



TURNERS FALLS HIGH SCHOOL STUDENT & FAMILY HANDBOOK 2021-2022

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contáctese: **Jimena DePareja: 413-695-9593**

DISTRICT MISSION STATEMENT

Challenging and supporting every student to succeed through strong leadership, community engagement, and excellent teaching.

TURNERS FALLS HIGH SCHOOL MISSION STATEMENT

Turners Falls High School, with the cooperation of the community, parents, and students, will provide a safe, supportive environment and develop well educated, responsible students who will become contributing members of a competitive, diverse society.

STATEMENT OF NON-DISCRIMINATION

The Gill-Montague Regional School District does not discriminate on the basis of race, color, sexual orientation, national origin, sex, gender identity, disability, religion, marital status, pregnancy, or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title VII (pertaining to employment), Title IX of the Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1973 (pertaining to disability), the Americans with Disabilities Act (pertaining to disabilities), and the Age Discrimination Act of 1975 (pertaining to age).

EQUAL ACCESS

Both state and federal legislation govern schools in the Commonwealth regarding equal access: Massachusetts General Law 76 Section 5 (also known as Chapter 622), Sections 504 of the Rehabilitation Act of 1973 and Title IX. Gill-Montague Regional School District works diligently to adhere to the highest standards of the laws.

The law (MGL Chapter 76, Section 5) reads:

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, gender identity, religion, national origin or sexual orientation.

Enactment of this law advances efforts to ensure that all students can attend school in a safe, supportive environment that is conducive to learning.

Dear Parents/Guardians and Students,

Welcome back to Turners Falls High School and the 2021-2022 school year. We are excited to have all students return to school in person, and we are looking forward to getting back to a more typical school year. This handbook provides a lot of information to help you navigate the school year, but our teachers and staff are also great resources for your questions or concerns.

At TFHS, our classes and class sizes will look similar to what they have in the past, and we will continue to focus our efforts on supporting our students' as they engage with our diverse and challenging curriculum. This year in particular, while we are delivering grade level instruction, we will also be analyzing the gaps students may have in their learning and providing instruction to support their understanding and access to the entire curriculum. An emphasis on our students' overall health will also be present as we continue our work on social-emotional learning and community building. We are confident that our multifaceted approach of providing strong academics, while attending to the whole child through the teaching and support of social and practical skills, will prepare every student to achieve their post-graduate goals.

Our curriculum and teaching practices foster our students' ability to engage in the critical thinking necessary to effectively evaluate and utilize information. In order to prepare our students to navigate our increasingly complex world, our aim is to teach our students how to think, not what to think. It is our firm belief that by doing so, we will enable them to become critical consumers of data and media who are able to thrive in a diverse society. As a staff, we believe in a growth mindset and that all of our students have great potential for growth and development. We believe that with hard work in a supportive educational environment, young people can understand and enhance their inherent strengths, embrace challenges, and live up to their potential

We look forward to partnering with you throughout year, and we encourage you to reach out to us with any questions that you may have so that we may support your child in their education.

Sincerely,
Christopher Barnes
Principal, Turner's Falls High School

Innovation Pathways

In the winter of 2020, Turners Falls High School was awarded by the Massachusetts Department of Elementary and Secondary Education the designation of being the first high school in Franklin County as having an Innovation Pathways-Health Care and Social Assistance. Innovation Pathways are structures within our state high schools that are designed to connect student learning to a broadly defined industry sector that is in demand in the region and state economy. TFHS will be leveraging strong partnerships with MassHire Franklin-Hampshire Workforce Board, Community Action Pioneer Valley, and local businesses to provide student career awareness and work-based learning activities. Students accepted into this pathway will participate in a series of courses, from grade 9 through grade 12, and experience relevant to achieving industry recognized credentials.

Participation in this kind of pathway can lead students to opportunities for meaningful careers in the Health Care and Social Assistance fields upon the completion of needed postsecondary education and training.

State Seal of Biliteracy H22 The Seal of Biliteracy recognizes graduates who speak, read and write proficiently in another language in addition to English with a seal on their high school diploma. Passage of this bill promises to encourage language learning and teaching, and will provide evidence to universities and businesses that our students have attained these important 21st century skills.

This handbook answers many questions you might have about our school's practices and policies. In it, you will also find helpful grade-specific advice from our guidance department, information about accessing supports in and around our school community, and detailed information about our conduct policies. We continue to work towards creating a resilient school that incorporates Restorative Practices to promote school climate improvement and behavioral support, and the language you will find in this handbook aims to reflect that. Just as your child continues to grow and change, so does our school, continually seeking to implement and refine our academic and social-emotional educational policies and practices.

