arts**

Eric Despard  
 Lyndon Moors

**Visual Arts**

Jane-Ellen DeSomma  
 Lisa Mendel

**Library/Media Services**

Liza Barrett  
 Sarah Henry  
 Kathleen Share

**Wellness/Health**

Brian Gill  
 Lynn Jordan  
 Robert Jutras  
 Emily Leitt  
 Carolyn Starz

**Nurse**

Nichole Russell

**Guidance Counselors**

Jessica Casalinova  
 Beverly Maselli  
 PJ Pannesco  
 Sarah Tierney, Secretary

**Social Worker**

TBD

**School Psychologist**

Dr. Geri O'Brien

**Special Education**

Christine Belk  
 Karen DuCharme  
 Christine Mastendino  
 Louise (Candie) Smith-Brizan  
 Martin Walter  
 Ashley Flores,  
 Occupational  
 Therapist

Cynthia Gingras, Speech  
 Language Pathologist  
 Noelle Sullivan, Physical  
 Therapist

**Paraprofessionals**

Diane Allard  
 Mary Angelo-Roberts  
 Tim Bornt  
 Ted Burdick  
 Annette Chenail-Briggs  
 Michael Farris  
 Shawn Flaherty  
 Jennifer Foley-Buda  
 Erik Forsberg  
 Kamlyn Haas  
 Karen Lobdell  
 Ann Martin  
 Alexis Nason  
 Danielle Nightingale  
 Elisa Paoloni  
 Thomas Sherman  
 Kenneth Turn  
 Jacqueline Watson  
 Linda Wlodyka

**Cafeteria**

Tina Bolner  
 Tammy Jennings, Manager  
 Maureen Jennings  
 Virginia Nicklien  
 Jeanne O'Hearne  
 Betty Sylvester

**Custodians**

Fawn Burdick  
 Brandon Crouse  
 Greg Hoard  
 Edward LaMarre  
 Richard Pizani  
 Ryan Skrocki

## **Curriculum and Team Leaders**

**Arts, Tech & Business**

**English**

**Math**

**Social Studies**

**Science**

**Special Education**

**Wellness**

**World Language**

**9<sup>th</sup> Grade Team**

**8<sup>th</sup> Grade Team**

**7<sup>th</sup> Grade Team**

- Lisa Mendel
- Rebecca Tucker-Smith
- Luke Polidoro
- Jeffrey Welch
- Shawn Burdick
- Martin Walter
- Lynn Jordan
- Amy Kirby
- Kellie Houle and Brian Gill
- Susan Strizzi
- Amy Moore-Powers

AMERICANS WITH DISABILITIES ACT AND ANTI-DISCRIMINATION POLICY  
Public Notice

It is the policy of the Mount Greylock Schools to fully abide by all state and federal statutes and the regulations promulgated thereunder, which prohibit discriminatory acts. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, gender, gender identity, religion, national origin, sexual orientation, disability or in consideration of homelessness. If someone has a complaint or feels that they have been discriminated against based on the above, complaint should be registered with Jacob Schutz, Assistant Principal and Title IX, Coordinator, Mount Greylock School 413-458-9582 ext. 1011.

The Mount Greylock Schools does not discriminate on the basis of disability. Program applicants, participants, members of the general public, students and others are entitled to access to all agency programs, activities, and services without regard to disability.

## **SECTION I**

### **THE SCHOOL DAY**

**Daily Schedule** The school day begins at 7:40 am, and students are expected to be in their first class at this time. The school day consists of 13 periods, which includes 7 academic periods and the three lunch periods; each lasts for 30 minutes and are organized for the most part by grade. Grades 7-8 eat from 10:45 a.m. – 11:15 a.m., Grades 9-10 eat from 11:33 a.m. – 12:03 p.m., Grades 11-12 have lunch from 12:21 p.m. - 12:51 p.m. The daily schedule will be completely rotated over five days with two blocks anchored in the center of the day; the anchored blocks are determined by the lunch to which the students were assigned. School ends at 2:27 p.m. and buses leave at 2:32 p.m.

**Late Buses** A late bus is provided for students staying after school to meet with teachers, to attend club meetings, participate in performing arts or athletic practices or to serve detention. This bus leaves at 5:15 p.m. on most days. Williams College Tutors provide support to students in grades 7 – 9 on Mondays, Tuesdays and Thursdays through most of the academic year. Tutoring is provided from 2:30 to 4:00; students who need to wait for 5:15 bus will report to the library for the chance to read or to continue studying.

#### **Attendance Expectations and Procedures**

Mount Greylock's attendance policy is in compliance with:

- Massachusetts General Law (M.G.L. c76 section 2)
- Massachusetts Department of Education Time on Learning Regulation
- Every Student Succeeds Act expectations regarding attendance
- MA DESE Accountability criteria for attendance to meet yearly progress goals

#### **Objective:**

The classroom is the centerpiece of the academic experience. The richness of the classroom environment – the exchange of ideas with peers and teachers, the opportunity to explain, defend, and receive feedback on one's thinking, learning to work collaboratively with one's peers – these are all experiences that are irretrievably lost when a student is not present in class. Some academic experiences can be made up; these cannot.

#### **Expectations:**

Students are expected to attend all regularly scheduled classes. Parents and guardians have a legal responsibility to ensure their children are in attendance each day that school is in session (Massachusetts General Law, Chapter 76: Section 2).

Parents and guardians can support MGRSD's attendance policy by informing the school in the event of absences and tardies. A parent or guardian is expected to call the school by 8 a.m. the morning of a student's absence. The phone number to call is (413) 458-9582 x1000. Any parent note or call presented to the school is a request that will be acted upon by the school; the school retains the right to determine what constitutes an excused absence.

If a student is in school and feels too ill to attend a class or scheduled obligation, the student is required to report to the nurse's office (or to the main office if the nurse is unavailable).

**Absences:**

The practice of MGRSD is that a student who reaches 9 unexcused absences in a semester course will earn no credit for that course. A student who reaches 18 unexcused absences in a year-long course will earn no credit for that course. **A student who misses school with 10 medically excused absences will have to meet with the Principal or his/her designee (which may include the student's school counselor, nurse, and parents or guardians to determine if alternate programming is required to retain credit.**

Parents/Guardians will be notified when a student reaches 5, 7, 9, 15, 18 unexcused absences in the year with a request for a meeting at school. The purpose of this communication/meeting is to encourage cooperation between the school and the home in improving student attendance and achievement. Parents/Guardians of students will be notified by letter when students have lost course credit due to absences.

**Excused Absences:**

There are occasions when absences from school can be anticipated in advance or cannot be avoided. We request that parents and guardians help their children by supporting and facilitating attendance and keeping the number of discretionary absences to a minimum.

**Excused Absences:** (All the below must be appropriately confirmed in writing by the administration)

- **Illness / medical appointment (optimally confirmed with a doctor's note with specific dates indicated)**
- **Interviews for work or college visits**
- **School-sponsored activities**
- **Bereavement or serious illness in the family**
- **Court-mandated appearances**
- **Attendance at college classes**
- **AP students are excused from classes on the day of their AP exam(s)**
- **Other extenuating circumstances approved by the administration**

All absences not listed above are counted as unexcused. Family trips, early participation in summer camps or non-emergency family situations are not accepted by district policy; **even if they have parent permission, these do not constitute an excused reason to miss school.** The 9/18 unexcused absence limit exists to allow families leeway in these situations.

When absences -- whether excused or unexcused -- are anticipated, students are responsible for notifying teachers and their guidance counselor of the number of days in advance equal to the number of days that will be missed, i.e. a one-day absence requires notification one day in advance, a two-day absence requires notification two days in advance, and so on. **Students should meet with the Guidance secretary to begin coordination between the individual student, families, counselors, and teachers.** Students are responsible for work missed as indicated by their teachers; further, students should attend to their teachers' Canvas and Google Classroom sites for updates on what they have missed.

**Lateness to School:**

Students are expected to be in class when the bell rings to begin first period at 7:40AM. Any student reporting to school after 7:40 a.m. is tardy and must report to the Main Office to receive a late admission slip.

**Lateness to Class:**

Students are expected to be in class when the bell rings to begin each period of the day. Students who arrive to class after the bell without a pass from faculty or office personnel will be marked tardy (unexcused).

Students should not receive a tardy (unexcused) if the lateness is accompanied by a written pass from faculty or office personnel. Good communication is the key to fairness on all sides.

- All tardies over 15 minutes from any class will be considered an absence from class for credit reasons (class cut), and will count toward the 9/18 unexcused absence limit for the semester/year.
- Teachers will have a stated policy regarding class participation and may factor tardies into a student's grade.
- Students who are tardy 4 times within 2 weeks will receive an office detention.

If a student feels that he or she has received an unreasonable tardy, that student may appeal to the Assistant Principal. **Student lateness with parent permission do not constitute an excused reason to miss school.** The 9/18 unexcused absence limit exists to allow families leeway in these situations.

**Early Dismissals:**

A parent/guardian requesting an early dismissal for her/his child must submit to the Principal or designee a note stating the reason, date and time of the dismissal.

- Dismissals by telephone are accepted only in rare emergencies and must be verified by the Principal or designee, or if the student must be picked up at the office and signed out of school by her/his parent/guardian
- A student may not leave campus during the school day without permission of the nurse or an administrator
- The same excuses referenced for absences are the only excused reasons for dismissals
- Students are not allowed to be dismissed and return to school the same day unless accompanied by a doctor or court note, or other documentation approved by the administration
- Students with unexcused dismissals from school are not eligible to participate in any after school functions that day, unless approved by administration

**Student dismissals with parent permission do not constitute an excused reason to miss school.** The 9/18 unexcused absence limit exists to allow families leeway in these situations.

**Assisting students with missed school work due to absence:**

Absent students are responsible for asking the teachers what assignments or handouts they have missed. Before a planned absence, the student will show the teachers a plan for making up work that will be missed, and the teachers must approve this plan. A form to record this plan is available from Guidance.

Students who are absent for five days or less will have the number of days absent plus one to make up work missed during the absence. Teachers are expected to cooperate with and assist students who miss in-class and out-of-class assessments due to absence. Students utilizing the Student Support Center (SSC) are provided with the opportunity to make up work not completed in the SSC based on an excused absence.

If the student takes a planned absence without a makeup plan, grades for late work may be reduced at each teacher's discretion.

It is a common expectation of teachers that student papers are submitted on their due date (either electronically or dropped off at school) even if the student is absent from school. If this is a serious hardship for the student, the student should contact their teacher immediately to discuss the situation. In cases of family emergencies, illness, or other circumstances beyond the student's control, deadlines for papers, tests, projects, etc. may be extended by arrangement between the student and the teacher.

Parents and guardians of students absent for longer than five days will arrange a re-entry meeting with their student's school counselor. The purpose of this meeting is to discuss the plan for making up missed work in a reasonable time period.

*Note: Whenever there are extenuating circumstances in a student's life, families are encouraged to contact the student's school counselor to discuss the situation.*

**Leaves of Absence** Leaves are subject to the following conditions:

- Only the Principal may grant a leave
- While on leave, the student is to maintain monthly contact with a member of the school staff, Guidance Office or administration. The student's counselor will monitor this contact process.
- School personnel will make all reasonable effort to assist a student in identifying productive uses of time during the leave.

#### **Reporting and Dismissal Procedures:**

Once a student has arrived on school property, whether by bus, car, or walking, he/she is to immediately enter the school building. Students are supervised between 7:40 a.m. and 2:27 p.m. Students arriving before 7:40 a.m. or staying after 2:27 p.m., unless for a specific extracurricular/athletic event, do so at their own liability. No student is to be in the building or on school grounds after 2:27 p.m. dismissal, unless he/she has a legitimate reason, such as make-up work, teacher/guidance meeting, detention, working on school functions, sports, employment by the school, etc. Once a student arrives on school property they may not leave. Students leaving school property, loitering inside or outside (unsupervised on grounds or gym area), or otherwise not entering the school building may receive a consequence. A student who leaves school grounds is not eligible for transportation provided by the district.

#### **Student Passes**

When students are in the corridor during the scheduled time for classes, they must have a MG pass from a teacher, the nurse, guidance, library, or the office. Students must receive permission to leave their assigned area, sign out, and take a pass (high school – pink, middle school – yellow). Only one student is allowed to leave a classroom at a time. Failure to have a pass will result in disciplinary action.

#### **After-school Activity Participation:**

Keep in mind that in order to participate in an after-school activity or sport, you must be present for 5 consecutive class periods during the school day and not have an unexcused absence or dismissal. Students dismissed by the School Nurse are unable to return to school for an after school program.

#### **Other Considerations:**

Students registered for an AP Exam are not expected to attend other classes the day of the exam. AP exams are usually scheduled from 8-11 a.m. and 1-4 p.m. Absences the day before AP exams are not condoned and will be treated the same as other absences.

*The senior year is one of change and anticipation. We frequently see 'senioritis' among our seniors, and tardies and absences become an issue. Attending school every day will allow students to learn from what may be their last course in an area, or to share this final year with friends. Keeping absences low will allow students the option of being absent when they truly need to be, without risking academic credit for the year.*

## **SECTION II**

### **EXPECTATIONS FOR THE SCHOOL COMMUNITY CLIMATE**

#### **Good Standing**

Students are considered to be in good standing when they are:

- Passing classes
- Present and on time to school regularly
- Able to participate in clubs, athletics, and activities
- Consistently acting in accordance to the MG Expectations for Behavior

*\* Athletic and Co-Curricular standards and sanctions will be followed in addition to the above considerations*

#### **Academic Honesty**

All work submitted by a student should be a true reflection of his or her own effort and ability. The following criteria shall be considered as cheating: claiming credit for work not the product of one's own effort; providing access to material or information so that credit may be claimed by others; failure to acknowledge sources; knowledge or toleration of cheating. Students who cheat may be subject to the following penalties: parental notification; reduced grade on assignment; referral to school counselors; disqualification from the National Honor Society.

Students who have cheated a second time or have been involved in a serious act of academic dishonesty will be referred to the administration for a formal hearing. Additional penalties beyond those listed above may include but are not limited to: failure of the course with no credit; notification of scholarship committee; notification of the student's prospective college (s). In all cases, students are entitled to the protections afforded them in the Due Process procedures.



1	2	3	4
HW violation	2x HW violations	3x HW violation	4x HW violation
Violation on a minor assessment	2x violation on a minor assessment	3x violation on a minor assessment	4x violation on a minor assessment
	Violation on a midsize assessment	2x violation on a midsize assessment	3x violation on a midsize assessment
		Violation on major assessment	Violation on Major assessment
*Teacher conference w/ student *Lunch detention (teacher must contact parent)	*Teacher & administration conference w/ student *1-hour detention *NHS/Peer Team review *Teachers of student notified of the offense(s)	*Teacher & administration conference w/ parent/guardian & student *2-hour detention *NHS/Peer Team Dismissal *TA roles limited/denied	Suspension (ISS)

\*The measure of the size of an assignment is determined by the department

\*All make-up work or credit to be earned back should be determined by individual departments and consistent within the department

\*Teacher communication with student's parent/guardian is REQUIRED if a student is to be assigned a detention; this can be done via email, letter or telephone.

### Building Security

The following provisions are meant to help ensure a secure and orderly learning environment for all members of the Mount Greylock community:

- Students may enter the building each day after 7:15 a.m. at their own liability; supervision is not formally available until 7:30. Students are not permitted in the building after 2:35 p.m. without the supervision of a staff member. Students who violate this policy will be considered unsupervised and receive the appropriate consequences. Students waiting for pick-up should wait in the foyer or at the external main entrance.
- All visitors must report to the Main Office to sign-in and receive a visitor's pass. Any visitors who have not signed-in appropriately will be referred to the administration.
- Any student who does not feel safe in school should report concerns to an administrator, teacher, or counselor as soon as possible.
- MG uses electronic surveillance cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors.

### Staying After School

Students are not permitted to remain after school unless they are going to be supervised by a teacher, coach, or staff member. Students may not remain in school to socialize with friends or just "hang out". Students may only stay at school if they are involved with a sport or an activity, if they are serving detention, or if they are staying with a teacher for extra academic assistance. In every case, they must have a teacher, coach or staff member who is supervising them.

### Media Appearances

Mount Greylock Regional School may display student(s) work or record classroom or school events via video, photographs, and print for display to other students, school staff, and parents in the school

community. Mount Greylock Regional School may also permit the media to cover such events and use a child's name or image in association with the coverage. Parents/guardians must notify the Principal within 30 days of receiving the Student Handbook if they do not want this information displayed or released.

### **Dress Code**

In developing a dress code, Mount Greylock specifically refrains from body shaming. Mount Greylock expects that dress will be clean, neat, and in good taste, in consideration of Massachusetts General Laws, Chapter 71, Section 83 that state "school officials shall not abridge the rights of students as to personal dress and appearance except if such officials determine that such personal dress and appearance violate reasonable standards of health, safety, and cleanliness."

- Students at Mount Greylock are expected to dress appropriately for school and school-sponsored activities. A student's dress should show the respect that we encourage for self and others.
- Clothing which creates or promotes hatred shall not be permitted.
- Clothing that depicts or promotes the use of profanity, alcohol, tobacco, controlled substances, or weapons will be not allowed.
- The bottom of the top (shirt, blouse) must overlap the top of the bottoms (pants, shorts, skirt).
- Shoes must be worn.

Students who violate the dress code will be asked to change their clothing; if students do not change, they will be sent to an administrator and additional consequences may be applied. Repeated offenses will result in progressive disciplinary action. Administration reserves the right to deem the appropriateness of clothes.

Individual courses and co-curriculars may have specific dress codes for safety, movement or specialty performances.

**Lockers and Care of Personal and School Property** Lockers should be used to temporarily store coats, books, and other school supplies, and provide a good alternative to carrying everything around in a book bag. Students are assigned hallway lockers with combination locks. Seniors have the option of opting out of a locker assignment or formally sharing a locker. Students should keep their lockers locked at all times and are responsible for keeping their lockers clean and in good working condition. Students are discouraged from bringing valuables and significant sums of money to school. Gym lockers are available to students during their wellness class, however, students must bring their own combination locks for these lockers.

Lockers are school property and are subject to search by school officials without warning. Students will be held accountable for the contents of their locker.

### **Care of School Equipment and Property**

Students are financially responsible for the loss or destruction of any material assigned to them. Students will not be issued report cards or diplomas until they have returned or paid for damaged or lost books and equipment.

### **Cafeteria**

Schedule - The cafeteria is available for the purchase of food during the scheduled morning break with occasional exceptions made for testing days and half-days. With regard to the purchase of lunch, students may only attend and purchase food during their assigned lunch period.

**Cost** - Breakfast snacks are available on an a la carte menu during morning break; lunch cost is \$3.00. Your children may qualify for free meals or reduced-price meals. Reduced lunch cost is .40; reduced breakfast snack prices are not available. A packet that includes an application for free or reduced-price meal benefits, and a set of detailed instructions will be sent home at the beginning of each school year.

**Charging** - After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred.

### **Flexible Learning Spaces**

The school building was intentionally designed to provide flexible learning spaces to accommodate collaborative and independent learning. Students may be assigned to these spaces by teachers during class periods; further, students enrolled in college courses, online courses, independent studies or work-based learning may use these spaces to complete work during assigned class periods. Students completing independent work will be asked to check in with the library or guidance office before the start of each designated class period. Students are expected to work diligently and purposefully and respect the opportunity and independence accorded to them. During Directed Study, students may only use the flexible learning space adjacent to their classroom and must be supervised by their teacher of record.

### **Lost and Found**

A lost and found rack is located in the cafeteria for clothing, shoes, books and miscellany. Lost property of greater value (phones, wallets, jewelry) may be claimed at the Main Office. Any student finding property is requested to turn it in at the Main Office. Unclaimed items are disposed of at the end of the school year, usually through contributions to area social service organizations.

### **Posters**

Informational signs related to school activities and any other materials that a student might wish to post must be approved by the Main Office for accuracy and appropriateness. Students are responsible for removing all such materials when the information is obsolete. An all-school cork bulletin board is available in the foyer. **Blue painters' tape** is the only adhesive material that can be used on walls.

Students are encouraged to take advantage of the hallway digital monitors to communicate their information. The Director of Athletics and Co-Curriculars manages the monitors. Students can also communicate with the webmaster (webmaster@mgrhs.org) or Main Office about communicating information on the school website or Twitter account.

### **Student Parking and Use of Motor Vehicles in School System**

Students who are eligible to drive to school must purchase a parking permit in the Main Office. Students must present payment and a signed request form (available in the Main Office) prior to receiving their parking permit. Checks should be made out to "Mount Greylock Regional School District." The following rules are in effect for students who wish to drive to school and park their vehicles on school property:

- Students must pay a parking fee of \$25.00 per year to receive a current parking sticker.
- A current parking sticker must be affixed to the vehicle on the driver's side, rear window.

- The student must have a valid driver's license.
- The vehicle must be appropriately registered and insured.
- All required information on the request form must be supplied.
- The parking lot speed limit is 15 mph.
- Vehicles are to be parked in areas designated by the Principal.
- Students are not permitted in the parking lot during the school day without permission of the administration.
- Mechanical problems are not valid excuses for tardiness or absence.
- A student or his/her parent or guardian will be liable to the School Committee, its members, and employees for any loss or damages to any persons or property arising from the use of a vehicle by a student under the provisions of this policy.
- Parking privileges may be withdrawn at the discretion of the Principal.
- The vehicle will not be used to transport or store contraband or used in any way that will violate the Expectations for Behavior or criminal law.
- Without warning, the school has the authority to search the vehicle while parked on school property with reasonable cause.
- Students participating in afterschool activities may not move their vehicle to a different spot (students are not permitted to park near the gymnasium or playing fields).
- Students may have to participate in an accident prevention / education component in order to receive/maintain a MG parking permit.

Students who do not pay the parking fee will not be permitted to park on school grounds. Students who park without permission are subject to having their vehicles towed and impounded at the owner's expense. Failure to meet the listed expectations will result in loss of driving privileges for two weeks for the first offense, one month for the second offense, and the remainder of the year for any further offenses.

## **RESPONSIBLE USE GUIDELINES FOR TECHNOLOGY**

The Mount Greylock Network (school computers, school drives, and Internet access) has been designed to support students, in an ever-changing world, as they develop their skills to become better:

- researchers
- collaborators
- creators
- presenters
- innovators
- life-long learners
- contributors
- problem solvers
- digital citizens

We recognize that, increasingly, students and teachers will engage opportunities to create, collaborate and learn online in networked public spaces. One of our roles as a school is to help build a digital literacy, one that helps students negotiate these connected spaces and learn successfully from the resources the Internet affords us. Because the Mount Greylock Network

supports the development of students' skills both inside and outside of the classroom, it is essential that students access and use the Network in a responsible, legal and ethical manner.

### **Responsible Use of the Network**

Students should use the Network with the awareness that any information stored on Mount Greylock computers or drives is not private; network administrators and the Mount Greylock administration reserve the right to regulate files to preserve Network security. All school computers and the devices connected to the Network are filtered and regulated in accordance with CIPA (Children's Internet Protection Act).