We are here to help, so please call the Main Office at 413-863-7200 with any questions, at any time. Thank you for being part of the TFHS Community.

GILL-MONTAGUE REGIONAL SCHOOL COMMITTEE

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TURNERS FALLS HIGH SCHOOL
222 Turnpike Road
Montague, Massachusetts 01351
tfhs.gmrds.org

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Guidance Office	413-863-7203
School Nurse Office	413-863-7313

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	M S-HS Business & Office Support	

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Marie Duteau	Life Skills/Transitions
Michael Johansmeyer	Life Skills/Transitions
Colleen Letourneau	Job Coach/Transitions
Elizabeth Parenteau	Academic Support
Amber Richardson	Interventionist-Justice Center
Leticia Sailema	Life Skills/Transitions

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Daniel Miner

Montague Police Department

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Maintenance

Jeff Sak

Groundskeeper/Pool

Kelly Andrews

Custodian

Scott Curtis

Daytime Custodian

Larry Eckert

Custodian

Matt Howe

Custodian/Maintenance

Joe Sobieski

Custodian

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Tamara Covalenco

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Tina Phillips

Nancy Stafford

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Calendar of Daily Rotation

Schedule: 2021-2022

1= Odd

2= Even

DATE	DAY	DATE	DAY	DATE	DAY	DATE	DAY
Aug 26	1	Nov 9	1	Feb 2	1	April 27	1
27	2	10	2	3	2	28	2
30	1	12	1	4	1	29	1
31	2	15	2	7	2	May 2	2
Sept 1	1	16	1	8	1	3	1
2	2	17	2	9	2	4	2
7	1	18	1	10	1	5	1
8	2	19	2	11	2	6	2
9	1	22	1	14	1	9	1
10	2	23	2	15	2	10	2
13	1	24	1	16	1	11	1
14	2	29	2	17	2	12	2
15	1	30	1	18	1	13	1
16	2	Dec 1	1	28	2	16	2
17	1	2	2	March 1	1	17	1
20	2	3	1	2	2	18	2
21	1	6	2	3	1	19	1
22	2	7	1	4	2	20	2
23	1	8	2	7	1	23	1
24	2	9	1	8	2	24	2
27	1	10	2	9	1	25	1
28	2	13	1	10	2	26	2
29	1	14	2	11	1	27	1
30	2	15	1	14	2	31	2
Oct 1	1	16	2	15	1	June 1	1
4	2	17	1	16	2	2	2
5	1	20	2	17	1 P/T Conf	3	1
6	2	21	1	18	2 P/T Conf	6	2
7	1	22	2	21	1	7	1 ½ Day
8	2	Jan 3	1	22	2	8	2 ½ Day
12	1	4	2	23	1	9	2 ½ Day
13	2	5	1	24	2		
14	1	6	2	25	1		
15	2	7	1	28	2		
18	1	10	2	29	1		
19	2	11	1	30	2		
20	1	12	2	31	1		
21	2	13	1	April 1	2		
22	1	14	2	4	1		
25	2	18	1	5	2		
26	1	19	2	6	1		
27	2	20	2	7	2		
28	1	24	1	8	1		
29	2	25	2	11	2		
Nov 1	1	26	1	12	1		
2	2	27	2	13	2		
3	1	28	1	14	1		
4	2 P/T Conf	28	2	15	2		
5	1 P/T Conf	31	1	25	1		
8	2	Feb 1	2	26	2		