Students will not use the Network to gain unauthorized access to system programs, personal information about Network users or school administration information.

Students will not misrepresent themselves on the Network, including using another student's log-in and/or password information.

### **Responsible Use of the Internet**

Students should only use the Internet at school to support the educational objectives of their courses of study. Students are allowed to use their own laptops and mobile devices at Mount Greylock; however, they should not use mobile phones in classes unless they have received permission from a faculty member.

Students' use of the Internet is governed by the following safety and ethics guidelines. We will encourage and educate our students so they:

- do not use the Internet to review, publish, or download inappropriate materials
- do not use the anonymity that the Internet can allow to make anti-social communications (i.e. cyberbullying)
- realize and understand that a permanent, traceable record exists once any information or images are published on the Internet
- be highly selective about the use of the Internet at school to transfer important personal information (telephone numbers, financial information, addresses, passwords)
- do not distribute or use copyrighted material without legal permission
- log out a previous user if s/he forgets to do so
- do not share images, video or any media of others without their consent

Student use of the Internet is a privilege, not a right at Mount Greylock. Inappropriate use of the Internet will result in limitation, suspension, or termination of a student's access to the Internet and Network, as well as appropriate consequences as delineated in the Student Handbook.

Inappropriate use of material created on school grounds or the showing to any of the school population or of activities on devices not connected to the Network are the responsibility and the liability of the owner of the device contract.

### Being a Digital Citizen

Mount Greylock offers the following ideas as starting points to help you understand Digital Citizenship:

- Respect Yourself. I will select online names that are appropriate. I will carefully consider the information and images that I post online.
- Protect Yourself. I will not publish my personal details, contact details or a schedule of my activities.
- Respect Others. I will not use technologies to bully or tease other people.
- Protect Others. I will protect others by reporting abuse and not forwarding inappropriate materials or communications.
- Respect Intellectual Property. I will suitably cite any and all use of websites, books, media, etc.
- Protect Intellectual Property. I will request to use the software and media others produce. Students will receive a copy of the Responsible Use Policy and both they and their parents or guardians will be asked to complete the acknowledgement below:

### Consequences for Violations

Noncompliance with the expectations outlined in the Responsible Use Guidelines may result in consequences including suspension of computer privileges and/or additional consequences based on the Student/Family Handbook's Behavior Response Matrix.

Please acknowledge reading the Responsible Use Guidelines and complete this portion of the document.

Student's Name (please print) \_\_\_\_\_

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

As the parent or guardian of this student, I have read the Responsible Use Guidelines. I understand that technology is provided for educational purposes in keeping with the academic goals of Mount Greylock Regional School, and that student use for any other purpose is inappropriate. I recognize it is impossible for the school to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school.

I hereby give permission for my child to use technology resources at Mount Greylock Regional School.

Parent or Guardian's Name (please print) \_\_\_\_\_

Parent or Guardian's Signature \_\_\_\_\_

Date \_\_\_\_\_

(Portions of this text from

<http://www.utechtips.com/2009/07/31/aup-driven-by-vision-not-protection/>)

### **SECTION III**

#### **ACADEMICS**

The primary focus of Mount Greylock Regional School is to support each student in the exploration of new ideas as he/she prepares to graduate, pursue further education, and enter an ever-changing global community.

In this section, we lay out some of the basic information about the program of studies, course selection, the grading system, and graduation requirements. Both official guidelines and informal tips have been included in this document. At the end of each section we provide a set of tips from parents, students, and teachers in the hope of making the process more clear. These tips are not official school policy, but insights from those with experience in the school.

#### **The Middle School**

Seventh and eighth grade is a time for students to begin the transition from childhood to young adulthood. The Mount Greylock school community recognizes the importance and uniqueness of these developmentally important years. Teams of seventh grade and eighth grade teachers work cooperatively to develop rich curricular experiences and address student needs. During the school year, teams provide special activities for their students including interdisciplinary units and field trips.

#### **Travel Study/Field Trips**

Mount Greylock recognizes the potential for educational and personal growth that is provided to students by carefully planned and supervised travel experiences. Any Field Trip or Travel Study shall have a significant educational benefit and shall bear a demonstrable relationship to the curriculum and course of study for the Mount Greylock students who participate. All Field Trips or Travel Studies must be submitted to and approved by the Principal (See Appendix B). Every student participate must have a completed permission form (See Appendix B). All Field Trips or Travel Studies shall meet the requirements set forth by the Mount Greylock School Committee.

#### **Program of Study**

The Program of Studies provides detailed course descriptions offered at each high school grade level. The Program of Studies catalogue is available in the Guidance Office and on the school website ([www.mgrhs.org](http://www.mgrhs.org)).

*\*Refer to the Program of Studies for information regarding Summer School and Independent Studies*

#### **Course Selection Process**

In early spring (March/April), the Principal and school counselors hold class meetings to review the Program of Study and distribute course selection forms. Students will have the opportunity to ask questions about electives and course distribution requirements, as well as other details pertaining to the course selection process. Further, an evening session is scheduled for parents and guardians of new and current students to

provide information so students can make informed choices.

Teachers are asked to verify students' selections via the course selection form and make recommendations. Students meet individually with their counselor to review requests to ensure selections are in the student's best interest and consistent with graduation requirements.

Discrepancies between teacher recommendations and student course selections should be resolved through consultation with the teacher, student, parent or guardian, and guidance counselor as appropriate. If a consensus cannot be reached, the guidance counselor will recommend a course selection to the Principal, who will make the final decision.

*\*Questions about course selection should first be held between students and their teachers. The Guidance Office is the appropriate place to handle scheduling conflicts. Most issues can be handled by the student during the school day.*

Students have three days at the beginning of term to address scheduling problems. They should be encouraged to discuss options directly with teachers and the Guidance Office. Be prepared for the fact that over the summer months, electives, in particular, may be dropped or added as the school refines its offerings for the year.

In exceptional cases, a student may accelerate a course of studies ('skipping' a year in language studies, for instance). This should only be done if it is required to meet the student's educational needs, as it can cause course selection conflicts in future years. Acceleration requires individual testing and permission from several teachers, administrators, and Guidance.

### **Report Cards, Progress Reports and Power School**

There are four grading periods in the school year, plus a final exam. Report cards are emailed to parents approximately two weeks after the close of the grading period. Final report cards are emailed to parents. **Final exams are scheduled through the main office; failure to take an exam during its scheduled time or make-up time will result in an incomplete.** Family trips and summer commitments will not be considered as acceptable reasons for requesting that an exam(s) be administered early.

Parents are able to monitor a student's progress by using PowerSchool. PowerSchool is a web-based student information system allowing real time communication between students, parents, and educators. PowerSchool enables educators to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together in preparing 21st century learners for the future. Parents may request electronic updates from individual teachers and are encouraged to do so. If a student is failing or their grade has dropped significantly, a teacher will contact the student's home.

The letter grades A, B, C, D and F are used to evaluate student performance and progress. The symbols (+) or (-) indicate variations within letter grades. The following scale is used in grading assignments and exams unless a teacher indicates otherwise:

A+	97-100
A	93-96
A-	90-92



B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Summer school is available for students who have earned a final grade of 59 and below. See Program of Studies for additional information.

*\*3/7 of the final grade is made up of the first semester grade; 3/7 is made up of the second semester grade; and 1/7 of the final grade is made up of the final exam. In the case of a course having a mid-term exam (most core courses have mid-terms), the midterm is 1/14 and the final is 1/14 of the final grade.*

*\*Did you know that you can use PowerSchool to request more frequent progress reports?*

### **Honor Roll**

Students are placed on the honor roll when their quarterly letter grades average B or better and when the student receives no grade lower than a B- in all graded classes. The student must be carrying a minimum of 4 graded courses to be eligible. Students who withdraw from a course (after the five day grace period) are not eligible for the honor roll for one semester.

### **GPA and Rank in Class**

A yearly weighted grade point average (GPA) is calculated on a 4.8 scale according to the values listed below, however, students are not ranked on an individual basis. All letter grade subjects are included, except wellness courses. Failing marks are included. Marks in honors and Advanced Placement courses are weighted accordingly. Cumulative GPA's are determined at the end of grade 11, mid-semester in grade 12, and at the end of grade 12.

Grade	College Prep	Honors	AP
A+	4.3	4.6	4.8
A	4.0	4.3	4.5
A-	3.7	4.0	4.2
B+	3.3	3.6	3.8
B	3.0	3.3	3.5
B-	2.7	3.0	3.2
C+	2.3	2.6	2.8
C	2.0	2.3	2.5
C-	1.7	2.0	2.2
D+	1.3	1.6	1.8

Mount Greylock does not individually rank students. The school provides a grade point average distribution with the school profile for the purposes of college and scholarship applications.

*\*The weighting system is meant to reflect the added difficulty of achievement in Honors and AP courses. Students should be encouraged to develop a plan of studies with their school counselor that is challenging and interesting to them, while broadening their intellectual horizons. Students should also carefully consider the balance of workloads for each course and the commitments and responsibilities they embrace beyond school. AP courses do not necessarily result in a higher GPA.*

### **Graduation Requirements**

There are several requirements for graduation from Mount Greylock:

- Accumulation of two hundred and thirty-four (234) credits (a student must attain at least a D- in a course to receive credit)
- Students must take the following course distribution requirements:
 

○ English	40 credits
○ Mathematics	30 credits
○ Science	30 credits
○ Social Studies	30 credits (including 10 credits U.S. History)
○ Physical Education	15 credits (plus 3 credits in Health)
- Passing the MCAS standardized test at the level set by the state
- Students must be in attendance for at least two successive semesters prior to graduation unless prior approval of the Principal is given.
- All students must be fully scheduled. A year-long course meeting daily earns 10 credits. A one-semester course earns 5 credits. Physical education credits accrue at 3 per semester. In order to pursue a more extensive academic program in either junior or senior year, students may appeal to the Principal for special consideration in meeting the requirement of wellness each year.
- Under selected circumstances, students may apply for a senior year waiver. The Program of Study (course offerings) is available through the Guidance Office or on the school website at [www.mgrhs.org](http://www.mgrhs.org).

### **Wellness Medical Waivers**

All documentation relating to physical participation in Wellness should be directed to the Nurse. The Nurse will determine what constitutes a medical excuse based on parent and/or physician recommendations. Students who are medically excused from physical participation in Wellness activities will be provided with alternate assignments by their Wellness instructor, once determined to be medically excused by the Nurse. Medically excused students will report directly to the library and sign in with the librarian during his or her Wellness period for the duration set by the Nurse. Medically excused students are responsible for coordinating with their Wellness teacher to gather alternate assignments.

Alternate assignments will be graded and will take the place of any class assignments.

The nurse may request at her discretion documentation that confirms the student is following a physician's treatment plan and/or is still medically ineligible to participate in Wellness activities. If a student fails to provide such documentation he/she will not be allowed to return to Wellness classes, but will no longer earn credit for alternate assignments.

### **SECTION IV**

## GUIDANCE AND STUDENT SUPPORT SERVICES

The Guidance Department, in support of the mission of the Mount Greylock Regional School District, serves as an integral part of the school community: to enhance and support the learning environment for students and to help them achieve academic and social-emotional development, and to also aid in career planning and workplace readiness. It is our mission to be proactive in nature, serve as advocates to students and parents, and work in collaboration with other entities within the school and the community in which we serve.

The Guidance Department is available to provide individual support services to Mount Greylock students and is available to address parent or guardian concerns as well. Each year, a number of agency representatives are invited to Mount Greylock to provide prevention education and support services to students. In situations where it is believed that outside mental health services would be beneficial to students, the Guidance Department will work with families to arrange for such services.

In our building we have a *Student Support Center (SSC)*. It is based on the nationally recognized Positive Behavior Intervention Model, a school-wide program dedicated to proactive strategies for defining and teaching appropriate student behaviors that create positive school environments. The SSC is staffed by an experienced paraprofessional and supervised by the Assistant Principal, Jacob Schutz. It is open five days a week and offers individualized student programming, including completing daily school work, tutoring, and one-one and small group instruction. The Center will serve students who have been assigned to *in-school suspension* with the immediate goal of providing academic supervision, while reducing the amount of time that a student is out of school. When a student is referred to the SSC, the teacher will call the home to notify the parent/guardian of the offense. A letter will also be sent if additional consequences are issued by the school administration. Students utilizing the SSC are provided with the opportunity to make up work not completed in the SSC based on an excused absence.

The Student Support Team (SST) convenes regularly to discuss and potentially provide support for students who exhibit academic, behavior, and/or social/emotional problems. The Team may address individual students, groups of students, or school-wide concerns. The Team may implement interventions and/or other supports. Students are brought to the Team by way of a referral from a teacher, counselor, or an administrator, or due to a series of academic and/or behavior problems.

### Homelessness

Any homeless student who enters the Mount Greylock School District will be immediately enrolled in the appropriate school even if he/she is unable to produce records normally required for enrollment, such as previous academic records, medical records, or proof of residency. Please contact the building assistant principal or homelessness coordinator with concerns or questions.

### Special Education

Special Education provides services and interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and in the community. If a student is found eligible for special education services based on a documented disability and other criteria, a team comprised of parents, teachers and others will meet to develop an Individualized Education Plan (IEP) to meet the student's needs. Special education services include academic support, speech and language,

classroom assistance, and individual therapies related to a student's disability.

## **SECTION V**

### **STUDENT GOVERNANCE AND CO-CURRICULAR ACTIVITIES**

Co-curricular Activities are district and/or school authorized activities, which take place outside of the regular school day and do not involve class credit, including, but not limited to student government, theater productions, clubs, community activities, and athletics.

The Mount Greylock School District is dedicated to offering an outstanding activities program to the students of this district. Mount Greylock students can choose from an extensive selection of co-curricular organizations which are an integral part of the total educational process. Through participation in these opportunities, students can have experiences and training in events not ordinarily obtainable in the general curriculum.

As representatives of their school, students that choose to participate in any co-curricular activity at Mount Greylock are expected to meet high standards of behavior, and must be aware that participation in student activities is a privilege, not a right. Student participation carries with it certain responsibilities and expectations that promote growth toward becoming a responsible member of society. Participants must abide by the rules and responsibilities that apply to each co-curricular program in which they are involved in order to continue participation in these activities. We expect students to be a credit to themselves, their family, the school and community.

#### **Eligibility for Co-Curricular Participation**

Students who wish to participate in co-curricular activities including, but not limited to clubs, dances, dramatic productions, fundraisers, and other activities, must be passing the equivalent of four core courses and may not receive more than one (1) F per academic quarter regardless of the course. Incomplete grades will be considered a failing grade until coursework is complete and a grade change has occurred. The student must abstain from the use of tobacco products (including e-cigarettes and other vaping products), alcohol, or controlled substances. In addition to school penalties, a first offense will result in a two-week or four meeting (whichever is longest) removal from the activity, and a mandated 10 hours of community service. A second offense will result in a removal from the activity for the remainder of the school year, and a mandated 20 hours of community service. Students must identify a location and supervisor for community service hours, which must be approved by the Director of Co-Curricular Activities prior to completion. Community service hours mandated by a chemical health violation cannot be used for required coursework.

#### **Hazing**

Hazing is defined as "any conduct or method of initiation into any organization which willfully or recklessly endangers the physical or mental health of any other person". This constitutes harassment, abuse, or humiliation often with the requirement to perform random, meaningless tasks. Hazing or failing to report known hazing is punishable by law. Students should be familiar with the Massachusetts Hazing Policy

#### **Transportation**

Whenever possible, transportation to activities and athletic contests will be by school bus and participants are expected to ride the bus to and from the activity. Exceptions may be granted in individual cases by the

appropriate administrator to allow parents to transport their children. Written permission must be obtained from the Director of Athletics & Co-Curricular Activities in advance. Parents are encouraged to attend contests whenever possible, but they will not be compensated for their travel expenses.

### **Daily Attendance Expectations for Co-curricular Participation**

Students who are members of a school club or team and wish to participate in a school-sponsored activity must be present for at least five consecutive class periods on the day of a game, practice, or activity; otherwise, they will not be allowed to dress for or participate in any game, practice, or activity on that same day. **Additionally, students cannot have an unexcused dismissal or have been dismissed by the school nurse.** Violation of this rule could result in suspension from the activity or sport. An exception to this expectation will be made for students who are observing religious obligations. A waiver of the attendance policy can be obtained from the Director of Athletics & Co-Curricular Activities for non-medical appointments, medical appointments lasting longer than three periods, and other special circumstances, as long as an attempt has been made to be in school for a majority of the day. Student performers with a combination of 8 unexcused absences or tardies from the first rehearsal to the performance will be suspended from activity for one week.

### **Student Governance:**

Student governance gives students the opportunity to get involved in our school's legal, administrative, and financial activities as representatives of the Mount Greylock student body.

Student candidacy sign-up sheets are distributed in the spring semester to those wishing to run for student governance offices for the following school year. Each student candidate must collect the signatures of twenty-five members of the student body who approve of his/her candidacy in order to be eligible to run. In addition, candidates may be expected to speak at a class assembly. Elections, in which all high school students vote, are held during the spring semester of the school year.

While only high school students participate in formal student governance, the Middle School Students Organizing Change (SOC), which organizes middle school events, allows seventh and eighth grade students to experience the kinds of tasks that they will undertake as members of the high school student government.

### **Student Council**

Five candidates from each high school grade are elected to the Student Council. These representatives meet after school once a week to discuss and problem-solve matters of concern to the student body. Student Council may propose changes in the school to the administration. A representative attends monthly School Committee meetings as a student advisor and is responsible for providing updates on student life. As advisors to the School Committee, students make agenda requests and propose action items. This body is also tasked with organizing and running a number of school studies and events.

### **Student Athletic Advisory Council**

One representative from each athletic program is selected to participate. Members will promote communication between the athletic administration and student-athletes at Mount Greylock by providing a voice within the department, discussing issues and concerns, providing feedback as necessary, and offering input on rules, regulations, and policies that affect the lives of student-athletes'. The Athletic Council will help organize annual community events to promote the department and get involved in the community.

### **Class Officers**

A secretary, treasurer, president, and vice president are elected from each high school class. These officers organize and run fundraising activities such as school dances and community events. While these officers work to enrich their class' entire high school experience, they must meet the overall objective of raising enough money to fund senior-year class trips and events.

### **Student Advisory to the School Council**

The School Council meets monthly to discuss and vote on items to be presented to the School Committee. They assist in revising the Student Handbook as well as creating and executing a yearly School Improvement Plan. Student advisors to the School Council attend the monthly meetings and participate in subcommittees.

### **Clubs, Organizations, and Activities:**

Registration for all school clubs and organizations can be completed online at: <https://www.familyid.com>

### **Peer Team**

In addition to being trained resources for their peers, the Peer Team is also a community service organization. Peer Team members facilitate many middle school and high school events including: Team Building Days, new student meetings/breakfast, parent nights, field trips and health class presentations.

The Peer Team collaborates with many other school organizations and are often active in community building and service activities (i.e. prescription round-up drives, Great Day of Service, blood drives, GSA, and activities in the local communities). Peer Team meets daily during a scheduled academic class period, and members receive elective credit for their work. Student selection for Peer Team is through an application process the spring prior to each school year.

### **Shakespeare Fall Festival**

Every autumn, the nationally recognized performance and production company, Shakespeare & Company, is in residence at Mount Greylock to produce one of William Shakespeare's plays. The production is open to students in grades 7-12. Rehearsals are held after school, with performance dates in November. Students may also participate in the county-wide Fall Festival of Shakespeare, which typically occurs in late November.

### **Winter Musical**

Each year, Mount Greylock produces a musical theater production, utilizing student actors, dancers, singers, and musicians, and under the direction of Mount Greylock faculty. Auditions take place around the Winter Break, and rehearsals run after school each day until the performances, which are traditionally held in early March. High school and middle school students are welcome to audition for parts as well as participate in the pit orchestra or on the tech crew.

### **Spring Drama Performance**

This spring production, often co-directed by members of the senior class with the guidance of an advisor, presents an opportunity for students to expand their experience with theater. All high school and middle school students are welcome to audition.

### **Junior Classical League**

The JCL is an organization of students who love the classics. Students interested in Roman or Greek mythology, or shooting catapults, should consider joining the Mount Greylock chapter of the JCL. MGJCL members have opportunities to work as state and national affiliates.

### **Spanish Club**

The Spanish Club provides educational and cultural enrichment activities for students who study Spanish. Most recently, the club has focused on learning classical Spanish guitar.

### **The Greylock Echo**

*The Echo* is a student-run newspaper. The writers and contributors work to bring news and events to the Greylock community. *The Echo* is published in hardcopy and digital form at <http://greylockecho.mgrhs.org>. All high school students can contribute to *The Echo*. Interested middle school students are encouraged to communicate with the editors to see how they might participate as well.

### **Yearbook Committee**

This staff designs and publishes the Mount Greylock yearbook, *Paedeia*, which is produced at the end of each year. The yearbook contains photographs from the past school year as well as profiles of the graduating seniors. Creating a yearbook encompasses all kinds of arts, from photography to graphic design. The committee is open to all students interested.

### **Youth Environmental Squad (YES)**

The Youth Environmental Squad's aim is to decrease energy consumption and waste at Mount Greylock Regional School, as well as foster earth-friendly practices. In the past, YES broke ground and farmed the student run garden on school property and participated in conversations around the design of the new school building and grounds. Members have participated in community environmental events as well. YES enthusiastically encourages recycling and composting.

### **Middle School Student Activities Organization (Students Organizing Change)**

The Middle School SOC organizes student events such as fundraisers and dances, with each activity led by different students. SOC provides members with after-school fun and a forum for social interactions. Above all, the organization gives students experience with the same kind of processes that they may encounter in high school student government and a platform for creating positive change.

### **Writing Club**

This club provides an opportunity for students to get together, share ideas and develop their creative writing. The group spends time writing with friends and students from Williams College in a relaxed, non-academic environment. Occasionally, the club organizes after-school field trips.

### **National Honor Society**

This is a national organization comprised of students who have achieved a high academic standards and who have displayed excellence in character, service, and leadership in their community. Members assist with transitions for 7<sup>th</sup> graders to Mount Greylock with tours and program support, as well as volunteer with community service programs.

### **Gender Sexuality Alliance**

The GSA is a group dedicated entirely to acceptance. It meets regularly to discuss issues pertaining to

gender and sexuality, and hosts a number of events to promote tolerance and awareness within the community. Whether you are gay, straight, bisexual, transgender, or just in the mood for a good discussion, if you go to Mount Greylock, the GSA will welcome you.

### **Register, Educate, Vote**

Register, Educate, Vote (REV) aims to foster participation in democracy through voter registration, voter education, and election enthusiasm. In addition to regular meetings, in which participants discuss current events, politics, and policies from all angles, REV has hosted voter registrations, a school-wide mock election, a spirit-raising event at the polls, and speakers with political backgrounds. REV also puts out a newsletter, Media Weekly, that provides readers with a variety of perspectives on the biggest news stories of the week. REV welcomes diversity of thought and encourages members of all political philosophies to join.

### **Greylock Multicultural Student Union**

The Greylock Multicultural Student Union (GMSU) is a diverse group of students—both white and nonwhite—whose aim is to educate and organize around racial justice in our community. The GMSU, although a fairly new organization (founded in February 2019), has been able to arrange guest speakers to address topics of racism, racial justice, as well as visit Middle School directed studies to talk about racism in the hallways. Members are encouraged to question racism or prejudice around them, and to think critically about how to create a constructive dialogue and new narrative about race at Mount Greylock.

### **Other Organizations**

As noted, Mount Greylock values the development of the whole person, and to that end, participation in co-curricular activities is encouraged. New organizations are added as students show interest.

### **School Dances**

School sponsored dances are provided for both middle and high school students during the school year

***Dances in the High School*** In addition to club-sponsored dances, high school students may attend several semi-formal events including Homecoming and Prom. Student clubs and classes interested in sponsoring a dance should see the Principal to determine if a date is open, space is available, and receive administrative approval at least 16 days prior to planning an event. The following expectations must be met:

- Students are expected to follow all rules for student behavior found in this handbook.
- All high school students wishing to bring school-aged guests who do not attend Mount Greylock must receive permission from the Principal. A guest attendance request form is available in the Main Office.
- The sponsoring club must arrange for chaperones and approved DJ or band for the dance as prescribed by the Principal. Names should be communicated to the Principal at least a week prior to the event.
- High school dances will occur between the hours of 8 p.m. and 11 p.m.
- No one will be admitted after 9 p.m. for high school dances.
- There will be no re-entry to school dances.
- School dances held inside the school building may sell tickets at the door for the first hour of the event.



- Clean-up of decorations will be the responsibility of the sponsoring club or class.
- High school dances held outside of the school building will sell only numbered tickets during school hours prior to the event, and a corresponding list of the students who purchased tickets must be kept and provided to the Principal before the dance.

***Dances in the Middle School*** Middle school dances are hosted by Student Organizing Change (SOC) throughout the school year.

- Middle school dances will occur between the hours of 7 p.m. and 9 p.m.
- No guests may attend middle school dances.
- It will be the responsibility of the sponsoring club to publicize and follow these expectations. A failure to follow these rules may result in the cancellation of the dance.

## **SECTION VI**

### **INTERSCHOLASTIC ATHLETICS**

The athletics program at Mount Greylock is an important part of the school's educational curriculum. Student participants benefit from an enriched educational experience and are provided with lifelong and life quality learning experiences. Athletes are able to develop confidence, a solid work ethic, and stronger leadership skills while increasing their level of self-discipline, responsibility, and sportsmanship. Participation helps with organizational skills, dealing with pressure, and handling the successes and disappointments in competition all the while enhancing the student's achievement of educational goals.

Mount Greylock works with the Massachusetts Interscholastic Athletic Association (MIAA) to help enrich the experience of student participants by providing a safe and fair environment for all involved. Participation in athletics at Mount Greylock is a privilege demanding dedication to academic studies, attendance, physical fitness, sound health practices, and conditioning. This privilege requires that athletes follow specific MIAA and Mount Greylock regulations. To ensure the safety of all participants; seventh grade students must receive written permission from the Athletic Director, the coach, and a parent/guardian before participating in any contact sport of a Varsity level team.

- ❖ Students wishing to participate in athletics must have completed an annual physical exam which should be kept on file with the school nurse. The student and a parent / guardian must complete the NFHS Concussion Education Course prior to participation. Registration for an athletic team should be completed online (<https://www.familyid.com/mount-greylock-athletics>).

For each team a student is involved with, there is a participation fee. The fee for high school athletes is \$120 while the fee for middle school is \$95. There is a family cap of \$500 for the school year for participation in athletics and other school activities.

#### **Fall Athletic Program Opportunities**

Cross Country (Boys)\*

Cross Country (Girls)\*

Football (Co-op with Drury HS in 2019)

Golf

Soccer (Boys)

Soccer (Girls)

Volleyball (Girls)

### **Winter Athletic Program Opportunities**

Basketball (Boys)  
Basketball (Girls)  
Hockey (Co-op with Drury HS)  
Nordic Skiing (Boys)\*  
Nordic Skiing (Girls)\*  
Swim (Co-op with Wahconah RHS)  
Wrestling\*

### **Spring Athletic Program Opportunities**

Baseball  
Lacrosse (Boys)  
Lacrosse (Girls)\*  
Softball\*  
Tennis (Boys)  
Tennis (Girls)  
Track & Field (Boys)\*  
Track & Field (Girls)\*

\*Denotes a great opportunity for middle school students. For all other programs, please contact the coach listed to determine if openings are available for middle school students this year.

### **Academic Eligibility**

In order to participate in athletics, a student must be passing the equivalent of four core courses and may not receive more than one failing grade during their most recent marking period, regardless of the course. Incomplete grades will be considered a failing grade until coursework is complete and a grade change has occurred. Fall athletes are required to achieve these standards during the final marking period (overall course grade) of the previous academic year, as well as, the first marking period if the sport extends into November. Winter sport athletes must achieve this standard during the first marking period to begin competing with their desired team and then also the second marking period to continue participating on their current team. Spring sport eligibility is determined by both second and third marking period grades. Eligibility status changes on the date that report cards are distributed or officially published in PowerSchool.

Incoming seventh grade students, as well as new ninth grade students, are deemed eligible until the first marking period grades are distributed, while transfer student eligibility is determined by the student's previous school. Transfer students are required to complete additional paperwork through the Mount Greylock Guidance Office to determine eligibility before they are able to participate in a sport.

Academic requirements and detentions imposed by a teacher or administrator take precedence over a practice or contest as long as 24-hour notice is given. Students are also encouraged to remain after school for extra help from a teacher when necessary (without sport penalty), though a note from the teacher must be given to the coach upon late arrival.

### **Attendance**

A student athlete who is absent from school, who has not been in school for five consecutive class periods, who has been dismissed for an unexcused reason, or who has been dismissed by the school nurse will not be permitted to participate in any athletic events on that day – practice or contest. **A parent dismissal alone does not constitute an excused absence or dismissal.** Exceptions will be made for those students with religious obligations. A waiver of the attendance policy can be obtained from the Director of Athletic and Co-Curricular Activities for some non-medical appointments, medical appointments longer than 3 academic periods, and other special circumstances, as long as an attempt has been made to be in school for a majority of the day. Shorter medical appointments require a note from the doctor to be considered excused. A student athlete who has been suspended from school for disciplinary reasons is not eligible to attend or participate in a tryout, practice, or game while the suspension is in effect. The athlete is not eligible until reinstated in school. Those students who are chronically absent from or tardy to school during an athletic season (8 or more) will be subject to suspension from that sport after warning from the coach or an administrator.

### **Safety**

No coach will permit a player to participate actively in a practice or contest when such participation might reasonably involve higher than normal risk of injury to a player. If for any reason the coach, the school nurse, or the athletic director become concerned about an athlete's health, the player will not be permitted to participate until a physician deems the student eligible without further risk of injury. For safety reasons, any student that has been out of practice/contests for 3 or more days will be required to obtain written medical clearance prior to returning to participation. If a player is brought to the emergency room or another medical professional during a sports season, a written note from that medical professional clearing the athlete to participate must be given to the school nurse or athletic director before the athlete may begin to participate in a practice or contest again.

### **Concussion Policy**

Mount Greylock Regional School District may use a student's history of head injury or concussion as a factor to determine whether to allow the student to participate in an extracurricular athletic activity or whether to allow such participation under specific conditions or modifications.

If a student sustains a head injury or concussion during the season, but not while participating in an extracurricular athletic activity, the parent shall complete the *Report of Head Injury Form* and submit it to the School Nurse or Athletic Director.

Any student who, during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day. The coach shall communicate the nature of the injury directly to the parent, in person or by phone, immediately.

The student shall not return to practice or competition unless and until the student is symptom free and medically cleared. The student or parent must provide the School Nurse or Athletic Director with both the *Post Sports-Related Head Injury Medical Clearance and Authorization Form* and the *Academic Recommendation Form and Return-to-Play Protocol* signed by a physician. The coach, Athletic Director, or School Nurse shall provide the necessary forms for the student to take to their medical provider. A letter to the physician explaining the two forms and the need for medical clearance will also be included in the

packet given to students when visiting a physician. The forms should be returned to the athletic department after physician visit. The *Academic Recommendation Form and Return-to-Play Protocol* should be returned immediately, while the *Post Sports-Related Head Injury Medical Clearance and Authorization Form* may take longer depending upon the severity of the head injury.

The Mount Greylock Student Support Team, in consultation with the physician who made the diagnosis or is managing the student's recovery, will develop a written plan for the student's return to play and academic accommodations as necessary. Final return to play at Mount Greylock requires the approval of the School Nurse. The Student Support Team will provide the injured student, a parent, and school personnel a written plan describing the student's specific return-to-play protocol and any academic accommodations recommended.

### **Drugs and Alcohol (Chemical Health)**

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, be in the presence of, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, vaping pens and all similar devices); marijuana (including synthetic); steroids; or any controlled substance. This policy includes products such as "NA or near beer", inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purpose of altering one's mental state. This applies to all athletic participants, regardless of age. For specific consequences see the Athletic Conduct Standards.

Students are considered "in the presence of" when they have knowledge of possession, found in attendance at the same event, with the same group or in the same location as someone illegally consuming, buying, selling or giving away any of the substances listed above. Students in the presence of another student-athlete in violation, regardless of age will be considered in violation of the chemical health regulations. Students found "in the presence of" with extenuating circumstances, if desired, will be given the opportunity to appeal to a board of Mount Greylock Faculty Members to decrease the penalty received.

### **Behavior**

A student who is disqualified from a contest shall not participate in the next scheduled contest (two contests for baseball, ice hockey, and soccer). A two-game suspension will be given to any student for fighting, punching, kicking, or spitting at an opposing player. Student-athletes must complete the NFHS Sportsmanship course prior to becoming eligible to complete again. If an athlete is removed from a contest as a fan, the athlete will **be prohibited from participating in their next contest as well as from attending the next two home contests in that specific sport, or all home contests played during the subsequent two weeks in that sport, whichever consequence is more severe.** A second removal will result in a ban of all home athletic events during the school year. This Berkshire County Sportsmanship Policy includes non-athlete fans, including parents and other spectators. A non-athlete fan removed from a contest for unsportsmanlike behavior will experience the same consequences given above. Students must complete the NFHS Sportsmanship Course while parents need to complete the NFHS Role of a Parent Course prior to returning to any event as a fan.

### **Sportsmanship**

Sportsmanship is courteous, fair, and respectful behavior demonstrated by players, spectators, coaches and school authorities. Mount Greylock Regional School District expects a high standard of conduct from

spectators at athletic contests. School community members whose behavior reflects poorly upon themselves and the school will face the loss of spectator privileges, along with stronger action if warranted. The Expectations for Behavior is in effect for any school sponsored activity.

### **Hazing**

Hazing is defined as “any conduct or method of initiation into any organization which willfully or recklessly endangers the physical or mental health of any other person”. This constitutes harassment, abuse, or humiliation often with the requirement to perform random, meaningless tasks. Hazing or failing to report known hazing is punishable by law. Students should be familiar with the Massachusetts Hazing Policy.

### **Bona Fide Team Member**

All athletic participants must be consistently present for, and actively involved in all team sessions (e.g. practices, tryouts, competitions). A student-athlete must be a member of a program for 50% of the regular season schedule for that sport to participate in any MIAA Tournament competition. A member of a high school team is precluded from missing a practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. This includes optional practices. Students cannot be given special treatment (late arrival, early dismissal, etc.) for non-school athletic programs. Saturday and Sunday practices (not contests) may be excluded from this standard without a waiver, though communication and approval from a coach is required. A waiver through the MIAA with 30 days notice is required for other important conflicts though only during the regular contest season. Violation of this rule will result in the loss of 25% of a season on the first offense, and an additional 25% as well as loss of post-season play for a second offense.

### **Out of Season Practice**

The term "Captain's Practice" usually means the team's captain(s) organizing and conducting, without adult supervision, out-of-season practice for that sport. Mount Greylock and the MIAA do not in any way sanction, encourage, or condone "Captain's Practice" in any sport. "Captain's Practice", depending on the member school's involvement, may be a clear violation of the rule defining season limitations. Captains Practices are not Mount Greylock events and under no circumstances will be held on school grounds.

### **Equipment**

Student athletes will be issued a uniform and possibly other equipment while participating on a sports team. The student is responsible for this equipment and must reimburse Mount Greylock School District should any of this equipment become lost. Reimbursement must be received in order for an athlete to participate in another sports season.

### **Transportation**

Whenever possible, transportation to activities and athletic contests will be by school bus and participants are expected to ride the bus to and from the activity. Exceptions may be granted in individual cases by the appropriate administrator to allow parents to transport their children. Written permission must be obtained from the Director of Athletics & Co-Curricular Activities in advance. Parents are encouraged to attend contests whenever possible but they will not be compensated for their travel expenses.

### **Eligibility for Sports Participation**

Students wishing to participate in athletics must have completed an annual physical exam, which should be kept on file with the school nurse. The student and a parent / guardian must complete the NFHS

Concussion Education Course prior to participation. Registration for an athletic team should be completed online (<https://www.familyid.com/mount-greylock-athletics>).

### Contacting School Personnel Regarding Athletics

Students and parents/guardians are encouraged to talk directly with coaches and other school staff when they have questions or concerns. Coaches can be contacted using the information provided earlier in this section or by phone numbers provided to athletes during pre-season meetings. Parents and guardians should expect a return contact within 48 hours. The intent of the grid below is to direct athletes as well as their parents/guardians to the appropriate staff member best able to address their particular concern. Please refer to the parent/coach communication plan on the website.

Concern	Contact Person
Student's performance in a particular sport.	Coach
Questions about team policies or functions.	Coach
General questions about athletic policies and MIAA regulations.	Athletic Director (Lindsey von Holtz)
Safety concerns or eligibility status.	Athletic Director (Lindsey von Holtz)
If the coach has been contacted by the athlete and/or a parent, and you feel your concern has not been adequately resolved.	Athletic Director (Lindsey von Holtz)
If you have spoken to the Athletic Director and you feel your concern has not been adequately resolved.	School Principal (Mary MacDonald)

### Financial Requirements for Activities and Sports

Activity Fees District Policy requires that students pay an activity fee to participate in co-curricular activities.

Activity	High School Fee	Middle School Fee
Athletics	\$120	\$95
Theater	\$120	\$95
All Other Activities	\$35	\$35

- There is a \$500 cap per family, per school year on student activities and sports fees.
- Athletic / Activity fees are collected by the Director of Athletics & Co-Curricular Activities in the Main Office.
- Athletic fees will only be returned if the student decides not to participate prior to the first contest.

Information regarding fee waivers for families experiencing financial hardship is available from the District Office. The office can be reached by calling (413) 458-9582 extension 4000. All inquiries are confidential.

### Fundraising Activities

According to district policy, each recognized club or team is allowed one major fundraising activity per year. Any group that wishes to schedule a fundraiser must obtain permission from the Director of Athletics & Co-Curricular Activities. This oversight is intended to ensure that teams and organizations do not overtax

our generous community sponsors and that events do not conflict with each other.

Expenses/costs incurred for entry fees, travel, and lodging, as necessary for student participation in statewide competition, will be shared by the group and the School District. The School District will provide either transportation or one night's lodging. Financial support will not be provided for All-State Competitions or other non-school events.

## **SECTION VII**

### **HEALTH SERVICES AND SAFETY**

Each year Mount Greylock invites representatives to provide prevention education and support services to students. The agencies, organizations, and persons that are regularly involved with students are:

Dr. Geri O'Brien, the School Psychologist, and Alison Pardalis-Johnson, the School Social Worker, are members of the Mount Greylock Regional School staff.

- The Patrick Miller Youth Substance Abuse Program of the Brien Center, the community based agency that provides mental health and substance abuse services, offers substance abuse education and consultation services.
- Elizabeth Freeman Center and/or specially trained Williams College students may provide education and counsel to address: teen dating, relationship violence and sexual assault prevention.
- Berkshire Works (formerly known as BTEP) provides career counseling and job placement opportunities through a Title I Youth Program (students must meet eligibility requirements).
- Northern Berkshire Community Coalition provides interactive programming for Northern Berkshire middle and high school students through its UNITY program (separate parent consent will be required).

Parents or guardians will be notified of any additional program-specific activities and will be required to complete separate consent forms.

If you have questions about these programs or services, you may contact Dr. Geri O'Brien, School Psychologist at 413-458-9582 x1070. In the event that parents or guardians do not want their child to participate in any of the aforementioned services from these providers, please indicate this in writing to the Mary MacDonald, Principal by September 18th.

#### **School Nurse**

If you need to speak to the school nurse, Nichole Russell, call ext. 1310. The school nurse will:

- evaluate and manage the health needs of all students in the school;
- identify and manage students with special health needs;
- work with other school-based groups to provide safe and healthy environments;
- administer medications as prescribed by a doctor;
- provide first aid and emergency care;
- help families to get health insurance and find a health center;
- manage the control of communicable diseases.

You can help the school nurse care for your child by:

- letting the nurse know if your child has any chronic or acute illnesses;
- communicating with the nurse directly if medication or health needs change;
- updating your child's emergency information so the school can always reach you.

**See Appendix I for Allergy Procedures and Medical Condition Responses**

**Medications in School**

The school nurse oversees the administration of medications. In most cases, the school nurse will be the person administering the medication. However, there are two specific circumstances when someone other than a nurse may give a student medication:

- When the student is on a field trip, the nurse may delegate and train another adult to administer the medication(s).
- Students who are at risk of life-threatening allergic reactions may be administered emergency medication by school personnel. The nurse is responsible for training and supervising all individuals involved in giving medication. Some students may administer their own medication, such as an asthma inhaler. To allow this, the parent must contact the school nurse to arrange a Self-Medication Plan.
- In order to administer prescription medications, the nurse must have a doctor's order and parental permission.
- Parents must supply their child's medication(s), which must be in the original pharmacy container. Always let the school nurse know if the doctor has changed a medication type or dose.
- Medications such as acetaminophen, ibuprofen, antibiotic ointment and hydrocortisone cream may be given with written parental permission. The permission form is in the summer packet.

**Immunization Requirements**

According to state regulations (102 CMR 7.09 and 105 CMR 220.00), students must be on an immunization schedule before they enter school. Mount Greylock Regional School requires that students have immunizations that are up to date for school entry at the time they enter school. Records will be given to the school nurse for verification and record keeping purposes.

The following immunizations and a current physical need to be in place by the first day of school:

Required Immunizations to Register	
Hepatitis B	3 doses
DtaP/DTP/DT/Td	5 doses (1 Tdap gr. 7-11)
Polio	4 doses
Hib	3 or 4 doses for pre-school
MMR	2 doses or Phase-In schedule
Varicella (Chickenpox)	2 doses of Phase-In schedule or documentation of disease
*Immunization requirements vary by grade.	
Please contact the nurse if you have questions.	



Parents/guardians must submit a doctor's record stating that their child has been immunized against the following: diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, German measles (rubella), mumps and hepatitis B. Varicella (chickenpox) immunization is required if the child has not had chickenpox.

The record must include the day, month, and year when the immunizations were given. In addition, we strongly recommend that each child have a Tuberculosis Risk Assessment. Parents are responsible for keeping immunizations current and informing the school nurse when their child has received additional immunizations. The school nurse reviews immunization records regularly. Students whose immunizations are not up to date may be excluded from school.

### **Special Situations**

Except in an emergency or epidemic, a student may start school if a parent or guardian presents a written statement (1) from a physician stating that the child has not been immunized for medical reasons, or (2) that the child has not been immunized due to his or her religious beliefs.

### **Medical Emergencies**

If a student is sick or injured at school, the school will make every effort to reach the parent or the emergency contact person named on the student's emergency contact file in the Principal's office. A principal and school nurse will decide what action to take. Most illnesses and injuries that occur during the school day are minor and can be treated by the nurse. If the student's condition is very serious, the principal or another member of the school staff will call for an ambulance. A school employee may accompany the student to the hospital and stay with the student until the parent/guardian arrives.

### **Accidents**

Accidents of any nature should be reported to the nurse and the Principal's office. A copy of all accident reports are sent to the office of the Superintendent.

### **Parent Notification Relative to Sex Education**

Schools are required by law to notify parents about any classes that will be held on human sexual education or sexual issues. The notice must tell the parent how he or she can review the content and materials of the classes. While parents do not have to give permission for their children to take sex education classes, parents do have the right to exempt their children from such instructional material. To do this, write a letter to the Principal saying you do not want your child to participate in the unit on sexual education.

### **Condom policy**

Condoms are available to students in grades 7-12 from the school nurse. Students receiving condoms also receive abstinence information. The interaction is strictly confidential and no records are kept in accordance with School Committee policy.

### **Emergency Preparedness Plan**

The Mount Greylock Regional School, in cooperation with the Williamstown Police Department and Williamstown Fire Department, has created procedures specific to each school to respond to emergency situations. Procedures include, but are not limited to, responding to a bomb threat, a violent intruder, or the need to evacuate the building. Every school has a designated evacuation site. Should an evacuation be necessary, all students and staff will report to the site and student attendance taken. Safety personnel will

advise when it is safe to return to the building or will start a procedure to release students to a parent or guardian who can sign for student release. To the extent possible, announcements will be made to the local radio stations to inform parents about a school-wide emergency and actions that are underway or will be taken.

The Mount Greylock Regional School in conjunction with the Williamstown and Lanesborough Police Departments and Williamstown Fire Department will use the Enhanced Lockdown Procedure as set forth by the Massachusetts State Police.

The main objectives of a lockdown are to:

- Deny attackers' access to potential victims
- Minimize risk through compartmentalization
- Buy time for emergency responders.

The Enhanced Lockdown Procedure helps accomplish those objectives by empowering faculty and staff with the necessary skills to aid in the protection and safety of students and staff during a lockdown situation. Some of the skills that may be used in a real-life lockdown situation include: **evacuation**, **barricading**, or a **targeted aggressive response**.

### **School Volunteers and CORI Checks**

The school encourages and welcomes volunteers from the community. Anyone who wishes to volunteer and is likely to have access to students which, at times, may be unsupervised while on school premises or while participating or assisting in school-sponsored programs or activities, must register with the School District for a Criminal Offender Records Information (CORI) check before engaging in volunteer activities.

### **Visitors**

Students wishing to have school-aged guests attend classes with them must receive approval. The principal or designee must approve a visitor's request at least three days in advance. In addition, individual teachers must approve the visit at least 24 hours in advance of the slated day. Student guests are not allowed on Fridays, the day before a vacation, during MCAS testing, or during the month of June.

## **Section VIII**

### **RULES, REGULATIONS, AND PROCEDURES**

This section of the handbook sets forth the rules, regulations, and procedures that Mount Greylock Regional School has adopted over the years to help ensure a safe, effective, and welcoming learning environment for our students, faculty, and staff.