District Calendar



Gill-Montague Regional School District

35 Crocker Avenue
Turners Falls, MA 01376
tel 413-863-9324
fax 413-863-4560

August 4 days					September – 20 days					2021-2022 School Year	
M	T	W	TH	F	M	T	W	TH	F	<u>Start and End Dates</u>	
2	3	4	5	6			1	2	3	August 23	Staff Begins
9	10	11	12	13	6	7	8	9	10	August 26	First Day - Grades 1-12
16	17	18	19	20	13	14	15	16	17	August 31	First Day - PreK & Kindergarten
23	24	25	26	27	20	21	22	23	24	PreK: 1/2 days on Aug. 31-9/7. Full days begin 9/8.	
30	31				27	28	29	30		K: 1/2 days on Aug. 31-9/7. Full days begin on 9/8.	
October - 20 days					November - 19 days					June 3	High School Graduation
M	T	W	TH	F	M	T	W	TH	F	June 9	Students' Last Day of School
				1	1	2	3	4	5	June 10	Staffs' Last Day
4	5	6	7	8	8	9	10	11	12	<i>In the likely event of school cancellations, additional days will be added to the calendar beyond June 13.</i>	
11	12	13	14	15	15	16	17	18	19		
18	19	20	21	22	22	23	24	25	26		
25	26	27	28	29	29	30				<u>In-Service Days</u> / = 1/2 Day	
December - 16 days					January - 19 days					Aug 23- 25 (No school)	
M	T	W	TH	F	M	T	W	TH	F	22-Sep	
		1	2	3	3	4	5	6	7	6-Oct	
6	7	8	9	10	10	11	12	13	14	20-Oct	
13	14	15	16	17	17	18	19	20	21	8-Dec	
20	21	22	23	24	24	25	26	27	28	12-Jan	
27	28	29	30	31	31					January 21 (No school)	
February - 15 days					March – 23 days					2-Feb	
M	T	W	TH	F	M	T	W	TH	F	9-Mar	
	1	2	3	4		1	2	3	4	6-Apr	
7	8	9	10	11	7	8	9	10	11	4-May	
14	15	16	17	18	14	15	16	17	18	June 7, 8,9,	
21	22	23	24	25	21	22	23	24	25	June 10 (No school)	
28					28	29	30	31		Data Days - Dec. 22, Jan. 26, Feb. 16, Mar. 23	
April – 16 days					May – 21 days					<u>Parent/Teacher Conferences</u>	
M	T	W	TH	F	M	T	W	TH	F	Nov. 4 & 5	
				1	2	3	4	5	6	March 17 & 18	
4	5	6	7	8	9	10	11	12	13	<u>Legal Holidays and Vacations</u>	
11	12	13	14	15	16	17	18	19	20	Sept. 6 Labor Day – No School	
18	19	20	21	22	23	24	25	26	27	Oct. 11 Columbus Day – No School	
25	26	27	28	29	30	31				Nov. 11 Veterans' Day – No School	
June – 7 days										Nov. 24 1/2 Day All Schools	
M	T	W	TH	F						Nov. 25-26 Thanksgiving – No School	
		1	2	3						Dec. 23 – Jan. 1 December Recess - No School	
6	7	8	9	10						Jan. 17 M.L. King Day – No School	
13	14	15	16	17						Feb. 21– Feb. 25 February Recess – No School	
20	21	22	23	24						April 18– April 22 April Recess – No School	
27	28	29	30							May 30 Memorial Day – No School	
										June 20 Juneteenth Observed	
										Sept. 3 & Dec. 23 No School Staff/Students	
										School Committee Approved 4/27/2021 (2)	

BELL SCHEDULE AND ACADEMIC CALENDAR

TFHS BELL SCHEDULE: MONDAY - FRIDAY

BLOCK A	7:45 – 9:06
BLOCK B (GAP)	9:10 – 9:38
BLOCK C	9:42 – 11:03
BLOCK D	11:07 – 12:28
LUNCH	12:30 – 1:00
BLOCK E	1:04 – 2:25

- The Bell Schedule alternates odd and even days.
- Following a cancelled school day, the next day will be odd or even based on what the cancelled day would have been.

IN-SERVICE DAY SCHEDULE

BLOCK A	7:45 – 8:30
BLOCK C	8:35 – 9:20
BLOCK D	9:25 – 10:10
BLOCK E	10:15 – 11:00

2 HOUR DELAY SCHEUDLE

BLOCK A	9:45 – 10:37
BLOCK C	10:40 – 11:32
BLOCK D	11:35 – 12:27
BLOCK E	1:04 – 2:25

	GAP Schedule
Monday	All School Meeting
Tuesday	GAP
Wednesday	Academic Progress/Class Meetings
Thursday	Advisory
Friday	Academic Progress/Enrichment

CLOSING OF GRADES/PROGRESS REPORTING Grades will close on the following dates:

First Quarter	November 1, 2021
Second Quarter	January 18, 2022
Third Quarter	March 30, 2022
Fourth Quarter	June 9, 2022

IN-SERVICE DATES (Half-Day)

The following dates have been approved by the School Committee for the early dismissal of students for teacher in-service and parent/guardian outreach programs. Secondary dismissal on half days is at 11:00 and bus service is provided. If circumstances require a delayed opening on a scheduled in-service day, the in-service will be cancelled and students will have a regular 2:25 p.m. dismissal instead.

September 22, 2021	October 6, 2021 October 20, 2021	December 8, 2021 December 22, 2021 (DATA DAY)
January 12, 2021 January 21, 2022 – NO SCHOOL January 26, 2022 (DATA DAY)	February 2, 2022 February 16, 2022 (DATA DAY)	March 9, 2022 March 23, 2022 (DATA DAY)
April 6, 2022	May 4, 2022	June 7, 8, 9, 2022

GENERAL POLICIES

PARENTS, GUARDIANS, AND CAREGIVERS

All references to parents in this handbook are inclusive of parents, guardians, and/or caregivers.