### **Student Conduct**

All persons associated with Mount Greylock Regional School District, administrators, students, parents, faculty, and staff work together toward the educational objectives of the school system. All students have the right to pursue these objectives without disruption. All students also have a responsibility to abide by the rules established for the general welfare of all.

### **Expectations for Behavior**

The school community expects students to act in a responsible manner. This means students will work, learn, and respect the rights of others. Students will be respectful of all members of the school community

and they are entitled to the same respect from others.

Under the Expectations for Behavior, some of the activities the school community prohibits on school grounds, on school buses, and at school activities are as follows:

1. Committing plagiarism or other acts of academic dishonesty
2. Cutting class or unexcused tardiness
3. Intimidating, threatening, harassing, hazing, or physically assaulting others including the use of racial, religious, ethnic or sexual orientation slurs
4. Using or possessing any tobacco products or paraphernalia (to include e-cigarettes, vape pens and all similar devices or their components)
5. Stealing
6. Causing damage to property
7. Leaving the school building without permission of an administrator or designee
8. Leaving the school grounds without permission of an administrator or designee
9. Using, selling, having in possession, being in the presence of, or being under the influence of alcohol or controlled substances (including e-cigarettes, vape pens, all similar devices, pieces of their components, and paraphernalia)
10. Using or having a dangerous weapon
11. Failing to obey requests made by teachers or staff members
12. Forging a pass
13. Being in unauthorized areas of the school
14. Disrupting school or classroom activities
15. Gambling
16. Activating a false alarm
17. Parking at school without permission
18. Transporting other students without permission
19. Lying
20. Acting in a disrespectful manner
21. Acting in a manner that disrupts the educational environment
22. Recording of staff or student (s) without explicit permission

Progressive measures guide the school's response to behaviors that fall below our school community's expectations include a host of interventions to include progressive discipline, corrective action, and remedial action.

- Discipline measures target specific behaviors and attempt to develop responsible students.
- Corrective actions focus on preventing an adverse action from happening again.
- Remediation focus on attempting to fix systemic problems.

Incidents of students ***physically assaulting others*** (fighting) will result in consequences, which may include a combination of discipline (including suspension), corrective actions, and remedial action.

- Per the Progressive Response Matrix, any student who ***physically assaults other(s)*** warrants a suspension. The type and length of the suspension will be determined by the administration based on the totality of circumstances.

- Corrective actions that will automatically be assigned to any student despite motive who ***physically assaults other(s)*** includes social probation for the remainder of the year which includes suspension from all dances (including prom), end-of-year and senior activities (to include class trips), suspension from 25% of season athletic contests (carried over seasons if applicable), suspension from four weeks of co-curricular meetings, events, and performances, committing to a safety contract, and completing an educational component (TBD by administration).
- Remedial actions that will automatically be implemented to any student despite motive who ***physically assaults other(s)*** will include a report regarding the incident to accompany all official transcripts sent to colleges, and a loss of any leadership role (to include membership on the National Honor Society, Peer Team [withdrawal], Student Council, and/or a Captainship, or Teaching Assistant assignment [withdrawal], etc.).

### Due Process

Mount Greylock Regional School District recognizes that students are entitled to protections against unfair or arbitrary disciplinary actions. When students are referred to administration for violations of the Expectations for Behavior, an administrator will conduct a preliminary investigation. All students will receive verbal notice of the accusation, an explanation of the evidence, and an opportunity to present any information they think is relevant. The administrator may request a written statement of the student's account. Disciplinary consequences will not be assigned before those steps have been taken. The administrator will then issue an appropriate consequence based on the results of the investigation, past practice, and the standards described below. In cases of weapons or controlled substance possession, state law mandates police notification. In cases of criminal activity the police will be notified. In other violations of the Expectations for Behavior, the school will attempt to modify student behavior through education, disciplinary consequences, counseling, positive reinforcement, and other modes before the school involves outside agencies.

### Progressive Student Support and Response Guidelines:

The following measures are intended to advise and guide students and staff regarding behaviors that fall below our school community expectations and possible responses to such behaviors. The suggested interventions are organized by **Academic** / **Social-Emotional** / **Behavioral** functional areas. They are identified by their relative color and order as listed above.

### Preliminary (Level 1) Steps – Teacher Interventions –

In addition to the expectations set forth in the Expectations for Behavior, there are general behaviors expected of students in the classroom environment. Within the classroom teachers will establish their own student expectations. In general, it is expected that students:

- be on time to class
- be prepared for class
- will not disrupt class in any way,
- will not pass notes
- will participate in all activities and complete in class and homework assignments

When students adhere to these and other expectations a positive and productive learning environment is created.

You can expect that teachers will take corrective steps professionally in order to ensure a positive and productive learning environment.

Some strategies that teachers might implement when working with students in order to help to improve their behavior include, but are not limited to:

- Notify families of academic, social/emotional, or behavioral concerns
- Increase student engagement by calling on students more often, pairing them with engaged peers (Think-Pair-Share)
- Provide preferential seating to students who are distractible
- Stand near student when giving directions
- Ask student to repeat directions to make sure they are understood
- Provide graphic organize/written study outlines
- Break up assignments into smaller, more specific steps
- Provide an opportunity for peer editing of written work
- Contract with a student to participate in class, do homework
- Provide cues to remind student to remain on-task
- Supervise after-school work
- Provide planned breaks for stress/anxiety
- Report observations of atypical student behavior to Guidance or School Psychologist
- Keep classroom rules simple and clear; review periodically
- Contract with students for appropriate behavior, class engagement
- Cue students to remain on-task
- Provide opportunity for appropriate movement in class
- Report continuous or severe misconduct to the Administration

### **Secondary (Level 2) Steps – Administrative Interventions –**

In addition to the consequences in the Student Handbook / Expectations for Behavior / Response Matrix, the Administration reserves the right to institute alternative intervention measures, including, but not limited to the following:

- Restriction from extra and co-curricular activities (social probation)
- Parent meeting (teacher, guidance, administration, school psychologist)
- Williams tutoring
- Schedule modification
- Small group counseling
- Letters of apology
- Referral for and/or participating in counseling
- Brien Substance Abuse Educator Health Classes
- Creation of a discipline / safety / or behavioral contract
- Restitution
- School-based community service
- PEER Team led mediation
- Small group social skills
- Behavior specialist classroom observation
- Referral to Student Support Center (SSC)

### **Procedures for Reporting/Sending Students Out of the Classroom Due to Violation of Expectations for Behavior:**

At times student behavior will necessitate they be issued a discipline referral. In such cases a teacher or other staff member will complete a Discipline Referral which provides a specific description of the misbehavior. This form is sent to the office within a reasonable period of time after the student's referral (preferably the same day of the offense). The referring teacher or staff member will receive written notice of action taken by administrative staff (students can expect that their parents / guardians may be contacted within 24 hours of a discipline referral being completed). **(Only the administration will send students to the Student Support Center for disciplinary reasons)** Students assigned to the SSC are expected to meet all expectations; failure to meet those expectations will result in additional consequences. General expectations include, but are not limited to:

- Following all guidelines set forth in the Student Handbook / Expectations for Behavior / Response Matrix
- Completion of the Reflection form
- Participation in and completion of all academic assignments

### **Tertiary (Level 3) Steps – Administrative Interventions –**

Tertiary interventions may be used in conjunction with any previous levels of interventions.

- Student Support Team referral
- Develop a Section 504 plan
- School Psychologist meeting
- Summer school or PLATO courses for credit recovery
- Referral to outside providers (to include but not limited to the Brien Center Crisis Team)
- Development with family for a formal behavioral support plan

### **Progressive Response Matrix (See Appendix A)**

### **Behavior and Safety Agreement (See Appendix C)**

#### **Detention**

Teachers may detain students after school at their discretion (referred to as “teacher detentions”). Administrators alone may assign “office” or administrative detentions to students who have been referred to them for violations of the Expectations for Behavior. Failure to serve administrative detention after notification by the school will result in the student being suspended and a parent meeting being scheduled and completed. Detentions take precedence over co-curricular participation including, but not limited to contests, practices, rehearsals, or performances.

Administrative detentions must be served within the number of days as determined by an administrator. Failure to serve teacher detentions will result in an administrative detention being assigned. Administrative detentions will be served from 2:30 p.m. to 5:00 p.m. Failure to serve an administrative detention will result in the student being removed from school pending a meeting with the parent.

Disruptive actions not specifically listed in Levels 1 and 2 will result in disciplinary consequences being assigned by the classroom teacher or an administrator.

First- and Second-Level Offenses occurring on a school bus can result in a denial of bus privileges for not less than two weeks in addition to the listed consequences. (See Transportation) In addition to the consequences listed above, violations of criminal law can result in charges being filed against the perpetrator.

First- and Second-Level Offenses that are repeated can result in more severe consequences than those listed above, including denial of bus privileges or expulsion.

The administration of the building will contact the parents of any student accused of a serious violation of the rules (i.e. any Second-Level Offense). The student has a right to a fair hearing. In this hearing the student will have the right to an explanation of the charges against him or her and an opportunity to present his or her version of the incident in question. (See Due Process)

### **Good Standing / Social Probation**

As a reminder, students are considered to be in good standing when they are:

- Passing classes
- Present and on time to school regularly
- Able to participate in clubs, athletics, and activities
- Consistently acting in accordance to the MG Expectations for Behavior

Students lose their good standing if one of the following applies:

- Academically ineligible (failed more than 1 course in a semester)
- Six unexcused tardies to school per quarter
- Three parking violations per quarter
- Owes any student debt (uniforms, books, materials, or damage to school property, etc)
- Student is deemed a chronic offender of school rules by the MG administration

Students not in good standing are considered to be on social probation and are not eligible to attend or participate in the following school activities: all school dances (including formals), clubs, activities, productions/presentations, athletic contests, senior / class trips, travel studies, or any other school activity deemed applicable by the administration. Social probation will last two weeks, unless otherwise specified by the administration.

Our goal is for all students to attend all social activities. The Student Support Team reviews attendance and behavioral concerns on an ongoing basis, any concerns generated from the team's review of teacher referrals and attendance records will be brought to your attention.

Behavior and/or patterns of behavior that demonstrate a failure to meet the MG Expectations for Behavior will result in, but not be limited to, social probation. Social probation restricts students from extra- and co-curricular activities.

Should your child be placed on social probation, you will receive a letter informing you of the duration of

the probation. Social probation is not suspension from school; academic programming based on your child's schedule will take place during the school day as usual.

**Chemical Health Violation:**

<b>Action</b>	<b>School Response</b>
<ul style="list-style-type: none"> <li>- Rumor of violation</li> <li>- Student report of another student</li> <li>- Rumor of potential or pending violation</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion with student</li> <li>- Inform and discuss with parents</li> </ul>
<ul style="list-style-type: none"> <li>- Police Report with student listed</li> <li>- Photograph</li> <li>- Staff Witness</li> <li>- Self-Report / Parent Reporting a child</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion with student</li> <li>- Inform and discuss with parents</li> <li>- MIAA consequence</li> <li>- Social probation (3 wks)</li> <li>- Substance Educator</li> </ul>

**Disciplining Students with Special Needs**

All students are expected to meet the requirements for behaviors as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as 603 CMR 28.00 and the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. Section 1400 and 34 CFR Section 300, require that additional provisions be made for students who have been found by an evaluation team to have a disability and whose program is described in an Individualized Educational Program (I.E.P.) or a 504 Accommodation Plan. The following additional requirements apply to the disciplining of students with special needs and students with 504 Accommodation Plans:

- Any modifications of the discipline code will be identified in the student's IEP or 504 Accommodations Plan.
- The Principal (or designee) will notify the Director of Pupil Personnel Services of the suspendable offense of a student with a disability and a record will be kept of such notices.
- When it is known that the suspension(s) of a student with a disability will accumulate beyond 10 days in a school year, a review of the IEP/Accommodation Plan will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and:
  - o Develop or review a functional behavior assessment
  - o Determine if the misconduct is a manifestation of the disability
  - o Consider a modified program or alternate placement for the student
  - o Consider an amendment to provide for the delivery of services during the suspension and any needed modification of the IEP/504 Accommodation Plan.

In addition, the Department of Education will be notified when required by law, and the procedures promulgated by the Department of Education for requesting the approval of the alternative plan will be followed.

Parents will be notified with written notice of their rights under special education regulations.

**Procedural requirements applied to students not yet determined to be eligible for special education**

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have



prior knowledge if:

- a. The parent had expressed concern in writing; or
- b. The parent had requested an evaluation; or
- c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

- 2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
- 3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

***State Requirements:***

This criterion is related to State Performance Plan Indicator 4. (See <http://www.doe.mass.edu/sped/spp/>.)

***Federal Requirements (IDEA-97)***

34 CFR 300.534

**Student Grievance Procedure**

Students are encouraged to bring their concerns about school issues or incidents to the attention of the professional staff. Students can contact a teacher, a member of the Guidance Department, the School Psychologist, the Assistant Principal, or the Principal.

**BULLYING PREVENTION AND INTERVENTION PLAN**

*Commitment to Safety and Respectful Behavior of All Students and Staff*

**INTRODUCTION: PRIORITY STATEMENT**

The Mount Greylock Regional School District ("District") is committed to providing all students with a safe learning environment free from bullying and cyber-bullying. This commitment is a critical aspect of the District's comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying, cyber-bullying, or retaliation against those reporting bullying and other harmful and disruptive behaviors that interfere with the learning process.

Pursuant to M.G.L. c.71, §370, the District prohibits any form of bullying, cyber-bullying, or retaliation in the school building, on or off school grounds or in school related activities. The District will conduct an immediate investigation of all reports and complaints meeting the definition of bullying, cyber-bullying and retaliation and take prompt action to end that behavior and restore a student target's sense of safety. The District will support this commitment in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The District expects that all members of the school community, students and adults, will treat each other in a civil manner and with respect for differences. Bullying can create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, feel safe in school areas such as the playground or cafeteria, or participate in special or extracurricular activities. The failure to address bullying behavior also gives other students the message that it is permissible to engage in negative conduct. This *Bullying Prevention and Intervention Plan* ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and the District is committed to working with students, staff, families, law enforcement agencies, mental health and community agencies to prevent issues of violence. In consultation with these constituencies, the District has established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The school principal is responsible for the implementation and oversight of the Plan.

#### **DEFINITIONS:**

**Aggressor.** The student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional perpetrator of bullying, cyber-bullying, or retaliation as defined in M.G.L. c.71, §37O.

**Bullying.** As defined in M.G.L. c.71, §37O it is the repeated use by one or more students or members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. Causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself/herself or of damage to his/her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of the school.

**Cyber-bullying.** As defined in M.G.L. c.71, §37O, cyber-bullying is bullying through the use of technology or any electronic communication, which includes, but will not be limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

#### **Cyber-bullying also includes:**

- The creation of a web page or blog in which the creator assumes the identity of another person if the creation of a webpage or block creates any of the conditions previously cited.
- The knowing impersonation of another person as the author of posted content or messages, if the

creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying previously cited.

- The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying previously cited.

**Hostile Environment.** 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.

**Retaliation.** Any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying considered unacceptable behavior within the meaning of the school's Expectations for Behavior in the Student Handbook. Such retaliation or intimidation may result in disciplinary action.

**Target.** A student victim of bullying, cyber-bullying or retaliation as defined in M.G.L. c.71, §37O.

**Other behaviors** which are rude and hurtful but do not meet the criteria to be termed bullying, may not require reporting under the law, but will be addressed within the school's Expectations for Behavior in the Student Handbook. For the purpose of this Plan, whenever the term bullying is used it is to denote either bullying or cyber-bullying.

## LOCATIONS

Bullying is prohibited:

**On School Grounds.** Including property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the District, or through the use of technology or an electronic device owned, leased or used by a school district or school.

**Off School Grounds.** Including at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of the school.

## REPORTING

**Any Staff Member** (i.e. anyone employed by the District) shall immediately report any instance of bullying or retaliation he/she has witnessed or becomes aware of to the principal or designee. Reports of bullying or retaliation may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Use of an Incident Reporting Form is not required as a condition of making a report. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor. *The requirement to report*

*to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.* Staff member shall include, but is not limited to, an educator, paraprofessional, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, support staff member or substitute teacher.

**All Volunteers** will immediately report any conduct that may be bullying, cyber-bullying, retaliation, or intimidation when he/she has witnessed it or becomes aware of it to the school principal or designee. Volunteers will be notified of and trained in the reporting requirement.

**Parents/Guardians** The District expects and strongly encourages parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Parents or guardians, and others may request assistance from a staff member to complete the written report to the principal or designee. The report to the principal is best if done in immediate direct conversation followed by written communication to allow for immediate assessment of an alleged target's needs for protection and to restore a sense of safety for that student.

**Students** The District expects students who believe they have been subjected to bullying, cyber-bullying, or retaliation, or who witness or become aware of an instance of bullying or retaliation involving a student, to report it to the principal or designee. This report may also be made to the student's teacher, counselor, or any adult staff member. *Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with the principal or designee, or with a staff member.* This report is best if done in direct conversation with the staff member, but may also be done by other means or through the student's parent or guardian, immediately followed by a written report to the principal or designee.

**Anonymous Reports** of bullying, cyber-bullying or retaliation, or reports by students or parent or guardians who wish to remain anonymous, may be submitted to the principal or designee and will be immediately investigated. No disciplinary action will be taken against a student based solely on an anonymous report.

**A Reporting Form** will be made available in the principal's office, on the District's website as a downloadable PDF file and other locations determined by the principal. This form shall be submitted directly to the principal or designee or sent anonymously to the principal or designee of the school. Even if the target or the target's family does not fill out the reporting form, the District will immediately begin the investigation of the bullying charge upon notification.

**False Reports** submitted knowingly and alleging bullying, cyber-bullying, or retaliation will be subject to disciplinary action in accordance with the school's Expectations for Behavior.

## **INVESTIGATING AND RESPONDING TO REPORTS**

Upon receipt of a report of alleged bullying, cyber-bullying, or retaliation, the school principal or designee will, before fully investigating the allegations of bullying or retaliation, take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the

aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. In conducting an investigation, the principal or designee, will consider how the bullying behavior might impact the general learning environment of the school or the impact it may have on bystanders or other students in the school. Actions may be necessary, even if the target indicates the aggressor's behavior is permissible.

The principal or designee will immediately conduct an investigation. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. *The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.*

Confidentiality shall be used to protect a person who reports bullying or retaliation, provides information during an investigation of bullying or retaliation, or is witness to or has reliable information about an act of bullying or retaliation.

The principal or designee is required to investigate all reports of potential acts of bullying or cyber-bullying. This obligation exists regardless of requests from reporters to not investigate or talk with certain students or individuals. We encourage reporting, but reporting on the condition that no action will be taken or limits placed on the investigation cannot be accepted.

#### Steps of the Investigation:

- a) An oral or written report is received.
- b) The report is weighed against the definition of bullying or cyber-bullying prior to beginning an investigation
- c) The target is interviewed, the level of threat is assessed, and actions to protect target and reporters are taken as appropriate. If the target declines to be interviewed the District will continue the investigation without further information from the target.
- d) Interview the individual(s) reporting the alleged bullying or retaliation incident, if other than the target, and note and interview other witnesses (especially adults) or any online involvement.
- e) Interview the alleged aggressor(s).
- f) Determine the merit and plausibility of the report.
- g) Determine the circumstances and establish disciplinary or other consequences, if necessary.
- h) Report to the Williamstown Police Department, if necessary.

#### **CONSEQUENCES OF AND RESPONSES TO BULLYING**

If the school principal or designee determines that bullying or retaliation has occurred and consequences are merited, the school principal or designee will:

- a) Promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and what action is being taken to prevent further acts of bullying or retaliation.  
*NOTE: All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.*
- b) Notify the Director of Pupil Personnel Services if any of the students are on an IEP or on a 504 Plan.
- c) Take appropriate disciplinary action in accordance with the District's disciplinary policies.

- d) Notify the local law enforcement agency if the principal or designee has a reasonable basis to believe that the incident meets the definition of bullying and may result in criminal charges against the alleged aggressor.
  - i. If the local law enforcement is notified, the principal or designee shall document the reasons for the decision.
  - ii. If the local law enforcement agency is not notified or if it determines that its involvement is not necessary, then the principal or designee shall respond to the behavior as is appropriate within the school's Expectations for Behavior in the Student Handbook.
  - iii. A Memorandum of Understanding on file in the Principal's and Superintendent's Office between the District, Williamstown Police Department and Berkshire County District Attorney's Office will outline the nature of this reporting.
- e) If an incident of bullying, or retaliation involves students from another school district, the principal or designee will promptly notify the appropriate administrator of the other school district so that both may take appropriate action.

### **CONSEQUENCES AND SUPPORT SERVICES**

*Bullying behavior can take many forms and can vary dramatically in its seriousness and its impact on the target and other students.* Accordingly, there is no one prescribed response to verified acts of bullying and retaliation. Consequences and disciplinary action will be applied in accordance with the school's Expectations for Behavior in the Student Handbook. The responses will range from redirection of future behavior to suspension or police involvement and possible expulsion from school. These actions will escalate in severity for repeated offenses or with the severity of the implication of the negative conduct. Actions may be accompanied by the referral to counseling or other therapeutic support. The specific action will be age appropriate, concrete and immediate. The nature and extent of disciplinary action imposed or consequences applied, is a matter within the sound discretion of the building principal/designee. The principal will balance the need for accountability and safety of the target with the need to teach appropriate behavior. Consequences and discipline for acts of retaliation will be imposed at the same, or more severe level as the underlying bullying, cyber bullying or inappropriate behavior.

Students who are not primary participants in the reported act of bullying, cyber-bullying, or retaliation but join in, may be subject to disciplinary action or consequences as if they were primarily involved. "Joining-in" is a form of endorsing the behavior. Consequences or disciplinary actions taken in an instance of bullying will be shared with the appropriate school staff members to ensure awareness and follow through.

When it is determined that a target is in fear or is being threatened, the principal will develop a safety plan to take immediate steps to limit and control the behavior of the aggressor(s) who are causing the threat. The safety plan will be developed in collaboration with the appropriate staff and shared with staff to ensure enforcement and follow-up. The principal or designee will periodically follow-up with the target(s), and their parents, in an incident to ensure the student believes the situation has improved and that any threat or fear has been significantly reduced or eliminated.

The principal will offer counseling and referral services for appropriate family members for both targets and aggressors.

### **PROFESSIONAL DEVELOPMENT**

**Annual Staff Training on the Plan.** Annual training for all school staff on the Plan will include staff duties

under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to receive the training during the school year in which they are hired.

**Ongoing Professional Development.** The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide and district wide professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment. This plan recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have 1 or more of these characteristics.
- the incidence and nature of cyber-bullying;
- internet safety issues as they relate to cyber-bullying.

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

Additional areas identified by the District for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students.

**Written Notice to Staff.** The school will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the District employee

handbook and the school's Expectations for Behavior in the Student Handbook.

## PARENT AND STUDENT EDUCATION ABOUT THIS PLAN

**Parent Education and Resources.** The school will offer education programs for parents/guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school. The programs will be offered in collaboration with parent groups.

**Notification Requirements.** Each year the school will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats. The school will post the Plan and related information on its website.

## CURRICULUM AND INSTRUCTION

The school will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum. The curriculum will be evidence-based. The Plan will describe the curriculum to help parents and others understand the District's bullying prevention efforts.

Bullying prevention curricula will be informed by current research which, among other things, emphasizes:

- using scripts and role playing to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about student-related sections of the *Bullying Prevention and Intervention Plan*.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the District's bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom behavior expectations.
- Creating safe school and classroom environments for all students, regardless of race, religion, sexual orientation, or disability.
- Using appropriate and positive responses and reinforcement, even when students require discipline.
- Using positive behavioral supports.
- Encouraging adults to develop positive relationships with students.
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors.



- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development.
- Using the Internet safely
- Supporting students' interest and participation in non-academic/extracurricular activities, particularly in areas of their strengths.

#### **APPLICATION TO STUDENTS ON INDIVIDUALIZED EDUCATION PROGRAMS AND 504 PLANS**

As required by M.G.L. c. 71B, § 37O, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines (or as determined by a 504 Plan) the student has a disability that affects social skills development or that the student may participate in, or is vulnerable to, bullying, harassment, or teasing because of his or her disability, the Team will consider what should be included in the IEP or 504 Plan to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. This will include a particular focus on the needs of students whose disability affects social skills development.

#### **DATA COLLECTION AND REPORTING**

In order to monitor the success of the *Bullying Prevention and Intervention Plan* and to help determine the effectiveness of interventions, curricula and actions the school will collect, student and staff survey data, parent survey data and the number and nature of bullying, cyber-bullying and retaliation instances. Reports will be forwarded to the superintendent's office at the end of each school year. Reports of the data will be presented to the School Committee and made available to the public on the District's website.

#### **BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM**

This form is available online at [mgrhs.org](http://mgrhs.org) <MG Resources, Important Documents> and hardcopy in the Main Office).

### **CIVIL RIGHTS HATE CRIMES AND BIAS INCIDENTS**

#### **GENERAL STATEMENT:**

The Mount Greylock Schools are committed to providing a safe environment in which all students have an equal opportunity to learn, regardless of their race, ethnicity, national origin, sexual preference, gender, gender identity, religion, or disability. Hate crimes and bias incidents, by their nature, are confrontational; they create tension and promote social hostility. Such incidents will not be tolerated in the Mount Greylock Schools because they interfere with every student's right to an education. In addition to jeopardizing academic achievement, hate crimes and bias-related harassment can undermine a student's physical and emotional well-being, provoke retaliatory violence, damage the school's reputation, and create or exacerbate tensions in the wider community.

The Mount Greylock Schools will comply with all applicable federal and state laws governing hate crimes.

Massachusetts law defines hate crimes as “any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, a threatened, attempted, or completed overt act motivated at least in part by racial, religious, ethnic, handicap, gender, gender identity, or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seeks to interfere with or disrupt a person’s exercise of constitutional rights through harassment or intimidation.” M.G.L. c.22C, sec. 32; M.G.L. c.22C, sec. 33; M.G.L.c. 12, sec. 11H, 11I.

In addition, federal regulations prohibit the intentional use of force or threat of force against a person because of race, religion, ethnicity, handicap, gender or sexual orientation for the purpose of interfering with a student’s enrollment or attendance in any public school or college. 18 U.S.C. sec.245. Both federal and state statutes and regulations contain serious criminal penalties for persons convicted of hate crimes and the resulting civil rights violations.

This policy applies to hate crimes, bias incidents, civil rights violations, and bias-related harassment, which occurs in school buildings or on school grounds, or during the course of any and all school-sponsored activities, including those which take place outside of school, or in any situation where there is a detrimental effect on the school or the educational climate.

#### DEFINITIONS

A hate crime occurs when a student or group of students is targeted for physical assault, threat of bodily harm, intimidation, verbal abuse, and/or damage to personal property because he or she is a member of a different race, religion, ethnic background, gender, or has a handicapping condition or different sexual orientation.

Bias incidents are less serious acts that are also motivated by race, religion, ethnic background, gender, handicap(s), or sexual orientation issues.

#### EXAMPLES

Examples of hate crimes and bias incidents include, but are not limited to, the following:

##### Hate crimes

Together with name-calling of a bigoted nature a student who has committed a hate crime may also be subject criminal prosecution for that crime.

##### Bias incidents

Insults, jokes, mimicking, and name calling based upon a student’s race, religion, ethnicity, handicapping condition, or sexual orientation

- Use of racial, ethnic, religious, sexual, or anti-gay slurs
- Negative comments on a student’s manner of speaking or racial customs, surname, religious, traditions
- Unwelcome verbal, written, or physical conduct directed at a student because of their race or skin color, such as nicknames which emphasize stereotypes, racial slurs, comments on manner of speaking, and negative references regarding racial customs
- Conduct directed at the characteristics of a student’s national origin, such as negative comments regarding surnames, manner of speaking, customs, language
- Conduct directed at the characteristics of a student’s sexual orientations, whether actual,

- perceived, or asserted – such as negative name-calling and imitating mannerisms
- Conduct directed at the characteristics of a student’s disabling condition, such as imitating their manner of speech or movement, or interfering with that student’s necessary equipment
- Unwelcome verbal, written or physical conduct, directed at the characteristics of a student’s religion, such as derogatory comments regarding surnames, religious traditions, religious jewelry or clothing

When a student has been subject to behaviors such as those described above, and is reasonably fearful of his or her own safety, a hostile environment has been created for that student. It may be created by a series of minor incidents, or by one serious incident. The existence of a hostile environment is a violation of the student’s civil rights, as it prohibits him or her from obtaining an education.

A hate crime or bias incident will be deemed to have occurred even where the harasser is mistaken about the victim’s race, ethnicity, or other targeted characteristics. In addition, targeting students simply because they associate with another student or students who are members of a particular racial, ethnic, religious, or other targeted group may also be the basis of a hate crime or bias incident.

#### REPORTING

The designated Civil Rights Administrator for the Mount Greylock Schools is:  
 Mary MacDonald, Principal  
 1781 Cold Spring Road  
 Williamstown, MA 01267  
 (413) 458-9582 ext. 1013

Students, staff, or any interested third party may report incidents. Students should report any incidents to an adult with whom they feel most comfortable – a teacher, guidance counselor, or other staff member. Staff members would report incidents to the Building Principal or the school district’s Civil Rights Administrator for investigation and handling. Confidentiality will be maintained to the extent possible, but it should be understood that where a serious crime is involved, the police, and other governmental agencies such as the Office of the Attorney General, will be alerted. When a student has complained of a bias incident but does not wish to file a written complaint, school officials or the designated administrator will conduct an informal inquiry into the circumstances of the incident, and will keep a written record of the inquiry, in the event that further incidents involving the complaining student and the alleged harasser take place.

#### INVESTIGATION

Upon receiving notice that a hate crime or bias incident is alleged to have taken place, the Building Principal and/or his/her designee will immediately take steps to ensure that the victim or victims are safe and secure, and will notify the Civil Rights Administrator of the allegation. All victims and witnesses will be interviewed within five (5) days following the incident, followed by interviews with any other individuals who may have knowledge pertaining to the incident and the persons involved in it. Physical evidence, if any, will be gathered. The investigator will then make a determination as to whether a hate crime or bias incident has occurred, taking into consideration the definitions contained above, the surrounding circumstances, the relationships of the parties involved, and the context in which the incident(s) took place. In addition, the investigator will determine whether there are, or have been, any related incidents of harassment, and will evaluate the kinds of damage that may have been caused, both to the victim (s) and to

the school environment. The investigator will issue his/her report within five (5) days. In the event that the alleged hate crime or bias incident involved the Civil Rights Administrator or Principal, the investigation shall be conducted by the Superintendent of Schools. If the event is alleged to have been committed by the Superintendent of Schools, the investigation shall be conducted by the School Committee.

#### NOTIFICATION TO/BY PARENTS/LEGAL GUARDIANS

After investigation, if there are reasonable grounds to believe that a hate crime or bias incident has occurred, the Building Principal and/or his/her designee shall notify a student's parent(s)/legal guardian(s) if the student is a victim of, or is accused of, a hate crime or bias incident.

Parent(s)/legal guardian(s) are strongly encouraged to report hate crimes or bias incidents to their child's Building Principal or to the Superintendent of Schools.

#### INFORMAL RESOLUTION PROCEDURE

It may be possible to resolve a complaint through a voluntary conversation between the complaining student and the alleged harasser, which is facilitated by a school employee or by the designated Civil Rights Administrator. A person of their choice for support and guidance may accompany both the complainant and the alleged harasser. If the complainant and the alleged harasser feel that a resolution has been achieved, the conversation then will remain confidential and no further action will be taken.

The results of the informal resolution will be reported, in writing, to the building Principal and the Superintendent of Schools. If either party feels that the informal conversation process is inadequate, or has not been successful, they may proceed to the formal complaint procedure. Either party may also choose to forego the informal process and proceed directly to the formal complaint procedure.

#### FORMAL COMPLAINT PROCEDURE

The designated administrator will fill out a harassment complaint form based on a student's written or oral allegations that incidents have taken place. The complaint form will be kept in a secure location, and will describe in detail the facts and circumstances of the incident(s).

If an involved student is under the age of 18, his or her parents or legal guardian will be notified immediately after consultation with the student, unless such notification is determined not to be in the best interests of the student.

An investigation will take place within five (5) school days of the date of the complaint or report. The investigator may determine that immediate steps need to be taken to protect the complaining student, the alleged harasser, and any potential witnesses, and will notify school administrators of such a determination.

The investigation will be completed as soon as possible, but no later than five (5) school days after the date of the complaint, and a written report made to the building Principal and the Superintendent of Schools. The report will contain a determination as to whether the allegations have been substantiated as factual, and whether they constitute a violation of this policy. The investigators will also recommend to the building Principal and the Superintendent what action, if any, is required. The complainant and the alleged harasser will be informed of the results of the investigation, and whether disciplinary action will be taken.

All written reports of investigations will be kept by both the building Principal and the Superintendent of Schools. The Mount Greylock Schools recognizes that both the complainant and the alleged harasser have strong interests in maintaining confidentiality as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations which may be necessary due to the severity of the incident(s), the potential involvement of the police department, the District Attorney's Office, the Office of the Attorney General, and potential involvement of a civil and/or criminal trial.

#### DISCIPLINARY ACTION:

Disciplinary and/or corrective action will be taken as soon as possible following completion of the investigation of an incident of hate crime or a bias-related incident, and recurrences, and the re-establishment of a healthy school environment, especially for the victim(s). Such action will take into account the severity of the incident and the age identity of the victim and harasser, and the effect upon the victim. Disciplinary and/or corrective action may include one or more of the following:

- Participation in an educational program about hate crimes and bias incidents for the perpetrator;
- An apology to the victim(s);
- Mandatory counseling;
- Community service;
- Placement in an alternative educational setting;
- Detention;
- Short-term or long-term suspension; and/or
- Recommendation for expulsion

In addition, perpetrators of hate crimes that rise to the level of criminal activity may be subject to criminal punishment as mandated by state and federal laws pertaining to such crimes. Consistent with the Memorandum of Understanding between the Mt. Greylock Schools and Williamstown Police Department, police will be notified when a probable hate crime has taken place, and in particular will be notified in an emergency situation.

#### RETALIATION

The Mount Greylock Schools will deal seriously with any and all threats or acts of retaliation against an individual who reports a hate crime or bias incident. School staff will maintain constant contact with victims and persons who report incidents in order to ensure that no threats or acts of retaliation take place. Any person found to have threatened to retaliate and/or actually retaliated would be subject to severe disciplinary action, including potential exclusion from school. Should the retaliation rise to the level of criminal activity, school staff is required to report it to the local law enforcement agency.

In addition to the above described policies directed toward students, it is also helpful for schools to maintain a civility policy directed toward adults. Such a policy contributes to the positive functioning of the school community and encourages adults to set examples of positive behavior for students in their supervision and care.

#### HAZING

In accordance with the Massachusetts General Laws Chapter 269, Sections 17-19:

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished

by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term hazing is used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Whoever knows that another person is the victim of hazing as defined in Section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.

Each institution of secondary education shall issue to every student group, team, or student organization a copy of this section and sections 17 and 18.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such groups, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

In accordance with these provisions, the following procedure shall apply to the Mount Greylock Regional School District:

- Every applicant for and participant in any co-curricular activity under the school jurisdiction, as well as the chief advisor or head coach of said activity, will be provided a copy of these regulations
- All recipients of this form will sign it indicating their receipt of these regulations. The forms will be forwarded to the Main Office for use in preparing the annual report with the Regents of Higher Education and the Board of Education
- It will be the responsibility of the Principal to report any and all cases of violations to an appropriate law enforcement official.
- Violations of these provisions will be considered serious infractions punishable in accordance with the School District's Expectations for Behavior

### **HARASSMENT/DISCRIMINATION**

The Mount Greylock Regional School is committed to maintaining a work and educational environment free from all forms of harassing conduct. We expect all students to conduct themselves in an appropriate

manner with respect, dignity, courtesy, and fair treatment for all individuals in the school community. Each member of the school community has a responsibility to ensure that harassment does not occur. Harassment on the basis of race, national origin, age, sex, sexual orientation or disability is illegal and will not be tolerated. Any student who believes that he or she has been subjected to harassment should feel free to discuss the matter with a trusted adult (teacher, counselor, nurse, principal, or other adult). All reports of harassment will be investigated promptly and in as impartial and confidential a manner as possible to ensure prompt and appropriate action.

### **SEXUAL HARASSMENT**

All persons associated with Mount Greylock Regional School District, including but not limited to the School Committee, the administration, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Conduct that constitutes sexual harassment will not be tolerated. Furthermore, the actions of such a person constitute a crime punishable under law.

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development
- Submission to or rejection of such conduct by an individual is used as a basis for employment or educational decisions affecting such individual
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment

When any member of the school community feels that he or she has been the object of sexual harassment, the alleged victim, whenever feasible, is encouraged to make clear to the alleged harasser that his/her conduct is offensive and unwelcome. If this fails to end the offensive conduct, or the alleged victim is unable or unwilling to approach the alleged harasser, then he or she will promptly report the offensive conduct to a faculty member, their guidance counselor, the Adjustment Counselor/School Psychologist, the Principal, or the nurse. The individual who receives the complaint as aforesaid will attempt to resolve the problem promptly in an informal manner through the following process:

- He or she will confer with the complainant in order to obtain a clear understanding of that party's statement of the facts.
- He or she will then attempt to meet with the person charged with harassment in order to obtain his or her response to the complaint.
- He or she may hold as many meetings with the parties and with other witnesses as is necessary to gather facts. At any point in the investigation, at the wish of any individual, statements may be recorded in writing.
- On the basis of the investigator's perception of the situation, he or she may attempt to resolve the matter informally through conciliation.
- If the complaint is not resolved informally through conciliation, a formal process will be initiated with the Principal.

Any person who threatens, intimidates or retaliates against a complainant or any witness involved in the investigation of the charge of harassment is committing a crime punishable by law. Furthermore, such person shall be subject to such discipline as the Principal may deem appropriate, including expulsion.

#### STUDENT REPORTING PROCEDURE

Students are encouraged to bring their concerns about school issues or incidents to the attention of the professional staff. Students may contact a teacher, School Psychologist, a member of the Guidance Department, the Assistant Principal, or the Principal.

#### NON-DISCRIMINATION STATEMENT

Mount Greylock Regional School District does not discriminate in its education and employment programs on the basis of religion, age, race, color, home status, national origin, limited English proficiency, gender, gender identity, sexual orientation, marital or parental status, and disability. The district complies with Title VI of the Civil Rights Act of 1964, Title IX education amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and M.G.L. c. 76, §5. Inquiries regarding the Title VI, Title IX, 504 and ADA may be made to the people below:

Mary MacDonald – Principal  
Section 504/Title IX Coordinator  
413-458-9582 x 1013

TBD – Director of Pupil Personnel Services (until position is filled, contact the Principal)  
ADA Coordinator  
Title VI  
413-458-9582, ext. 1013

#### PROCEDURES FOR STUDENT GRIEVANCES OF DISCRIMINATION

This policy addresses how to file complaints regarding alleged discrimination based on race, color, national origin, gender, gender identity, religion, age, sexual orientation, and disability.

The Mount Greylock Regional School has adopted procedures to assist any person who believes that she/he has been discriminated against for a prohibited reason, and to rectify any instances of such discrimination. Any student, or any parent or guardian, who believes that she/he has been discriminated against for any reason stated above should make her/his complaint, either formally or informally, to the Principal or to the district's designated coordinator for compliance with the requirements of Title VI, Title VII, Title IX, Section 504, ADA, IDEA, M.G.L. c. 76, §5, and M.G.L 151B. Any person who believes that she/he has been discriminated against for any reason stated above in a matter of hiring or employment, or in having access to school facilities or activities, should make her/his complaint, either formally or informally, to the district's designated coordinator for compliance with the requirements of Title VI, Title VII, Title IX, Section 504, ADA, and IDEA, M.G.L. c. 76, §5, and M.G.L 151B.

The Mount Greylock Regional School's designated coordinator for all such matters is: Mary MacDonald, Principal, Mount Greylock Regional School, 413-458-9582 Ext. 1013.

### SEXUAL HARASSMENT

#### GENERAL STATEMENT



All persons have the right to be free from sexual harassment; therefore, sexual harassment in any form is strictly forbidden in school, on school grounds, or at school related activities. Management representatives and school employees are charged with the responsibility of discouraging, and reporting, sexually harassing behaviors within or outside of their areas of supervision, on school premises or school activities. All individuals associated with the school, including but not limited to the School Committee, administration, the staff, students, vendors and members of the public while on campus or school events are required to conduct themselves at all times as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community or while on school property or school events will be in violation of this policy.

#### DEFINITION

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when 1) submission to that conduct or communication is made a condition of obtaining services; 2) used as a factor in decisions affecting one's education; or 3) that conduct or communication has the purpose or effect of substantially interfering with an individual's education, or creating an intimidating, hostile, humiliating, or sexually offensive educational environment.

Sexual harassment is not, by definition, limited to prohibited conduct by a male toward a female. A male, as well as a female, may be the victim of sexual harassment, and a female, as well as a male, may be the harasser. Further, the victim does not have to be of the opposite sex from the harasser. The victim does not have to be the person whom the unwelcome sexual conduct is directed. Finally, any adult may be the victim of sexual harassment by a student. Sexual conduct between staff and a student is prohibited, and must be reported immediately so that appropriate action may be taken.

EXAMPLES - Sexual harassment whether committed by management, staff, or students is prohibited and may include, but is not limited to:

1. Assault, inappropriate touching, intentionally impeding movement, comments, gestures, or written communications of a suggestive or derogatory nature.
2. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment)
3. Implying or actually withholding grades earned or deserved, suggesting that a poor performance evaluation will be prepared, or suggesting that a scholarship recommendation or college application will be denied.
4. Coercive sexual behavior used to control, influence or affect the educational opportunities, grades and/or the learning environment of a student.
5. Offering or granting favors or educational benefits, such as grades or recommendations, in exchange for sexual favors.
6. Unwelcome sexual flirtations, advances or propositions;
7. Sexually explicit language or gestures;
8. Touching that an individual interprets as sexual in nature;
9. Any unwelcome physical contact;
10. The presence of sexually provocative photographs, pictures or other material, and the telling of sexual stories or jokes.
11. Verbal or non-verbal behavior about an individual's body that is interpreted as sexual in nature.
12. Leering (that is, prolonged staring) at a person's body

## REPORTING

Any student who believes he/she is a victim of sexual harassment should talk to his/her building Principal or another adult in a position of authority in the school as soon as possible. Students should avoid trying to solve the problem of sexual harassment alone.

All persons including all school personnel, shall promptly report knowledge of actual or reasonably suspected sexual harassment to the building Principal or his/her designee.

## INVESTIGATION

All complaints, or reports of sexual harassment shall be thoroughly investigated by the building Principal or his/her designee, including notifying the person who has been accused of harassment and permitting a response to said allegation(s). The School's Title IX coordinator, if someone other than the Principal, will be contacted immediately to assist in all sexual harassment investigations.

The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods deemed pertinent.

In addition, the building Principal or his/her designee may take immediate steps, at his/her discretion, to protect the complainant, students and employees pending completion of the investigation of alleged sexual harassment.

## DISCIPLINARY ACTION

If there are reasonable grounds to believe that sexual harassment has occurred, the person accused of sexual harassment will have a confidential disciplinary hearing before the building Principal or his/her designee.

If the building Principal or his/her designee, after the above hearing, determines that sexual harassment has actually taken place, disciplinary and corrective action will occur to prevent any further incidents. The range of discipline and corrective action may include one or more of the following: An education component; apology to the victim; mandatory counseling; detention; short-term suspension; long-term suspension; or recommendation of expulsion. Appropriate disciplinary action, up to and including dismissal, will be taken in any instance where an employee violates this policy. Sexual harassment by a student will result in disciplinary action up to and including expulsion. Sexual harassment by others will result in their being excluded from School premises, or if it is required that they enter the premises they will be accompanied by the School District representative at all times.

If either the victim or person accused of sexual harassment is aggrieved by the finding(s) or action taken by the building Principal or his/her designee, he/she may appeal said action to the Superintendent within ten (10) days.

The Superintendent shall conduct a hearing and shall indicate his/her disposition of the appeal within five (5) days of such appeal, and shall furnish a copy thereof to the aggrieved party and the Mount Greylock School Committee.

If the alleged sexual harassment involves the Principal of the School, the Complaint will be filed

directly with the Superintendent of Schools. If the alleged sexual harassment involves the Superintendent of Schools the Complaint will be filed directly with the Chair of the School Committee.

#### REPRISAL

Reprisal, threats, or intimidation of the victim or a person who provides information regarding a claim of sexual harassment will be treated as a most serious offense, which may result in a recommendation of permanent separation from the school community through expulsion from school.

#### NOTIFICATION TO/BY PARENT (S) LEGAL GUARDIAN(S)

After investigation, if there are reasonable grounds to believe that sexual harassment has occurred, the building Principal or his/her designee shall notify a student's parent(s)/legal guardian(s) if the student is the victim of, or is accused of, sexual harassment.

Parent(s)/legal guardian(s) are strongly encouraged to report incidents of sexual harassment to their son's/daughter's building Principal or to the Superintendent of Schools.

#### FRIVOLOUS COMPLAINTS

When a complaint of sexual harassment is unfounded, frivolous, or maliciously fabricated, the complainant shall be subject to a range of disciplinary and corrective actions consistent with the Expectations for Behavior.

#### REPORT TO POLICE

If the sexual harassment is criminal in nature, the offense will be reported to the Police Department. If the sexual harassment requires the intervention of the State Social Service or protective agencies, the proper authorities will be contacted.

#### **Sexual Harassment / Discrimination Complaint Form**

This form is available online at [mgrhs.org](http://mgrhs.org) <MG Resources, Important Documents>, and hardcopy in the Main Office).