SCHOOL CANCELLATION NOTIFICATIONS

School cancellation announcements are broadcast over radio stations WHAI (1240AM or 98.3FM), WHYN (93.1FM) and WHMP (93.3FM). Television stations WGGB (TV40) and WWLP (TV22) will also broadcast closings or changes in schedules. *Whenever possible the district will do an “all –call” to notify staff and families via telephone of a school delay, early dismissal or cancellation.* If circumstances require a delayed opening on a scheduled in-service day, the in-service will be cancelled, and students will have a regular 2:25 pm dismissal instead.

SAFETY PROCEDURES

School safety is our most important priority. We have policies and practices for a variety of emergency situations and will share information about them with students and families each year. Building safety and security is everyone’s responsibility and students should never prop open outside doors or let anyone into the building. Students should always enter and exit the building through the front doors in the lobby. Students should never enter from a side door unless they are engaging in a classroom activity and are accompanied by a staff person. Students should immediately report security concerns, such as an unfamiliar person in or around the school building, to a staff member.

SHELTER-IN-PLACE/LOCKDOWN

A shelter-in-place, during which classes continue as normal but students are not to be in the hallways, may be necessary due to a medical emergency or to protect a student's privacy. A lockdown, which requires students and staff to remain in classrooms and move away from all doors and windows, may be called when there is a threat to the safety of the students and staff or the security of the school building, such as an intruder. During a lockdown situation, students are expected to remain silent, follow all directives from school staff and/or emergency personnel and refrain from any cell phone use. Students should not respond to fire alarms or someone knocking on a door until released by emergency personnel or a school administrator. Should evacuating the building become necessary, we will follow the procedures outlined below.

FIRE DRILLS/EMERGENCY EVACUATION

The signal for a fire drill will be the intermittent sounding of a horn. Unless other instructions are given, students should proceed in an orderly manner in a single file along the route indicated on the fire exit sign posted in each classroom. Students will remain with their teacher in a designated area. No one is to re-enter the building until the signal to do so is given. In the event of a prolonged evacuation, no one will be dismissed to go home until the safety official in charge gives clearance to begin the dismissal process. Safety regulations permit students to be dismissed only if a parent or guardian is present to sign the student dismissal register. If school is to be released early, notification to parents/guardians will be made through local radio and television broadcasts. Whenever possible the district will do an "all-call" to notify families via telephone of a school delay, early dismissal or cancellation.

STUDENT IDENTIFICATION CARDS

All staff and students are required to have their own school identification card on their person while on school grounds. Students are **required** to use their identification cards for lunch and in the school library. Student identification cards can be worn around the neck with a breakaway lanyard or placed in a student's wallet or pocket.

BREAKFAST, LUNCH AND SNACKS

The Gill-Montague Regional School District Food Service Program takes pride in serving nutritious meals that follow USDA Nutrition Standards. Meal calendars that detail what will be offered for breakfast and lunch are available on our website: go to the "Students" section and choose "School Menus." As of August 2018, we are a "free school meals for all" school.

Breakfast: Breakfast is available to all students beginning at 7:30 am in the cafeteria or from our mobile Breakfast Cart. In the event of a delayed opening, no breakfast will be served.

Lunch: Our cafeteria offers several options each day for lunch. The main meal is free to all; a la carte items must be paid for. A bagged lunch is available on half-days to students who sign up the previous school day.

A La Carte: We also offer a variety of additional items that follow the USDA Smart Snacks in Schools Guidelines. These are priced individually.

PAYMENT METHODS

Students can pay for a la carte items with cash or pre-pay using a PaySchoolsCentral account. To set up an account, go to <https://www.payschoolscentral.com>; you will need a student identification number, which you can get by looking at your student ID or contacting the kitchen manager at 413-863-7315. Visit the GMRSD Food Services webpage at www.gmrtd.org for more detailed information on the PaySchoolsCentral program.

When Students Owe Money to Food Services We will notify their parents/guardians and expect them to settle the bill in a timely manner. Payment can be made with cash or a check, or through the student's PaySchoolsCentral account. All accounts must be settled by the end of the school year. Seniors' accounts should be settled prior to graduation. There is no charging for ala carte items.

Parents/Guardians and Students Can Check Balances Anytime Contact the food services director or log into the student's account on the PaySchoolsCentral system: www.PaySchoolsCentral. The site also provides a record of what a student has purchased, and can be set to limit what they are allowed to buy.