#### **TRANSPORTATION**

According to District policy, the School Committee will provide transportation to and from school for students who live beyond one and one-half miles from school. Transportation services are provided to students with the understanding that students must follow all regulations set forth which control their boarding, leaving, seating, behavior, and safety. A student must be excluded, temporarily or permanently, for disobeying one of these regulations.

#### **Bus Conduct**

The school district and the administration have authority to require appropriate behavior on school buses. Continued disorderly conduct or persistent refusal to obey the driver shall be sufficient reason for a student to be denied the privilege of school bus transportation.

- Students who display any of the following-types of behavior may, at the discretion of the appropriate administrator, have their bus riding privileges suspended and/or be suspended from school
- Smoking or chewing tobacco, possession of tobacco

- Possession or use of drugs, alcohol, or other illegal substances
- Being in possession of a firearm, knife, explosive or other dangerous object
- Causing injury to another person
- Fighting
- Pushing, shoving, “horseplay,” or any other activity that is distracting to the bus driver
- Damaging property
- Swearing, using foul or inappropriate language
- Refusing to follow reasonable instructions given by the bus driver to ensure the safe transport of students
- Harassing other students at the bus stop or while on the bus

Depending on the seriousness of the infractions, the following actions will be taken:

- First offense: a written warning to parents and detention or suspension
- Second offense: up to a two-week denial of transportation
- Third offense: up to one-month denial of transportation
- Fourth offense: denial of transportation for remainder of school year

The bus driver or bus company will report infractions to an administrator on the day of the occurrence, if possible, in sufficient detail for the administrator to be able to verify what occurred.

Denial of transportation will mean denial of the privilege of riding on all school buses, including but not limited to buses transporting students to athletic events or other co-curricular activities, late buses or buses following other bus routes. Parents are responsible for restitution, as defined by statute, for damage to the school bus or other property as a result of their child’s actions.

### **Buses are Equipped with Cameras**

To ensure the safety of all students who ride in buses, buses are equipped with video cameras. The Principal or designee may use the video as evidence of a student’s misconduct. It may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

### **TOBACCO POLICY**

- please reference the [School District policy](#)

### **Video Camera Notice**

The Mount Greylock Regional School strives to maintain a safe and secure environment for its students, staff, visitors, and facilities.

In pursuit of this objective, the school uses electronic surveillance cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations deemed appropriate by the Superintendent of Schools in consultation with school officials and local law enforcement agencies. They may be used in any area, inside or outside of school buildings where there is

no reasonable expectation of privacy.

MGRS shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time.

Students or staff identified on security cameras who are in violation of MGRHS policies will be subject to disciplinary action. Violations of the law will be referred to law enforcement agencies and the recorded video evidence will be provided to law enforcement agencies.

MGRS shall ensure that proper procedures are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the MGRS. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations.

Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement officials shall be granted access to video recordings after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance and procedures that are consistent with current laws and this procedure.

## **ELECTRONIC DEVICE PROCEDURES**

### **Goals:**

- Maintain the integrity of classroom instruction
- Maintain a safe environment for students and staff
- Support all unique teaching and learning styles
- Integrate technology into education

### **Acceptable Use:**

- Prior to the beginning of first period (7:40 a.m.)
- After the end of the last period (2:27 p.m.)
- During class when directed so by instructor
- During passing time between classes, providing this does not prevent the students from arriving on time to their class and providing students are using devices in a safe and respectful manner.
- During break and lunch period

### **Unacceptable Use:**

- During class time without the consent of the teacher
- During emergency situations or drills
- Using the camera, video or recording functions of electronic devices on school premises or at school-sponsored activities where another student or individual has an expectation of privacy, including, but not limited to, locker rooms, counseling sessions, restrooms, dressing areas, etc.
- Using the camera, video or recording functions of electronic devices on school premises or at

school-sponsored activities to record, post or share hate crimes, bias incidents, civil rights violations, and bias-related harassment, including those which take place outside of school, or in any situation where there is a detrimental effect on the school or the educational climate.

**Violations of this policy will result in various responses:**

**First offense:**

The faculty member will ask the student for his/her cell phone or other device and return it to the student at the end of the school day. Teachers may have the device dropped off at the Main Office (failure of the student to comply with faculty member request will result in referral to the Assistant Principal for consequences according to the Student handbook / Expectations for Behavior / Progressive Response Matrix).

**Second offense:**

The faculty member will ask the student for his/her device and return it only to the student's parent or guardian (failure of the student to comply with faculty member request will result in referral to the Assistant Principal for consequences according to the Student handbook / Expectations for Behavior / Progressive Response Matrix).

**Third and subsequent offenses:**

The device will be confiscated and returned only to the student's parent or guardian. The student may not bring the device to school for the remainder of the school year (failure of the student to comply will result in referral to the Assistant Principal for consequences according to the Student Handbook / Expectations for Behavior / Progressive Response Matrix).

**Repeated violations of this policy:**

Students may be subject to additional disciplinary action, consistent with the Student handbook / Expectations for Behavior / Progressive Response Matrix).

**Students bring electronic equipment to school at their own risk, and they are encouraged to keep all such equipment in a secure place. No liability will be accepted by MGRSD in the event of loss, theft or damage to any device.**

**Suspension or Expulsion under M.G.L. c. 71, §37H 1/2**

State law permits Principals to suspend students charged with a felony or a felony delinquency, or to expel students convicted of or admitting guilt to a felony or a felony delinquency if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

As required by law, a student whom a Principal has determined should be expelled has rights of notice, hearing, and appeals to the Superintendent of the school.

Any student who is charged with one of the above violations shall be notified in writing of an opportunity for a hearing. After the hearing the principal may decide to suspend rather than expel a student. The principal will state in writing to the School Committee reasons for choosing suspension instead of expulsion as the most appropriate remedy. In this statement the Principal will represent that in his or her opinion,

the continued presence of this student in the school will not pose a threat to the safety, security, and welfare of other students and staff in the school.

## **SEARCH AND SEIZURE BY SCHOOL OFFICIALS**

Administrators may search students and their property, including vehicles, if they have reasonable grounds to believe that the search will turn up evidence that the student has violated or is violating the law. Any student refusing to cooperate with school officials when a search is requested will be suspended for a minimum of ten days.

### Searches to Student's Person

In all circumstances of search and seizure in the school, the interests of the student will be abridged no more than is necessary to achieve the legitimate end of preserving order in the school. A student search and resulting seizure will be carried out if (a) there are reasonable grounds for suspecting that the student has violated or is violating either the law or the rules of the school, and (b) the search itself is conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and nature of the infraction. When possible, the search should be conducted under the direction of the Principal or designated administrator with at least one other adult witness, all of the same sex as the alleged offender. Whenever possible, reasonable efforts must be made to inform the student's parents/guardian prior to taking such action. The search should be conducted as discreetly as possible making sure to avoid intrusive searches or random searches. If the search and seizure so warrants, it will be brought to the attention of the appropriate law enforcement authorities and the student's parents will be so informed.

### Searches of Lockers, Desks, Computers

Students may be issued lockers, desks, and computers, etc, at the opening of school or thereafter. Students should have no expectation of privacy in their school lockers, desks, computers, etc. Lockers, desks, and computers are for the use of students, but remain the property of the Mount Greylock Regional School District. Students are advised that their lockers, desks, and computers, etc, may be inspected without notice by school administrators to ensure cleanliness, safety, and adherence to federal, state, and local laws and regulations.

### Canine Inspections of Schools

At the discretion of the Principal, the Williamstown Police or State Police Canine Unit may be requested to perform an inspection of the school, school property, and vehicles parked in the school parking lot.

## **Agreement with Williamstown Police Department**

The Mount Greylock Regional School has an agreement with the Williamstown Police Department to report all cases of actual possession, use, sale, and distribution of alcohol or a controlled substance or weapons in school, upon school property, or at school-sponsored events for appropriate action, after an attempt to notify parents.

## **Restraint of Students and Staff Restraint Training**

The Commonwealth of Massachusetts Department of Education has specific regulations concerning the use of physical restraint of students in public schools. These regulations apply to all students whether in

regular education or special education. Pursuant to the regulations, Mount Greylock Regional School personnel will use physical restraint as a last resort with two goals in mind, and only after other less intrusive methods have been attempted or considered:

- to protect a student or member of the school community from imminent, serious physical harm; and
- to prevent or minimize any harm to the student when a restraint is deemed necessary.

All relevant Mount Greylock Regional School personnel will receive appropriate training regarding this policy at the start of the school year.

### **Family Educational Rights and Privacy Act (FERPA) - Notification of Rights under FERPA for Elementary and Secondary Schools**

- reference School Committee policy available at <https://www.wlschools.org/index.cfm>

### **Rights and Responsibilities of Students with Special Needs**

Federal law guarantees every student the right to a free and appropriate public education regardless of handicap or disability. State and federal law will determine school policy and procedures in detailing the rights and responsibilities of students with special needs. In order to assure compliance with the intent of the state statute, the Department of Education will require that school districts comply with the following procedures:

- The Expectations for Behavior must be on file with the Department of Education. The Code must contain the specific procedures noted herein for the suspension of a student with special needs.
- The School Committee will ensure that there is an appropriate procedure to notify the Director of Pupil Personnel Services or designee of the suspendable offenses of a student with special needs so that the required procedures under this policy can be consistently implemented.
- The school officials will keep records of the number of suspensions of a student with special needs.
- The Individualized Education Plan (I.E.P.) for every student with special needs will indicate whether the student can be expected to meet the regular discipline code or if a modification is required. If a modified discipline code is required, it will be written in the I.E.P.
- When it is known that the suspension(s) of a student with special needs will accumulate to ten (10) days in a school year, a review of the I.E.P. as provided in Section 333 of the Chapter 766

Regulations, will be held to determine the appropriateness of the student's placement or program.

If the Special Education Team concludes that the student's misconduct is related to the student's handicapping conditions, the result of an inappropriate special education placement, or is the result of an I.E.P. that is not fully implemented, then the I.E.P. will be modified to reflect a new program designed to better meet the student's needs. Following parental approval, the student will be placed immediately in a new program.

### **Rights under Section 504**

A student with a disability recognized under the Federal statute known as Section 504 (29 USC §794 [a]) is entitled to accommodation of that disability to the extent that it interferes with the student's ability to participate in or benefit from any educational or other program at Mount Greylock Regional School. Section 504 also prohibits discrimination against any student based on such a disability. A student whose disability is recognized under special education law, known as the Individuals with Disabilities Education Act (IDEA: see USC §1401 [3]) is entitled to educational programs and assignments that are designed to develop his/her educational potential (M.G.L. c. 71B §1). Section 504 accommodation plans and special education



individualized education programs (IEPs) must be developed in accordance with procedures set out in federal and Massachusetts law and regulations. Mary MacDonald, Principal, assures compliance with Section 504 and she can be reached at 413-458-9582, ext. 158.

### **Rights of Eighteen-Year-Olds**

#### *Sign-Out Policy*

Although the student assumes the right and responsibility for matters relating to attendance (authorization for absences, tardies, and early dismissals), the approval of the Principal must be given prior to an early dismissal of an eighteen-year-old. All school policies and procedures shall continue to apply to a student who reaches the age of majority.

#### *Age of Majority 603 CMR 23.01*

When a student reaches the age of majority (18 years of age by law) and wants to assume responsibility for matters pertaining to school, he/she must see his/her guidance counselor, review the following factors involved, and complete the proper forms:

- The student has the right of access to and release of school records.
- A student may receive all school communications if he/she submits proof that he/she is no longer a dependent of a parent for federal tax purposes.
- Parents of the student retain the right of access and communication on all school matters if the 18-year-old remains a dependent of the parent for federal tax purposes, unless the student expressly removes the right from the parents in writing.

Even if you are eighteen, dismissals will only be granted for an emergency or for those matters that cannot be taken care of after school hours. Every attempt should be made to schedule appointments after school. You will not be dismissed by a telephone call except in an emergency situation. At the dismissal time, you must sign out in the attendance office. In the event there is an approved early dismissal the parents or guardians will be notified between 7:30a.m. and 9:00a.m. that day, or as soon as possible.

### **ENGLISH LANGUAGE LEARNERS**

For information, please contact the student's guidance counselor if English is not the primary language spoken at home.

### **DIRECTORY INFORMATION**

#### • **What May Be Reported About Students**

The Mount Greylock Regional School Committee establishes that, in conformity with federal and Massachusetts law governing the privacy of student information, School District administrators or others acting under the authorization of the Superintendent may, without the prior written consent of a student's parent or guardian, release directory information on any student attending the Mount Greylock Regional School. As used herein, "directory information" shall mean personally identifiable information about a student that is generally not considered harmful or an invasion of privacy if released. Directory information shall include the following personally identifiable student information: (1) name, (2) address, (3) telephone listing, if published, (4) photograph, (5) date and place of birth, (6) dates of attendance, (7) grade level, (8) participation in officially recognized activities and sports, (9) weight and height of members of athletic teams, (10) honors and awards received, and (11) the most recent educational agency or institution attended.

**Military Recruiters**

The Mount Greylock Regional School and its agents will release to military recruiters, upon request, the following directory information on students who are in their third and fourth years of high school: (1) student's name; (2) student's address; and (3) student's telephone number.

**Parental Advisement to Withhold Release of Directory Information**

A parent or guardian who does not wish directory information on her/his child to be released pursuant to either above, or both, may prevent release of that information by providing an annual written notification to the Superintendent or the Principal of her/his child's school within five (5) days of entering school.

**Destruction of Records**

Regulations require that certain parts of the student record, such as the temporary record, guidance information, and some testing results be destroyed seven (7) years after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before the temporary record information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of the information before its destruction.

## **SECTION IX**

### **ACTIVITIES AND GOVERNANCE OPPORTUNITIES FOR PARENTS & COMMUNITY MEMBERS**

#### **Mount Greylock Regional School District School Committee**

Regina DiLego, Chair (Lanesborough - Term Ends 2022)

Dan Caplinger, Vice Chair (Williamstown - Term Ends 2022)

Steven Miller, Secretary (Williamstown - Term Ends 2022)

Alison Carter (Williamstown - Term Ends 2020)

Christina Conry (Lanesborough - Term Ends 2022)

Al Terranova (Lanesborough - Term Ends 2020)

James Art (Williamstown - Term Ends 2020)

#### **School Council**

The School Council consists of students, teachers, parents, community members, and administration who are concerned with improving the school. The Council meets monthly (meeting dates listed on website) at 4:30 p.m. in the school library. Its main tasks each year are to provide insight and review during annual budget development, create a School Improvement Plan for the School Committee to review and to annually revise the Student Handbook. For more information on the School Council, please contact co-chair Mary MacDonald in the Principal's Office at 458-9582 x 1013.

#### **School Council Membership 2019-2020**

Administration: Mary MacDonald (co-chair)

Teachers: Matthew Fisher, Anne Sulzmann

Parents: Andrea Malone, Rob Mathews, Michelle Johnson

Community Member(s): Julia Bowen (W); Lorna Gayle (L)

Students: Oscar Low '21, Charlie McWeeny '21, Lucy Shepard '20

#### **Mount Greylock PTO**

Every parent/guardian of a MGRS student is already a member of the PTO! The MGRS PTO is a group of parents working with teachers and staff to achieve the school's mission to support the academic and social emotional growth of all students. The PTO focuses on enhancing communication among the parents, teachers, and administration, including how parents can support the curriculum and communicate with each other. Please come to our meetings, scheduled under the Community group tab on the school website, and see what small part you could take on to make a big difference. We look forward to partnering with you as we work together to make our students' Mount Greylock experience the best it can be! Please contact our President - Valerie Hall - [vlphall@yahoo.com](mailto:vlphall@yahoo.com) in order to join our email list.

#### **Friends of the Arts**

Friends of the Arts is a coalition of parents, faculty, staff, and the local arts community whose primary purpose is to support the Fall Festival of Shakespeare at Mount Greylock. In addition, Friends of the Arts seeks to support all of the arts at MG and enhance the arts experience for all students. Friends of the Arts provides financial assistance for field trips, enlists volunteer support for musical and dramatic productions, facilitates relationships among the school and local cultural institutions, and sponsors additional arts

programming at the school. For more information and to join the group in supporting our artistic and creative kids, contact: Cecilia Hirsch: [chirsch@williams.edu](mailto:chirsch@williams.edu)

### **After-Prom Committee**

All parents of current seniors and juniors are urged to help with the After-Prom Event, which is a safe, substance-free, all-night celebration for the Senior Class. It's a fun and worthwhile cause, a rite of passage — and the last chance for this particular group of parents to work together on a project for our kids!

There's plenty to do and a variety of tasks for everyone. The different components you can help with include:

- The Auction (the main fundraiser for the After-Prom), which brings huge support from our local communities and requires outreach and fundraising in the business community
- The alcohol awareness event, the annual educational piece
- The After-Prom Event itself, starting at midnight and ending at six a.m., with non-stop activities (from magician to massage therapists) through the night, culminating in the region's most hilarious hypnotist

For more information, please check the After-Prom's website, <http://greylockafterprom.com/>

### **The SEE Fund**

The SEE Fund (Sustaining Educational Excellence) is an endowment fund whose mission is to sustain educational excellence by providing financial support for superior educational initiatives at Mount Greylock. The SEE Fund supports grant proposals that seek to:

- provide students with challenging, engaging curriculum
- enhance the love of learning
- stimulate intellectual and creative endeavors

Proposals to the SEE Fund are accepted in the spring. The SEE Fund Board of Governors reads all applications and decides which proposals to fund. For an application or to view past SEE Fund projects, please visit the SEE Fund website

<http://www.berkshiretaconic.org/bReceivebNonprofitsIndividuals/SearchApplyforGrants/SEEFundSustainingEducationalExcellence.aspx>

### **Booster Clubs for Athletic Teams**

There are many opportunities to support student athletes. Interested family members are encouraged to speak to their students' coaches for individual contacts for each team. Athletic Director Lindsey von Holtz can help direct parents to Booster Club leaders as well.

**SECTION X****APPENDICES**

- A – Progressive Response Matrix
- B – Travel / Field Study Form and Procedures - available online at [mgrhs.org](http://mgrhs.org) or hardcopy in main office
- C – Behavior & Safety Agreement
- D – Off-Campus College Course Agreement- available online at [mgrhs.org](http://mgrhs.org) or hardcopy in main office
- E – Dance Guidelines and Procedures - available online at [mgrhs.org](http://mgrhs.org) or hardcopy in main office
- F – Facility Use Request Form - available online at [mgrhs.org](http://mgrhs.org) or hardcopy in main office
- G – Parking Permit Registration - available online at [mgrhs.org](http://mgrhs.org) or hardcopy in main office
- H – Due Process for Suspension
- I – Allergy Procedures and Medical-Condition Responses
- J – Daily Schedule, Early Release and Two Hour Delay
- L - Residency expectations
- M - Guidelines for Booster Organizations
- N - School Choice Policy

Appendix A – Progressive Response Matrix					
<b>Warning/ Behavior and Safety Agreement</b>	<b>Detention /Social Probation Parent contact preferred</b>	<b>1 Day Suspension (In or out of school) Parental contact</b>	<b>1-2 Day Suspension (In or out of school) Parental contact</b>	<b>1-5 Day Suspension (mostly out of school) Parental Meeting</b>	<b>5 – 10 Day Suspension (mostly out of school) Parental Meeting</b>
	Cut Teacher detention (2 admin detentions)		Profanity to Staff / Violence	Threatening Staff	Direct physical contact with staff X
Bully (1st step) Complaint	Bullying (2nd step)		Bullying (3rd step)	Bullying (4th step)	Bullying (5 <sup>th</sup> step) X
Harassment Complaint (1st step) 1st Bus Complaint	Harassment (2nd step) 2 <sup>nd</sup> Bus Complaint	3rd Bus Complaint (to include bus suspension)	Harassment (3rd step)	Harassment (4th step)	
	1st Tobacco/ Infraction	2nd Tobacco/ (w/informational class)	3rd Tobacco/ E-cig / vape Infraction (w/ 1 day external)	4th Tobacco/ E-cig / vape Infraction (w/ 3 days external)	
Profanity / Dress Code Violation	Cut Class (unauthorized area) / Excessive Tardies	Leaving Campus w/o permission  Outside w/o permission	Photo or Recording staff/ students w/o permission	Fighting	Bomb Threat X False Fire Alarm X  Weapon Possession X
Academic dishonesty or plagiarism (see policy for detailed steps)	No Pass List Violation	Slur / Unsafe / Threatening Behavior	Possession of Tobacco with intent to distribute	Possession of Controlled Substance	Alcohol / Drug UseX Refusal of search X
Parking without permit (possible revocation of privilege and towing at owner's expense)	Parking or Driving Violation / Disruptive or Disrespectful Behavior / Horseplay / Insubordination / Theft / Vandalism / Gambling O	Failure to cooperate during an emergency or drill  Cell Phone Violation	Possession or use of vape pen, e-cig, or other similar device / paraphernalia  Failure to serve admin detention		Possession of Controlled Substance with intent to distribute

			(parental meeting)		
This matrix is for a general guideline. The level of discipline imposed in a particular situation may be more or less severe based upon the attendant circumstances. If available, diversion/alternative programming maybe offered based on administrative discretion.					
O Restitution / X Possible police notification					

## Appendix C – Behavioral &amp; Safety Agreement

**Behavior and Safety Agreement**

I, \_\_\_\_\_, agree to follow the following steps while at Mount Greylock Regional School:

I will not speak unkindly or in an uncivil manner to \_\_\_\_\_. I will also not engage in non-verbal forms of harassment such as eye-rolling or unkind gestures. In addition, I will not communicate via text messaging or through social media any unkind, threatening or uncivil messages.

I will not involve my friends or classmates in this situation.

I will not speak poorly about or engage in spreading rumors about the above-named student(s).

If \_\_\_\_\_ attempts to speak with me in an uncivil manner or tries to communicate through text messaging or through social media, I will not engage. I will go to the main office and inform Mr. Schutz or Mrs. MacDonald as to what is happening so they can handle the situation.

If I have a problem with \_\_\_\_\_, I will find a teacher, guidance counselor, or administrator to help me.

**I will follow these rules every day. If I violate this agreement, I understand that disciplinary action will be taken including suspension.**

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Jacob N. Schutz

\_\_\_\_\_  
Mary A. MacDonald



## Appendix H – Due Process for Suspension

### NOTICE OF PROPOSED SUSPENSION

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

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

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

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

### SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

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

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

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

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

#### **LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION**

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

Additionally, the student shall have the following additional rights:

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 and or parent's/guardian'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; and
- the right to cross-examine witnesses presented by the school district;
- the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and

alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

- Set out 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 a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

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

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

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

## **APPEAL OF LONG-TERM SUSPENSION**

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

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

## **EMERGENCY REMOVAL**

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or

materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

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

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

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

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

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

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

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

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

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

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

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

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

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

**Felony complaint or issuance of felony delinquency complaint**

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

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

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

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

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

The student shall notify the Superintendent in writing of his/her request for an appeal the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing,

the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

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

## Appendix I – Allergy Procedures and Medical-Condition Responses

**MT. GREYLOCK REGIONAL SCHOOL/ SCHOOL UNION 71**  
***ALLERGY PROCEDURES and MEDICAL-CONDITION RESPONSES***

**RESPONSIBILITIES:****PARENTS/GUARDIANS**General for all types of allergies:

- Notify the school nurse of the child's allergy prior to the opening of school (or as soon as possible after a diagnosis)
- Participate in developing and updating Individual Health Care Plan (IHCP) with the school nurse annually or as needed
- Participate in team meetings to develop a plan accommodating needs in the classroom, cafeteria, after school programs and on the school bus
- Provide written instructions from the licensed medical provider
- Provide the school with up-to-date EpiPen auto-injectors
- Provide the nurse with at least annual updates on the child's allergies
- Provide the school with a way to contact the parent (cell phone, beeper, etc.)
- Provide a medical alert bracelet/necklace for the child
- Be willing to go on the child's field trips if possible and if requested
- Educate the child in the self-management of his/her allergy
- Provide the nurse with up-to-date medical device (i.e. glucose monitor)

Specific to food allergies:

- Provide a list of foods and ingredients to avoid
- Be willing to provide safe foods for the child as well as the class for special occasions (i.e. bring in a treat for the entire class so your child can participate)
- Provide a bag of "safe snacks" for your child so there is always something from which the child can choose

**SCHOOL ADMINISTRATION**General for all types of allergies:

- Identify a core team that includes at least the school nurse, teacher, principal, food service director, Director of Pupil Services, secretary of specific school, bus driver and school counselor to work with the family and student to develop an Allergy Action Plan (AAP)
- Communicate the details of the IHCP with appropriate faculty and staff. Use PowerSchool to note IHCP and any medical alert concerns
- Coordinate annual training and education for faculty and staff with School Nurse as needed regarding:
  - Food, insect stings, medications, latex
  - Emergency procedures
  - Medical devices (i.e. glucose monitor)
  - Epinephrine auto-injectors (EpiPens)

- Ensure that a nurse (or nurse delegee) is available to every school with students with life-threatening allergies
- Provide emergency communication devices (i.e. two-way radio, intercom, walkie-talkie, cell phone) for school activities
- Include in the school's emergency response plan a written plan outlining emergency procedures for managing life-threatening allergic reactions
- Implement a periodic anaphylaxis drill similar to a fire drill as part of the training course
- Make sure a contingency plan is in place in case of a substitute teacher, nurse or food service personnel
- Create specific areas that will be allergen safe

**Specific to food allergies:**

- Coordinate special training as needed for food service personnel
- Set up policies for the cafeteria at each school regarding food allergic students
- Vending machine will carry a sign stating that the vending machine items may contain nuts or nut by-products
- Require that only allergy-safe snacks be sent in for class occasions

**NURSE**

**General for all types of allergies:**

- Preferably before entry to school in September or in the spring of the previous year (or in the case of a new diagnosis as soon as possible after diagnosis), the nurse will meet with or communicate with the parent to develop an Individual Health Care Plan (IHCP)
- Arrange follow-up on a semi-annual basis, or as often as necessary, to review the effectiveness of the IHCP, make changes if indicated and review with parent and team
- After the plan is developed, ask the parent to review the prevention plans, symptoms and emergency procedures with their child
- Post school district's emergency protocol and have available all IHCPs and AAPs in the nurse's office. Post location of epinephrine auto-injectors
- Arrange a time to meet individually or in a team meeting to review the plan with all staff who come in contact with the student with allergies, including principal, teacher, specialists, food service personnel, aides, custodians
- Educate new personnel as needed, especially substitute teachers (organized as part of training protocol)
- Collaborate with the classroom teacher as to where the closest medical facilities will be for each field trip, and provide the care plan and EpiPen for the teacher
- Coordinate with administration to post allergy alerts on PowerSchool

**CLASSROOM TEACHER**

**General for all types of allergies:**

- Participate in a team meeting to develop an AAP in conjunction with a 504 plan for the student with life-threatening allergies or medical conditions
- Prohibit all food from the classroom during all school activities.
- Require that only allergy-safe snacks be sent in for class occasions
- Ask for parent approval to send a letter to other families to inform them of the school's peanut/nut or other food allergy policy.



**Specific to food allergies:**

- Inform parents of any special occasions/parties in the classroom as a reminder to send appropriate food

**A. Snacks/Lunchtime**

- Discourage students from sharing or trading snacks. (*All grade levels- PreK-12*)
- Encourage parent/guardian to send in “safe” snacks for their child
- Reinforce hand washing before and after eating

**B. Classroom Activities**

- Prohibit use of allergen for classroom activities (i.e. arts and crafts, counting, science projects, etc.)
- Use stickers, pencils or other non-food items as rewards instead of food
- Prohibit use of peanut/nut products for cooking in Nutrition classes at the High School

**C. Field Trips**

- Collaborate with the school nurse when planning the details of a field trip
- (1) Ensure the EpiPen and glucose monitor and instructions are taken on the field trips
  - (2) Ensure that schools provide a communication device for field trips
  - (3) Know where the closest medical facilities are located
  - (4) Invite parents of a student at risk for anaphylaxis to accompany child on the field trip
  - (5) Ensure that child with allergy is with a person trained in use of EpiPen

**D. Substitute Teachers, Volunteers, etc.**

- Coordinate with School Nurse to ensure that substitute teachers and/or volunteers receive written information that the students with food allergies are in the class, information for peanut-free tables or other special modifications, and the resources available if a student has an allergic reaction.
- 

**FOOD SERVICES****General for all types of allergies:**

- Attend the team meeting to discuss the IHCP and AAP when scheduled by the school nurse
- Post the student’s AAP in the kitchen of appropriate school with consent of parent(s)/guardian(s)

**Specific to food allergies:**

- Read all food labels and recheck routinely for the presence of food allergens
- Remove all peanut products from food service preparation to the best of one’s ability
- Train all food service staff and their substitutes to read product food labels and recognize food allergens
- Maintain contact information for distributors of food products

**General for all types of allergies:**

- Have at least two people in the eating area trained to administer an EpiPen
- Have an EpiPen readily accessible to lunchroom staff. Store in kitchen
- Take all complaints seriously from any student with a life-threatening allergy
- Be prepared to take emergency action
- Use non-latex gloves when handling food

**Specific to food allergies:**

- Thoroughly clean all peanut-free tables prior to first lunch, using specific bleach solution and/or disinfectant
- Ensure that peanut-safe/tree nut-safe areas or tables are labeled as such

**SCHOOL BUS COMPANY****Specific to food allergies:**

- Enforce policy of “no food to be eaten” on school buses on the daily school runs.

**COACHES AND OTHER ON-SITE PERSONS IN CHARGE  
OF CONDUCTING SCHOOL SPONSORED AFTER-SCHOOL ACTIVITIES****General for all types of allergies:**

- Communicate with the school nurse regarding the IHCP of a child with life-threatening allergy
- Keep a copy of the AAP
- Make certain an emergency communication device is present at all sports events and after-school activities
- Ensure that the student is aware that he/she is responsible for having EpiPen with them for all sports events and after-school activities



**FARE**  
Food Allergy Research & Education

## FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN

Name: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

Allergy to: \_\_\_\_\_

Weight: \_\_\_\_\_

Sex: \_\_\_\_\_

Asthma: \_\_\_\_\_

☐ Yes (higher risk for a severe reaction)

☐ No

PLACE  
PICTURE  
HERE

**NOTE:** Do not depend on antihistamines or inhalers (bronchodilators) to treat a severe reaction. **USE EPINEPHRINE.**

Extremely reactive to the following allergens: \_\_\_\_\_

**THUSFORE:**

☐ If checked, give epinephrine immediately if the allergen was **LIKELY** eaten, for **ANY** symptoms.

☐ If checked, give epinephrine immediately if the allergen was **DEFINITELY** eaten, even if no symptoms are apparent.

### FOR ANY OF THE FOLLOWING: SEVERE SYMPTOMS



#### LUNG

Shortness of  
breath, wheezing,  
repetitive cough



#### HEART

Pale or bluish  
skin, faintness,  
weak pulse,  
dizziness



#### THROAT

Tight or hoarse  
throat, trouble  
breathing or  
swallowing



#### MOUTH

Significant  
swelling of the  
tongue or lips



#### SKIN

Many hives over  
body, widespread  
redness



#### GUT

Repetitive  
vomiting, severe  
diarrhea



#### OTHER

Feeling  
something bad is  
about to happen,  
anxiety, confusion

**OR A  
COMBINATION  
of symptoms  
from different  
body areas.**

- 1. INJECT EPINEPHRINE IMMEDIATELY.**
- 2. Call 911.** Tell emergency dispatcher the person is having anaphylaxis and may need epinephrine when emergency responders arrive.
  - Consider giving additional medications following epinephrine:
    - Antihistamine
    - Inhaler (bronchodilator) if wheezing
  - Lay the person flat, raise legs and keep warm. If breathing is difficult or they are vomiting, let them sit up or lie on their side.
  - If symptoms do not improve, or symptoms return, more doses of epinephrine can be given about 5 minutes or more after the last dose.
  - Alert emergency contacts.
  - Transport patient to ER, even if symptoms resolve. Patient should remain in ER for at least 4 hours because symptoms may return.

### MILD SYMPTOMS



#### NOSE

Itchy or  
runny nose,  
sneezing



#### MOUTH

Itchy mouth



#### SKIN

A few hives,  
mild itch



#### GUT

Mild  
nausea or  
discomfort

**FOR MILD SYMPTOMS FROM MORE THAN ONE  
SYSTEM AREA, GIVE EPINEPHRINE.**

**FOR MILD SYMPTOMS FROM A SINGLE SYSTEM  
AREA, FOLLOW THE DIRECTIONS BELOW:**

- Antihistamines may be given, if ordered by a healthcare provider.
- Stay with the person; alert emergency contacts.
- Watch closely for changes. If symptoms worsen, give epinephrine.

### MEDICATIONS/DOSES

Epinephrine Brand or Generic: \_\_\_\_\_

Epinephrine Dose: \_\_\_\_\_

☐ 0.15 mg IM

☐ 0.3 mg IM

Antihistamine Brand or Generic: \_\_\_\_\_

Antihistamine Dose: \_\_\_\_\_

Other (e.g., Inhaler-bronchodilator if wheezing): \_\_\_\_\_

PATIENT OR PARENT/GUARDIAN AUTHORIZATION SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

PHYSICIAN/HC PROVIDER AUTHORIZATION SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

FORM PROVIDED COURTESY OF FOOD ALLERGY RESEARCH & EDUCATION (FARE) (FORMAL15BFORMC) 4/2017

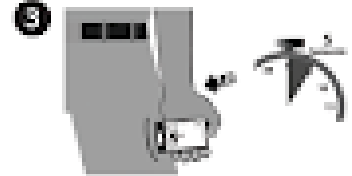


**FARE**  
Food Allergy Research & Education

## FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN

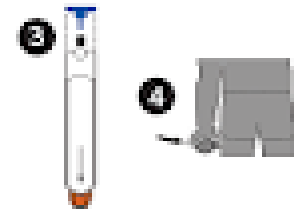
### HOW TO USE AUVI-Q® (EPINEPHRINE INJECTION, USP), KALEO

1. Remove Auvii-Q from the outer case.
2. Pull off red safety guard.
3. Place black end of Auvii-Q against the middle of the outer thigh.
4. Press firmly, and hold in place for 5 seconds.
5. Call 911 and get emergency medical help right away.



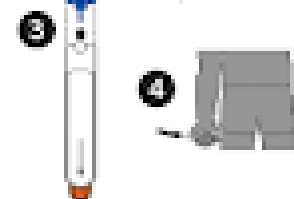
### HOW TO USE EPIPEN® AND EPIPEN JR® (EPINEPHRINE) AUTO-INJECTOR, MYLAN

1. Remove the EpiPen® or EpiPen Jr® Auto-Injector from the clear carrier tube.
2. Grasp the auto-injector in your fist with the orange tip (needle end) pointing downward.
3. With your other hand, remove the blue safety release by pulling straight up.
4. Swing and push the auto-injector firmly into the middle of the outer thigh until it 'clicks'.
5. Hold firmly in place for 3 seconds (count slowly 1, 2, 3).
6. Remove and massage the injection area for 10 seconds.
7. Call 911 and get emergency medical help right away.



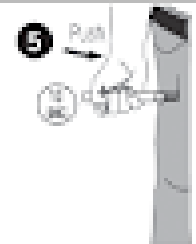
### HOW TO USE EPINEPHRINE INJECTION (AUTHORIZED GENERIC OF EPIPEN®), USP AUTO-INJECTOR, MYLAN

1. Remove the epinephrine auto-injector from the clear carrier tube.
2. Grasp the auto-injector in your fist with the orange tip (needle end) pointing downward.
3. With your other hand, remove the blue safety release by pulling straight up.
4. Swing and push the auto-injector firmly into the middle of the outer thigh until it 'clicks'.
5. Hold firmly in place for 3 seconds (count slowly 1, 2, 3).
6. Remove and massage the injection area for 10 seconds.
7. Call 911 and get emergency medical help right away.



### HOW TO USE IMPAX EPINEPHRINE INJECTION (AUTHORIZED GENERIC OF ADRENALIN®), USP AUTO-INJECTOR, IMPAX LABORATORIES

1. Remove epinephrine auto injector from its protective carrying case.
2. Pull off both blue end caps; you will now see a red tip.
3. Grasp the auto-injector in your fist with the red tip pointing downward.
4. Put the red tip against the middle of the outer thigh at a 90-degree angle, perpendicular to the thigh.
5. Press down hard and hold firmly against the thigh for approximately 10 seconds.
6. Remove and massage the area for 10 seconds.
7. Call 911 and get emergency medical help right away.



### ADMINISTRATION AND SAFETY INFORMATION FOR ALL AUTO-INJECTORS:

1. Do not put your thumb, fingers or hand over the tip of the auto-injector or inject into any body part other than mid-outer thigh. In case of accidental injection, go immediately to the nearest emergency room.
2. If administering to a young child, hold their leg firmly in place before and during injection to prevent injuries.
3. Epinephrine can be injected through clothing if needed.
4. Call 911 immediately after injection.

### OTHER DIRECTIONS/INFORMATION (may self carry epinephrine, may self administer epinephrine, etc.):

Treat the person before calling emergency contacts. The first signs of a reaction can be mild, but symptoms can worsen quickly.

#### EMERGENCY CONTACTS — CALL 911

PERSON RESPONSIBLE: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_ PHONE: \_\_\_\_\_  
PERSON RESPONSIBLE: \_\_\_\_\_ PHONE: \_\_\_\_\_

#### OTHER EMERGENCY CONTACTS

PERSON RESPONSIBLE: \_\_\_\_\_  
PHONE: \_\_\_\_\_  
PERSON RESPONSIBLE: \_\_\_\_\_  
PHONE: \_\_\_\_\_

15

2015/1

## Bee Sting Allergy Action Plan

Student'sName: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

ALLERGY TO: \_\_\_\_\_

Advised: Yes No \*Please tick for severe reaction+ STEP 1: TREATMENT +Symptoms:

- If child has been stung, but no symptoms:
- Mouth Itching, tingling, or swelling of lips, tongue, mouth
- Skin Hives, itching rash, swelling of the face or extremities
- Gut Nausea, abdominal cramps, vomiting, diarrhea
- Throat Tightening of throat, hoarse voice, hoarse cough
- Lungs Shortness of breath, repetitive coughing, wheezing
- Heart Timidly pulse, low blood pressure, fainting, pale, bluish
- Other: \_\_\_\_\_
- If reaction is progressing (several of the above areas affected), give

The severity of symptoms can quickly change. Urgent help is required.DOSE:Epinephrine: inject intramuscularly (circle one) Epifan® Epifan® Jr. Tenexin™ 0.5 mg Tenexin™ 0.15 mg (see reverse side for instructions)

Antihistamine: give \_\_\_\_\_

Antihistamine

Other: give \_\_\_\_\_

Antihistamine**IMPORTANT:** Antihistamines, and/or anticholinergics cannot be depended on to replace epinephrine in anaphylaxis.+ STEP 2: EMERGENCY CALLS +1. Call 911 (or Rescue Squad: \_\_\_\_\_). State that an allergic reaction has been traced, and additional symptoms may be needed.2. Do: \_\_\_\_\_ do \_\_\_\_\_

## 3. Emergency contacts:

Name/Relationship

Phone Number(s)

a. \_\_\_\_\_ 1) \_\_\_\_\_ 2) \_\_\_\_\_

b. \_\_\_\_\_ 1) \_\_\_\_\_ 2) \_\_\_\_\_

c. \_\_\_\_\_ 1) \_\_\_\_\_ 2) \_\_\_\_\_

**IF PARENT/GUARDIAN'S CANNOT BE REACHED, DO NOT HESITATE TO MEDICATE OR TAKE CHILD TO MEDICAL FACILITY:**

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Place  
Child's  
Picture  
Here

## FUNDRAISERS

These procedures are not intended to encompass school fundraisers. School Administration will direct such groups to post signs warning that food items sold may contain nuts or nut by-products.

### **NON-SCHOOL SPONSORED ACTIVITIES AND PROGRAMS**

Non-school sponsored extra-curricular activities and non-school sponsored after-school programs are not under the control or supervision of the District. The District is not responsible, and assumes no liability for, such non-sponsored activities and programs. Parents/guardians are solely responsible for ensuring that appropriate safety precautions are in place should they decide to have their child with life threatening allergies participate in such non-sponsored extra-curricular or after-school programs.

## Appendix J - DAILY SCHEDULE, ONE-HOUR DELAY AND TWO-HOUR DELAY

Digital versions of schedules can be found on the website <https://www.wlschools.org/page.cfm?p=900>

## Comprehensive Schedule:

	Monday			Tuesday			Wednesday			Thursday			Friday		
	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C
	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch
7:40 - 8:24	1	1	1	2	2	2	3	3	3	12	12	12	13	13	13
8:28 - 9:12	2	2	2	3	3	3	12	12	12	13	13	13	1	1	1
9:12 - 9:24	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
9:28 - 10:12	3	3	3	12	12	12	13	13	13	1	1	1	2	2	2
10:16 - 10:41	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study	Directed Study
10:45 - 11:15	Lunch A	7	7	Lunch A	7	7	Lunch A	7	7	Lunch A	7	7	Lunch A	7	7
11:19 - 12:03	6	Lunch B	9	6	Lunch B	9	6	Lunch B	9	6	Lunch B	9	6	Lunch B	9
12:07 - 12:51	10	10	Lunch C	10	10	Lunch C	10	10	Lunch C	10	10	Lunch C	10	10	Lunch C
12:55 - 1:39	12	12	12	13	13	13	1	1	1	2	2	2	3	3	3
1:43 - 2:27	13	13	13	1	1	1	2	2	2	3	3	3	12	12	12

1 Hour Delay:

Class periods are 41 or 42 minutes each with 4 minutes passing time.	Monday			Tuesday			Wednesday			Thursday			Friday		
	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C
	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch
8:40 - 9:21	1	1	1	2	2	2	3	3	3	12	12	12	13	13	13
9:25 - 10:06	2	2	2	3	3	3	12	12	12	13	13	13	1	1	1
10:10 - 10:51	3	3	3	12	12	12	13	13	13	1	1	1	2	2	2
10:55 - 11:25	Lunch A	7	7	Lunch A	7	7	Lunch A	7	7	Lunch A	7	7	Lunch A	7	7
11:29 - 12:11	6	Lunch B	9	6	Lunch B	9	6	Lunch B	9	6	Lunch B	9	6	Lunch B	9
12:15 - 12:57	10	10	Lunch C	10	10	Lunch C	10	10	Lunch C	10	10	Lunch C	10	10	Lunch C
1:01 - 1:42	12	12	12	13	13	13	1	1	1	2	2	2	3	3	3
1:46 - 2:27	13	13	13	1	1	1	2	2	2	3	3	3	12	12	12



2 Hour Delay:

Class periods are 32 or 33 minutes each with 4 minutes passing time.	Monday			Tuesday			Wednesday			Thursday			Friday		
	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C	Schedule A	Schedule B	Schedule C
	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch	Middle School	High School Earlier Lunch	High School Later Lunch
9:40 - 10:12	1	1	1	2	2	2	3	3	3	12	12	12	13	13	13
10:16 - 10:48	2	2	2	3	3	3	12	12	12	13	13	13	1	1	1
10:52 - 11:24	3	3	3	12	12	12	13	13	13	1	1	1	2	2	2
11:28 - 12:01	Lunch A	7	7	Lunch A	7	7	Lunch A	7	7	Lunch A	7	7	Lunch A	7	7
12:05 - 12:38	6	Lunch B	9	6	Lunch B	9	6	Lunch B	9	6	Lunch B	9	6	Lunch B	9
12:42 - 1:15	10	10	Lunch C	10	10	Lunch C	10	10	Lunch C	10	10	Lunch C	10	10	Lunch C
1:19 - 1:51	12	12	12	13	13	13	1	1	1	2	2	2	3	3	3
1:55 - 2:27	13	13	13	1	1	1	2	2	2	3	3	3	12	12	12

## Appendix K – PHYSICAL RESTRAINT PROCEDURES

### **PHYSICAL RESTRAINT PROCEDURES**

Pursuant to 603 CMR 46.03, the District adopts the following written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures shall be annually reviewed and provided to school staff and made available to parents of enrolled students.

#### **School District General Policy**

It is the policy of the District to use physical restraint only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

In accordance with this policy, physical restraint shall only be used by employees who have received the necessary training under 603 CMR 46.04(2) or 603 CMR 46.04(3). Employees shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

#### **Alternatives to Physical Restraint**

Alternatives to physical restraint that are to be utilized by school staff include engaging in conversations with the student regarding the need to comply with instructions for safety of the student and staff, CPI techniques of de-escalation including providing personal space, observing body language and listening skills. Staff may implement redirection techniques on the student, which may include escorting the student a safe area of the school where he/she would remain under direct observation of school staff, such as in the case of a time-out.

#### **District's Method of Physical Restraint**

The District utilizes Crisis Prevention Intervention (CPI) training and methodologies to prevent student violence, self-injurious behavior, and suicide, including de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

By using CPI the focus is on prevention, our core training program equips staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. It's been setting the standard for crisis prevention and intervention training for over 35 years, and can help your organization:

- Reduce the risk of injury.
- Comply with legislative mandates.

- Meet regulatory/accreditation standards.
- Improve staff retention.
- Minimize exposure to liability.
- Promote *Care, Welfare, Safety, and Security*

Schools have implemented CPI's *Nonviolent Crisis Intervention*® training to significantly reduce classroom incidents and suspensions, create behavioral and crisis response plans, and ensure safe learning environments for teachers and students.

### **Engaging Parents and Youth Regarding Restraint Prevention**

The District shall engage parents and youth in discussions about physical restraint and use of restraint as an emergency procedure. To this end, all families in the District will receive a communication from the District which will provide parents with a copy of the District's policy regarding the use of physical restraint, and contact information for parents to discuss any questions or concerns pertaining to physical restraint. In addition, said communication will include a copy of the investigation procedure for complaints of improper use of physical restraints.