Please contact the Food Services Director by calling 413-863-7506 if you have questions or need help, and visit the GMRSD Food Services webpage at www.gmrtd.org for more detailed information on the district's student meal policy.

PEANUT/FOOD ALLERGIES

It is important that you notify the school nurse and school food service staff of any food allergies. The GFMS/TFHS cafeteria does serve peanut butter and peanut products; there is seating available for those with contact allergies that is sanitized between meals. Please refer to the GMRSD policy manual on the district website (www.gmrtd.org) for the full district policy regarding food allergies.

GROWTH

GMRSD Core Values

Persistence: Smart is something you become, not something you are

Integrity: Doing the right thing, even when no one is looking

Empathy: Being able and willing to understand another's perspective

Continuous Learning: Constantly expanding one's understanding

Turners Falls High School encourages students to grow through coursework, extracurricular opportunities, and participation in school and wider community activities. With guiding principles that emphasize responsible citizenship and a growth mindset, we support students to grow into capable, socially responsible, and successful adults.

TFHS has an Advisory period, during GAP, where same-grade student groups meet with an Advisor for activities to promote Team-Building, Upstanding (positive school climate), Academic Check-in, and Fun. Some Advisories are co-facilitated by student and staff leaders. TFHS also has a weekly All-School Meeting, where students sit by Advisory for the sharing of announcements, recognitions, performances and other community-building opportunities. Annual traditions like Booster Week and Unity Day promote school spirit as well.

In 2018, TFHS piloted Alternative Learning Opportunities (ALOs) to increase student-interest driven learning in our school. ALOs are projects that form around student voice and choice; Past year's topics included Animals, Art, Community Service and Engineering. Interested students and teachers met during GAP and then for one full week of school in June to carry out their projects.

Whatever it is that ignites your passion for learning, we will seek to support it at Turners Falls High School. If there is a club you'd like to start, a topic you'd like to dive deeper into, or an interest that you would like an outlet for, please talk to a member of staff and we will do our best to work with you on finding a way to integrate your interest into your learning experience here.

GUIDANCE AND COUNSELING

Our goal at Turners Falls High School is not to simply graduate students but to prepare you for life beyond high school. Whether you choose to attend a four-year university, go to a community college, or enter the military or the workforce, we walk you through the process every step of the way. Starting with your first day of high school until graduation day, our guidance staff works tirelessly to ensure that every student meets or exceeds his or her potential.

School Counseling Mission Statement: Great Falls Middle School and Turners Falls High School

The school counseling program mission is to deliver a comprehensive program to **all** students that promotes lifelong learning and active citizenship for grades six through twelve. In partnership with the school and greater community, we provide a safe and supportive environment for students to discover their interests, pursue their goals, succeed academically, explore postsecondary options, and develop and improve their interpersonal and workplace readiness skills.

Our Vision: Empowering all students to be college and career ready.

Our Beliefs

We in the guidance department believe that:

- **All** students are unique individuals with unique needs
- **All** students have the capacity to achieve
- **All** students need 21st century skills
- **All** students have dignity and intrinsic value
- Learning involves the education of the whole person and is a life-long process
- **All** students should have access to a comprehensive school counseling program delivered by state-certified, master's degree level counselors The school counselor should:
 - Advocate for all students and be student-centered
 - Adhere to the ethical standards set forth by the American School Counselor Association
 - Be proactive and data driven
 - Draw upon the knowledge of and collaborate with family, school, and community partners
 - Utilize a team approach for planning and management purposes
 - Use technology to enhance program delivery
 - Participate regularly in professional development activities to remain up to date on best practices

9th Grade Growth Steps

1. **Activate and use your Plus Portal Account (student & parent).**
2. **Earn good grades** in all your classes.
3. **Use an agenda to stay on track.**
4. **Develop good study habits and** continue to improve your study skills.
5. Plan to meet and **get to know your School Guidance Counselor** to begin talking about colleges and careers.
6. Log in and use your **MASS CIS** (Massachusetts Career Information System) account (created in 8th grade with Ms. Krems) to start your portfolio. Explore interests, careers, and colleges. **ALWAYS SAVE YOUR WORK IN YOUR PORTFOLIO.**
7. Create a **4 yr. high school plan** and **Individual Learning Plan (ILP)** (with help from your school guidance counselor, teachers, and parents/guardians). **ILP's** are a comprehensive portfolio of a student's progress and personal growth, academic plans, and career development through their high school career and will be developed starting with the class of 2018.
8. Have **good attendance** and **get to school on time.**
9. **Get help if you are falling behind in your school work:**
 - a. From your teachers,
 - b. Peer tutoring – see you School Guidance Counselor,
 - c. Create study groups with peers,
 - d. Your parent/guardians, & your counselor.
10. Get involved in **after-school activities** and seek **leadership** roles when possible, and **volunteer** in your community, especially if you wish to be considered for membership in National Honor Society junior or senior year. Be sure to keep track of your community service hours.
11. Challenge yourself by taking **Honors** courses.
12. **Find out about college entrance requirements for the schools your interested in. Make sure you are** enrolled in the appropriate college-preparatory courses.

It's not too early!

13. Start an activity sheet (a summary of awards received and of activities you have been involved in both in and out of school during grades 9-12).
14. Learn to read your **transcript** and make sure you are on track for graduation. **(minimum 155 credits)**. If you have failed a course, make sure you sign up for summer school or credit recovery.
15. **NCAA for College Bound Student Athletes.** If you want to participate in **Division I or Division II** sports in college, start the certification process now. Register at www.eligibilitycenter.org. Check with your school guidance counselor to make sure you are taking a core curriculum that meets NCAA requirements. See your coach and the athletic director regarding game films.

10th Grade Growth Steps

1. Continue to use your **Portal Plus Account**.
2. Keep those grades up and stay focused on your schoolwork!
3. Continue to meet with and **get to know your School Guidance Counselor**.
4. Work on your **MASS CIS** portfolio. (Massachusetts Career Information System).
5. Continue to update and **complete your 4 year plan**.
6. **Check your transcript for accuracy and to make sure you are on track for graduation with high school credits & course requirements. (minimum 155 credits).** If you have failed a course, make sure you sign up for summer school or credit recovery.
7. Continue to have **good attendance** and make sure you **get to school on time**.
8. **Get help if you are falling behind in your school work:**
 - a. From your teachers,
 - b. Peer tutoring – see you School Guidance Counselor
 - c. Create study groups with peers,
 - d. Your parent/guardians & your counselor.
9. Start a file for college catalogs and other admissions information and start visiting colleges **(it's not too early)!**
10. **Prepare for and take the PSAT test in October. Prepare at the College Board website: www.collegeboard.com.**
11. **Activate and use College Board's My College QuickStart after you get your PSAT results (January). My College Quickstart is a free, personalized, web-based tool that will help you explore your unique skills, needs, and interests.**
12. **MCAS testing-** All students must pass **Massachusetts Comprehensive Assessment System** tests in English Language Arts, Mathematics, and Science to receive a diploma from a Massachusetts public high school. TFHS students will take the ELA, Mathematics and Biology MCAS tests in spring of 10th grade.
13. Get involved in **after-school activities** and seek **leadership** roles when possible, and **volunteer** in your community to enhance your eligibility for National Honor Society. Keep track of your community service hours. If you have room in your schedule, get a **part-time job**.
14. Continue to challenge yourself by taking **Honors** courses.
15. Sign up for **Advanced Placement** courses as a junior.
16. Update your activity sheet (a summary of awards received and of activities you have been involved in both in and out of school during grades 9-12).
17. **Investigate your options for participating in concurrent enrollment next year at Greenfield Community College.** This allows juniors and seniors to enroll in college courses if they meet certain requirements. (Early Entrant Program-Tuition & Fees Apply and Educational Transitions ProgramETP).
18. **NCAA:** If you want to participate in **Division I or Division II** sports in college, make sure you have registered at www.eligibilitycenter.org. Check with your counselor to make sure you are taking a core curriculum that meets NCAA requirements. See your coach and athletic director regarding game films.