### **Physical Restraint Definition**

Physical restraint is direct physical contact which prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical Escort Not a Restraint- A physical escort, defined as a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student that is agitated to walk to a safe location, is not considered to be a physical restraint.

Permitted physical escorts include guiding a student to time-out (if the student is not fighting the re-direction against his/her will), redirecting students by a busy road, or grabbing a student who is about to fall, or breaking up a fight between students.

### **Staff Involvement in Physical Restraint**

The District has a Crisis Intervention Prevention specialist on staff. Staff shall respond to in accordance with CIP training. Only staff members who have received CIP training in the use of physical restraint can administer physical restraint.

### **Appropriate Situations to Implement Physical Restraint**

The use of physical restraint is appropriate only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate. In all instances physical restraint must be conducted with extreme caution. Whenever possible, physical restraint must be witnessed by at least one person who is not participating in the restraint.

Emergency Situations- The student represents an imminent danger to self or others.

Last Resort- Other methods of de-escalation or behavior support have been unsuccessful, or would be inappropriate.

Physical restraint may not be used in any of the following circumstances:

- a) Punishment- Physical restraint as a means of punishment is strictly prohibited.
- b) Student Medical Safety Concerns- Physical restraint shall not be used where it cannot be safely implemented because of medical conditions (such as asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting).
- c) Student Misbehavior Not Resulting in Assault or Imminent, Serious, Physical Harm- Physical restraint may not be used in response to a destruction of property, disruption of school order, refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious physical harm.
- d) Physical Restraint as a Standard Response - Physical restraint may not be used as a standard response. Employees are required to engage in positive behavioral interventions. No written behavioral or individualized educational program (IEP) may include the use of physical restraint as a standard response to any behavior.

### **Appropriate Amount of Force**

When the use of physical restraint is appropriate, staff trained in CIP shall only use the amount of force reasonable necessary to protect a student or another member of the school community from assault or from imminent, serious, physical harm.

### **Safety Procedures & Prohibited Restraints**

The use of physical restraint shall be done in accordance with CIP training, in the safest method available and appropriate to the situation in a manner to prevent or minimize physical harm. Physical restraint shall not be administered in a manner in which the student is prevented from breathing or speaking.

During the restraint a staff member must continuously monitor the physical status of the student, including skin temperature and color, and respiration. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

The use of mechanical restraint, medication restraint, and seclusion are prohibited in all instances. The use of prone restraint is generally prohibited.

Mechanical restraint-Mechanical restraint is defined as the use of any device or equipment to restrict a student's movement.

Medication restraint- Medication restraint is defined as the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the

parent for administration in the school setting in not medication restraint.

**Seclusion-** Seclusion is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

**Prone Restraint-** As indicated above, the use of prone restraint is generally prohibited. Prone restraint is a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face down position.

Prone restraint is prohibited, except when all of the following criteria are met:

- the student has a documented history of repeatedly causing serious injury to self or others;
- all other forms of restraint have been unsuccessful in ensuring safety;
- there are no medical contraindications as documented by a licensed physician;
- there is psychological or behavioral justification with no psychological or behavioral contraindications as documented by a licensed mental health professional;
- the program has obtained consent from the parent to use prone restraint in an emergency, and the consent has been approved in writing by the principal;
- the program has documented all of the above in advance of the use of prone restraint.

### **Time Period of Restraint**

Any use of physical restraint shall end as soon as the student is no longer an immediate danger to him/herself and/or others.

**Principal Approval Required for Restraints In Excess of Twenty (20) Minutes-** If a student is restrained for a period longer than twenty (20) minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

### **Seclusion Prohibited**

Seclusion occurs when a student who is left alone with no staff present or immediately available in an area where the student is prevented from leaving. Seclusion is not permitted under any circumstances.

### **Use of Time-Outs**

Time-outs are a permitted behavioral support strategy. Time-outs involve a temporary separation of a student from learning activities or from the classroom, either by choice or by direction of staff for the purpose of calming.

Time-outs must end as soon as the student has calmed. If time-outs are used as a behavioral support strategy, there must be a procedure in place for the use of time-outs that includes a process for obtaining principal approval for time-outs of more than thirty (30) minutes. During a time-out the student must be continually observed by staff member(s). Staff member(s) must be with the student or immediately available to the student at all times.

The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.

### **Notification Following Use of Physical Restraint**

Employee Notification to Principal- Employees who administered restraint are required to verbally inform the principal as soon as possible, and submit written report no later than the next school day.

Parent Notification- The Principal or Director of Pupil Services, or his/her designee, will make reasonable efforts to verbally notify the student's parents of the physical restraint with twenty-four (24) hours of the event. A written report will be sent to the parents/guardians within three (3) school days by an email provided to the school by the parent/guardian or postmarked within three (3) school days by regular mail. If the parent/guardian receives school-related information in a language other than English, the written report shall be provided in such non-English language. The student and parents/guardians shall have the right to respond to the use of physical restraint as well as the content of the report verbally or in writing.

### **Written Report to Parents/Guardians Following a Restraint**

The written report to parents within three (3) school days must include the following:

- 1) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
- 2) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- 3) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- 4) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- 5) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

### **Actions in Addition to the Written Report**

The District is required to take certain follow up procedures in addition to the report. The follow up procedures required are dependent upon whether the student was restrained once over the course of a week, or was restrained multiple times over the course of the week.

Single Restraint of Student in the Course of a Week- After the release of a student from a restraint, the District shall review the incident with the student to address the behavior that precipitated the restraint, review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Multiple Restraints of Student in the Week- The Principal is required to conduct weekly reviews of restraint data. If the Principal identifies a student or student(s) who have been identified as being restrained multiple times during the course of the week, the Principal shall convene a team to assess the restrained student's progress and needs. This assessment shall include as least the following:

- 1) review and discussion of the written reports and any comments provided by the student and parent about such reports and the use of the restraints;
- 2) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- 3) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- 4) agree on a written plan of action by the program.

\*Note- If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

### **Principal Monthly Review**

As mentioned above, the Principal is required to conduct weekly reviews to determine if any students have been physically restrained multiple times. Additionally, the principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

### **State Reporting Requirements**

Injury reports and annual data on the use of physical restraints must be reported to the Department of Elementary and Secondary Education (Department).

Injury reports- All restraint-related injuries will be reported by the District to the Department. When a

physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report detailed above postmarked no later than three (3) school days of the administration of the restraint. The District shall also send the Department a copy of the record of physical restraints written reports for the thirty (30) day period prior to the date of the reported restraint. Within thirty (30) calendar days the Department will determine if any action is warranted.

Annual report- The District will collect data concerning every use of physical restraint and report such data to the Department on an annual basis. Such data shall be reported in a manner and form directed by the Department.

### **Investigation of Complaints**

A complainant who believes that they or someone else has been subject to improper use of physical restraint may first discuss his/her concerns with the building Principal in an attempt to resolve the matter informally. If the complainant is not successful in achieving a resolution that is satisfactory to the complainant within ten (10) calendar days, or if the complainant wishes to bypass the informal process, he/she may notify the Superintendent of Schools that he/she would like to file a formal grievance. This must be filed within ninety (90) calendar days after the complainant becomes aware of the alleged improper use of physical restraint. (Processing of allegations of improper use of physical restraint which occurred before this grievance procedure was in place will be considered on a case-by-case basis.) To file a formal grievance the complainant must inform the Superintendent of Schools in writing and must include:

The name and address of the person filing and a brief description of the alleged improper use of physical restraint, including the date the action occurred and the name(s) of the person(s) believed to be responsible.

Upon receiving the complaint the Superintendent or his/her designee will conduct an investigation with respect to all timely filed complaints. This investigation procedure contemplates informal but thorough and impartial investigations, affording all interested persons and their representatives an opportunity to present witnesses and other evidence relevant to a complaint.

The District will provide a prompt and equitable resolution, including taking steps to prevent recurrence of any improper physical restraint that it finds has occurred, and to correct the effects of such improper physical restraint on the complainant and others, if appropriate. The Superintendent of Schools or his/her designee will issue a written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than thirty (30) calendar days after the complaint was filed.

A complainant who is dissatisfied with the resolution can request a reconsideration of the case. The request for reconsideration must be made in writing to the Superintendent of Schools within ten (10) calendar days after the complainant's receipt of the written determination. The District will consider the request for reconsideration within sixty (60) days after the District's receipt of the request.

### **Staff Training Requirements**

Annual the District will conduct general staff training covering information on the role of the student, family, and staff in preventing restraint. The training will cover the district's restraint prevention and



behavior support policy and procedures, including the use of time-out as distinct from seclusion. Staff will be instructed in interventions that could be used to preclude the need for restraint, as well as de-escalation techniques and other alternatives. Staff will also receive information on the types of permitted physical restraints and related safety considerations, including medical or psychological limitations, known or suspected trauma history. Staff who have received or will receive in-depth training and who can serve as resources to others should be identified to the school staff as a whole.

The District shall consider the Department's recommendation of training for certain staff members who have received in-depth training for an annual refresher of at least 16 hours, which would include the following:

- Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- Demonstration by participants of proficiency in administering physical restraint; and,
- Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

Revised 7/15/16

## Appendix L – Residency Procedures

**Mount Greylock Residency Procedures****Verification**

Before any student is assigned or invited to attend Mount Greylock Regional School, his/her parent or legal guardian must provide the following required proofs of primary residency to the Guidance Department as part of their registration process. Applications cannot be processed without these documents. **A parent/guardian government issued photo ID plus two documents** are required for any new student enrollment or to file a change of address.

TWO of the following documents (items cannot be from the same bullet):

- A Utility Bill (not including cell phone bill) within the past 60 days
- A Deed, Mortgage Payment dated within the past 60 days, or Property Tax Bill dated within the last year
- A current Lease, or Section 8 Agreement
- A W2 form dated within the year or a Payroll Stub dated within the past 60 days
- A Bank or Credit Card Statement dated within the past 60 days
- A Letter from an Approved Government Agency\* dated within the past 60 days

**\*Approved government agencies:** *Departments of Revenue (DOR), Children and Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security, any communications on Commonwealth of Massachusetts Letterhead.*

*These residency procedures do not apply to homeless students.*

**FAQ****1) Q How is “residency” defined?****A**

In order to attend Mt. Greylock Regional School, a student must actually reside in the towns of Lanesborough, Hancock, New Ashford, or Williamstown. “Residence” is the place where a person dwells permanently, not temporarily, and is the place that is the center of his or her domestic, social and civic life. Temporary residence in any of the above listed towns, solely for the purpose of attending Mt. Greylock Regional School, shall not be considered residency. The residence of a minor child is presumed to be the legal residence of the parent(s) or guardian(s) who have physical custody of the child. This presumption, however, may be rebutted, if there is evidence that the child actually resides elsewhere.

**2) Q How does Mt. Greylock verify residency?**

**A**

Families applying to register a child at Mt. Greylock or submitting a change of address must demonstrate residency by submitting one document from each of two categories listed on registration overview.

The Mt. Greylock Regional School administration reserves the right to request additional documents and/or to conduct an investigation. Because residency may change during the school year, school officials may require verification of residency at any time. Families who change residence during the year must report such change immediately to the Principal of each school in which their children are enrolled, and must provide verification of continued residency upon request.

**3) Q What if I don't have the required proofs of residency with me when I register?**

**A**

All new applicants must submit two required proofs of residency in addition to government issued photo identification. Applicants who do not have the required documents will be asked to return to the guidance department with the appropriate materials before beginning the registration process. Guidance staff will not accept any substitutions for items on the list of acceptable proofs of residency.

**4) Q What can I use for proof of recent rent or mortgage payment?**

**A**

You may present a copy of a money order, cancelled check, or rent receipt. You also may present a copy of a bank statement that shows an automatic deduction for rent or mortgage payment.

**5) Q What if I own my home but do not have a copy of the deed?**

**A**

Contact the financial institution that handles your mortgage or the Berkshire County Registry of Deeds.

**6) Q What if I own a home but do not pay a mortgage?**

**A**

If you no longer pay a mortgage on your home, you must submit a copy of the property deed, along with a copy of the discharge of mortgage.

**7) Q What if I do not pay for utilities or if none of the utility bills are in my name?**

**A**

If you live in a household where all utilities are listed in the name of your landlord or someone else, AND if this is noted on your lease or landlord/shared tenancy affidavit, then you may submit proof of residency in the name of your landlord or the person who pays the bills. If your lease specifies that all utilities are included, and you do not have a home telephone ("land-line telephone") or cable television, guidance staff will verify this information and your application will be processed.

**8) Q What if I have recently moved and have not yet received any utility bills?**

**A**

To fulfill the requirements you may submit a work order from any utility company stating that your service has been ordered or installed.

**9) Q What if I cannot produce all required proofs?**

**A**

If your personal circumstances make it impossible for you to provide proof of residency consult the Mt. Greylock guidance staff. Bring copies of any proofs of residency you have, and describe the circumstances that prevent you from having the required proofs.

**10) Q What if I live with a friend or relative?**

**A**

If you share housing with a friend or relative, you may use the landlord/shared tenancy residency affidavit to fulfill the proof of residency requirement. This form is available at [www.mgrhs.org](http://www.mgrhs.org) or by calling the guidance dept. Ask your friend or relative to complete and sign the affidavit to affirm your residence.

**11) Q What if my family does not have any permanent residence?**

**A**

The proof of residency requirements do not apply to homeless students and families covered by the McKinney-Vento Act. Contact the Mt. Greylock guidance department for assistance with registering your child, if you believe that you qualify as homeless under the Act. If you are staying in a shelter, bring a letter from the shelter staff stating that you are living there.

**12) Q What if I am an undocumented immigrant?**

**A**

No child who actually resides within the district will be denied access to school because of his or her immigration status.

**13) Q Will documents that I submit to prove residency remain confidential?**

**A**

All documents submitted to prove residency will be marked with the student's name and considered part of his or her confidential record. The Mt. Greylock guidance department will adhere to the standards of confidentiality set forth in state and federal laws governing the maintenance and disclosure of these records.

**14) Q How can I report a suspected violation of the residency requirements?**

**A**

Families, staff, students and others can report possible residency violations by calling the Superintendent's office at 413-458-9582, extension 4000..

**15) Q What are the consequences of residency fraud?**

**A**

Any student who is discovered not to reside in district will be dismissed from the school. Additionally, any person who violates or assists in residency fraud may be required to remit restitution to the school for the full educational cost of the student's improper attendance.

Any applicant for the Mount Greylock Regional School who cannot produce a property deed or lease must ask the owner or lessee of the property where the applicant lives to complete and sign this legal affidavit. It is the responsibility of the applicant (not the person who completes this affidavit) to attach a record of recent rent payment, unless this affidavit affirms in #3 below that the tenancy does not require payment of rent.

I, \_\_\_\_\_ hereby depose and state as follows:

*Print Name*

(Complete all three items and sign below)

1. I am (CHECK ONE) the [\_\_\_\_] **owner** [\_\_\_\_] **lessee** of property located in the town of

\_\_\_\_\_, Massachusetts \_\_\_\_\_.

*Print Address*

2. \_\_\_\_\_, who is the parent/legal guardian of

*Print Name*

\_\_\_\_\_, leases/subleases this property as their

*Print Student's Name*

principal residence from me, without a written lease, in a tenancy at-will, from month to month.

3. CHECK ONE:

\_\_\_\_\_ I have received within the last thirty (30) days rental payment for the lease/sublease of these premises by the party named above.

OR

\_\_\_\_\_ I hereby state that the party named above resides with me at the address above with no payment of rent required.

**Signed under the pains and penalties of perjury, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.**

*Signature*

Print your name: \_\_\_\_\_

Print your address: \_\_\_\_\_

**According to Massachusetts General Law Chapter 76, Section 5:**

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

**The information contained in this legal affidavit is subject to verification**

## Appendix M – Guidelines for Booster Organizations

### GUIDELINES FOR BOOSTER ORGANIZATIONS

#### Introduction

The Mount Greylock School District is dedicated to offering an outstanding activities program to the students of this district. Mount Greylock students can choose from approximately 20 co-curricular organizations and 15 athletic programs, all of which are integral parts of the total educational process. Through participation in these opportunities, students can have experiences and training in events not ordinarily obtainable in the general curriculum. Student participants benefit from an enriched educational experience and are provided with lifelong and life quality learning experiences

On behalf of the Mount Greylock Regional School District (MGRSD), we want to thank you for your service to help provide our students with the best possible experience in their co-curricular and athletic activities. Booster Organization are an important part of the co-curricular and athletic programs in the Mount Greylock School District; supporting, encouraging, and advancing these programs. Booster organizations are comprised mainly of parents of students who participate in the activity the organization supports. Support can be through fundraising, chaperoning, assisting with events or any other means of providing help to the co-curricular or athletic activity. MGRSD recognizes the important role booster organizations play in creating co-curricular and athletic opportunities for students and in maintaining excellent programming. The District also recognizes and supports the invaluable contribution parents and community members provide in helping students experience success.

#### Relationships with the school

Parent/guardian booster organizations are independent organizations and are therefore not sponsored or organized by the School District. However, each principal is responsible for the relationship between the school and its booster organizations. Due to State Law and public perception, it is necessary for boosters to follow Mount Greylock School District guidelines regarding their relationship with the school; including fundraising, spending, and accounting.

The principal, activities director, advisor, or coach must approve any activity of the organization that affects the school. Booster organizations do not have the authority to direct the duties of a school system employee and may not interfere with curricular affairs.

Itemized reports should be published to the membership and must be provided to the activities director yearly. All expenditures should be itemized to ensure that they can be easily reported for federal gender equity requirements and other school committee policies.

#### Fundraising

Fundraising is a necessary part of high school co-curricular and athletic programs today. We are very thankful for the efforts of parents and booster clubs for the work they do raising funds for our programs.

Each fundraiser and/or project must have the approval of the School Superintendent. Approval should be obtained by submitting a complete "Fundraising Request and Approval Form" to the Main Office. Forms are located in the Main Office and approval must be obtain prior to beginning a fundraiser or project.

Booster funds must benefit all participants of the program, regardless of the amount raised by an individual. Junior Varsity players cannot be required to raise money to support purchases made solely for a Varsity Team.

Voluntary contributions and donations may be solicited from and/or received from students, parents/guardians and interested citizens for the support of co-curricular and athletic activities. However, no student may be charged fees as a condition of participation by a booster organization.

Sales campaigns should be planned carefully to ensure that the projects provide a good return for value for the items sold, and that money raised directly supports the program or activity supported by the organization. Fundraising activities should be investigated carefully before committing the organization's support.

Fundraising activities should support the educational goals of the school and should not exploit students. Fundraising activities may not involve any student during instructional time. It is recommended that organizations choose service based fundraisers to help eliminate the pressure of sales and to encourage cooperation among members.

Be aware that membership in a program and/or playing time is not affected in any way by the amount of money raised by any individual or group. No individual can be required to raise a designated amount of money, sell a designated amount of tickets, or appear at an event for a designated amount of hours. Requiring students to pay for items or tickets not able to be sold is strictly forbidden.

Membership in booster organizations cannot be required for student participation in activities.

Individuals who actively coach or direct an activity should serve in an advisory capacity to the booster organization and cannot have control or signature authority over booster organization funds, including petty cash or miscellaneous discretionary funds.

### **Accounting**

Funds should never be commingled with personal funds or school funds.

Personal checking accounts cannot be used.

Booster organization are responsible for their own tax filings and accounting and must obtain their own federal tax identification number. Booster organization funds must never be commingled with student activity funds or School Districts funds. All funds collected from a booster organization fundraiser or otherwise obtained by a booster organization must be deposited into the booster organization's account. Disbursement from the booster organization's bank account shall be properly documented (i.e. receipts, invoices, etc.).

Booster organizations may donate funds, designated and undesignated, to the School District. When undesignated funds are deposited in a school district account, the booster organization relinquishes all control over these funds. Designated funds are donated to the District with a specific use designated by the organization. To the extent allowable and appropriate, the District will expend designated funds for the



donated purpose.

All funds must be processed through the booster organizations books. Any financial obligation incurred by a booster organization shall be solely that of the organization. The booster organization may not obligate MGRSD for debts or liabilities.

Cash transactions are discouraged and booster organizations should have written procedures with checks and balances for the handling of cash, receipting of funds and the protection of volunteers. Receipts should be required for all reimbursements.

There should be at least 3 members (adults) present for an involved in all financial decisions. No member, coach, or advisor can allocate funds individually.

#### **Alterations to School Property:**

Any improvements to existing district property, whether new construction, modification, alteration or renovation, either interior or exterior in nature, proposed by an individual or organization other than the district shall not be commenced until plans, specifications and projected costs have been reviewed and approved by the Principal, Custodial Supervisor, Facilities Manager, and Activities Director.

Documentation showing funds available for the project (letter of financial verification from organization's bank, including current bank statement and organization's financial statement), proposed financing, and loans for paying off any debt incurred for the project shall be submitted as part of each application for project approval.

#### **Thank you**

Parent involvement in booster clubs makes a tremendous contribution to the programs we offer. Without your help, we would not be able to provide quality programs for all Mount Greylock students. *Thank you.*

#### **GUIDELINES & EXPECTATIONS FOR SPECTATOR CONDUCT**

Mount Greylock is very fortunate to have the support of our parents and friends at co-curricular and athletic events. The teachers, administrators, and especially the students, appreciate this support. However, it is important to note that participating and attending events at Mount Greylock is a privilege.

As such, there are certain expectations in place for all visitors to Greylock events.

Please cheer, clap, stomp, and get loud, when appropriate, to support our Mounties!

Profanity, taunts, derogatory terms, or comments deemed by the administration, faculty, or coaches to be considered as such, may result in removal from the event. A warning is not required.

While parents are encouraged to speak to coaches and advisors, immediately after an event or athletic contest may not be the best time. Parents are always encouraged to contact the coach or advisor to make an appointment to discuss any concerns.

Younger siblings and future Mounties are always welcomed at Mount Greylock events. However, it is not the responsibility of the Greylock administration to supervise these students. Parents who drop their

children off at school events should not expect the Greylock administration or faculty to supervise these students.

Attendance at practices and meetings is a privilege and an advisor, coach, or administrator may elect not to allow parents and/or spectators into these sessions. A desire to close a practice, meeting, or rehearsal should be communicated in advance.

Booster parents and adults who may be chaperoning an event, attending a practice/meeting, or electing to assist with supervising any Greylock activity shall always defer to the directions of a Greylock advisor, coach, or administrator.

While Mount Greylock is a public school, we are not open to the public! Failure to abide by these rules, any violation of School District Policy or State Law, or by acting in a manner that may reflect poorly on Mount Greylock, may result in an adult or participant being banned from Mount Greylock events.

Please ask a coach, advisor or administrator if you have any questions or concerns.

#### Appendix N - School Choice Policy

It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, homelessness,

sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.

LEGAL REFS.: M.G.L. [71:6](#); [71:6A](#); [76:6](#); [76:12](#); [76:12B](#)

BESE Regulations 603 CMR [26.00](#)