11th Grade Growth Steps

1. Continue using your **Plus Portal Account** and updating your **MASS CIS portfolio**.
2. **Maintaining your grades during your junior year is important!** Colleges put a lot of weight on your marks for this year.
3. Sign up for your **Junior Interview appointment** with your School Guidance Counselor.
4. Continue to update and **complete your 4 year plan**.
5. **Check your transcript for accuracy and to make sure you are on track for graduation (minimum 155 credits)**. If you have failed a course, make sure you sign up for summer school or credit recovery.
6. **Continue to have good attendance and make sure you get to school on time**.
7. **Register for and take the PSAT test in the FALL of 11th grade**. Juniors-your score might qualify you for scholarships and recognition through the National Merit Scholarship Corporation and the National Hispanic Recognition Program.
8. **Continue using My College QuickStart on the College Board website:**
www.collegeboard.com
9. **Develop of list of 15 or 20 colleges that attract you**.
10. Request viewbooks and information about financial aid and programs that interest you.
11. Sign up to visit with **College Admissions Representatives** in the guidance office.
12. Research possible **financial aid and scholarship opportunities** available to you senior year.
13. Attend **College Admissions night** at TFHS in the spring.
14. Go on **college tours**. High School spring break is a good time to visit. Try to visit colleges near you and preferably when classes are in session.
15. Sign up for and attend the **Big E College Fair trip** in the SPRING of 11th grade.
16. **Volunteer** in your community, stay involved in **after-school activities** and seek **leadership** roles when possible. If you have room in your schedule, get a **part-time job**.
17. **Prepare** for the SAT and/or ACT tests. **FREE preparation is available for the SAT on the College Board website: www.collegeboard.com and for the ACT on the ACT website: www.actstudent.org/**
18. **Register to take the SAT and/or ACT Test w/writing** in the SPRING of your 11th grade year. **(Most students take them as juniors and repeat them in the FALL of senior year)**. Consult college websites to see which college admissions test they prefer. Note: some colleges are test optional – visit **http://fairtest.org/university/optional** for a list of test optional colleges.
19. Sign up to take **AP test(s)** in May and **SAT Subject test(s)** if applicable. **SAT Subject tests** are required by some colleges-consult college websites. SAT Subject tests are best taken close to the conclusion of a course.
20. **Sign up for Advanced Placement (AP) or Honors** classes in academic areas you do your best work in the 12th grade.
21. **Considering concurrent enrollment at Greenfield Community College (ETP & EEP) as a senior? See your counselor for information and the application process.**
22. Create a **resume** from your updated activity sheet (a summary of awards received and of activities you have been involved in both in and out of school during grades 9-12).
23. Start your **college admissions essay** (spring/summer) **and have it proofread**.
24. Make a list of teachers, counselors, employers, and other adults whom you might ask to write **letters of recommendation** for your college, scholarship and job applications. Ask them to write your letters before summer break. Give them your resume to help write your letter. Make sure you **HANDWRITE** a thank you note to all the letter writers and to all donors that awarded you scholarships.
25. **If you are applying to a visual or performing arts program**, work on your portfolio or audition pieces.
26. **NCAA:** If you want to participate in **Division I or Division II** sports in college, make sure you registered at the **www.eligibilitycenter.org**. Check with your counselor to make sure you are taking a

12th Grade Growth Steps

SENIOR YEAR IS AN EXCITING YEAR OF OPPORTUNITY AND PLANNING!

1. **Continue to earn good grades** in all your classes (avoid senioritis-colleges look at your transcripts throughout your senior year).
2. **Meet with your School Guidance Counselor** for a senior interview and to review your post-high school plans.
3. **Check your transcript for accuracy and to make sure you are on track to graduate.**
4. **Continue to have good attendance and make sure you get to school on time!**
5. **Continue using your Portal Plus Account.**
6. **Be aware of deadlines** for college applications and scholarships & use a calendar to stay organized and on time.
7. Sign up to visit with **College Admissions Representatives** in the guidance office.
8. Sign up to **take or retake the SAT and ACT tests** in the fall for college admissions.
9. **Attend College Financial Aid night at TFHS in the fall.**
10. **Follow the TFHS PROCESS** for submitting college and scholarship **applications.**

Be mindful of our deadlines!

11. Use your resume to **complete college applications.**
12. Use your resume to **apply for scholarships. CHECK THE GUIDANCE OFFICE AND WEBSITE FREQUENTLY FOR SCHOLARSHIP OPPORTUNITIES.**

Be aware of deadlines!

13. Attend **FAFSA DAY** at TFHS in November to help you and your family complete the **Free Application for Federal Student Aid (FAFSA).**
14. If requested, complete the **CSS PROFILE®.**
15. Get your letters of recommendations in order. Make sure you **HANDWRITE** a thank you note to all the letter writers and to all donors that awarded you scholarships.
16. Sign up to take **AP test(s)** if applicable. AP testing takes place in May.
17. Be sure you have requested from College Board and/or ACT that your **test scores** be sent directly to the colleges of your choice.
18. **NCAA:** Review your final transcript with your School Guidance Counselor. Upon graduation, TFHS will send a final copy of the transcript which shows proof of graduation.
19. **GRADUATION!!**

ACADEMIC POLICIES

GRADUATION REQUIREMENTS

To be eligible for a diploma, students must pass the following required subjects: the equivalent of four units of English, four units of Mathematics, three units of Science, three units of Social Studies, one Health course, one Technology course, one Arts course, and one Physical Education course each year for the first three years of attendance.

One Unit = 5.0 Credits. Students need to earn 155 total credits to earn a diploma. Detailed information is available in the TFHS Program of Studies on the school website.

PROMOTION

Students must earn the following number of credits to advance to the next grade:

To be a 10th grader- students must have earned a minimum of 35 credits, and pass a course in at least three of the following subjects: English, Mathematics, Social Studies, and Science.

To be an 11th grader- students must have earned a minimum of 75 credits and have passed at least three of the above subjects in their most recent year.

To be a 12th grader- students must have earned a minimum of 115 credits and have passed at least three of the above subjects in their most recent year.

MAKE-UP OF FAILED COURSES

Students in grades 9-12 who fail required courses will be allowed to make them up through available summer programs under the following conditions:

- The course(s) to be taken must have the written approval of the principal or designee.
- Before credit is granted the principal or designee must receive official written proof of the successful completion of such course(s).
- Transcripts will reflect both the failed semester course and the summer program course.

MCAS COMPETENCY DETERMINATION

According to state law, students must achieve a scaled score of 240 or higher on the English Language Arts and Mathematics MCAS tests, or achieve a scaled score of at least 220 and complete an Educational Proficiency Plan, as well as a scaled score of 220 or better on the Biology (or other Science/Technology) MCAS test to obtain a diploma (603 CMR 30.03). Regulations that govern MCAS Performance Appeals (603 CMR 30.05) state that “(students must have) maintained at least a 95% attendance level (no more than nine days of absence from school in a 180-day school year) during the school year prior to and the year of the appeal unless the superintendent presents evidence of circumstances such as a student’s disability or serious illness that would justify an exemption from this requirement.”

REPORT CARDS

Reports of scholastic achievement are sent home four times a year. These reports are usually issued in November, February, April, and June. Report cards will carry a listing of subjects with the numeric grades. The scholastic report may be interpreted as follows:

90-100	Superior
80-89	Above average
70-79	Average
60-69	Inferior work, but passing
Below 60	Failure, no credit toward graduation
P	Passing
I	Incomplete
WDP	Withdrawn Passing
WDF	Withdrawn Failing

PROGRESS REPORTING

Teachers will post assignments, grades and/or progress updates in the PlusPortal at least once each week. The PlusPortal is a web-based system to enhance communication between schools and families. You can access the PlusPortal by using the link on the Gill-Montague Regional School District (GMRSD) website at www.gmrtd.org or by going directly to www.plusportals.com/GMRSD. In order to access PlusPortal, students and parents need login credentials that will be sent to new students and families in the fall or as they enroll in school. If you need assistance in accessing your PlusPortal account, call Sandy Bailey at 413-863-7296. If you do not have internet access, please notify the office that you would like paper copies of your reports. Families are encouraged to contact school staff for academic progress updates at any time.

ADJUSTED GRADE POINT AVERAGE AND RANK IN CLASS PROCEDURES

In the determination of the Adjusted Grade Point Average (A.G.P.A.) for students in grades 9-12, the following procedure shall be used:

- In computing A.G.P.A.'s for students in grades 9-12, only numeric grades for subjects taken in those courses will be used.
- All courses have been assigned to one of three levels. Specific levels are listed in the Program of Studies.
- The numeric grade earned in the class will be multiplied by the following numbers based on level of course: Advanced Placement = 1.3, Honors = 1.2, Regular 1.0.
- All level courses will be used to compute the A.G.P.A. for Rank in Class (R.I.C)
- In the A.G.P.A. computation:
 - Grades of P and W will not be included.
 - Courses which meet every day during a semester will have a weight of 1.0.
Courses meeting every other day will have a weight of .5.

- The numeric equivalent grades will be multiplied by the appropriate weights to equal the quality points.
- The sum of the quality points will be divided by the sum of the total weights attempted to determine the A.G.P.A.
- The A.G.P.A. calculated in the manner will be rounded to the third decimal place.
- The R.I.C. will be determined by putting the A.G.P.A.s in rank order.
- For seniors, the R.I.C. and A.G.P.A. calculated at the end of the eleventh grade, on the basis of the information available at the time, will be used for college and scholarship applications until the A.G.P.A.s for the first semester of the twelfth grade are available.
- The five top seniors academically will be determined by the A.G.P.A. calculated by the above method at the end of the first semester of the twelfth grade on the basis of the current information.

DETERMINATION OF HONOR ROLL

The following explains the determination of the quarterly honor roll at Turners Falls High School. The honor roll shall be based on a Simple Grade Point Average (S.G.P.A.).

- A student who earns at least a 75.0 S.G.P.A., with no grade below a 70, shall be eligible to be on the honor roll. Withdrawal/Failure from any course during the quarter will result in the student being ineligible for the honor roll. All required academic courses must be taken for a grade. Receiving a Pass or Incomplete for any required academic course will result in the student being ineligible for the honor roll.
- Honor roll computation shall be based on the procedures listed below:
 - All grades except P and W will be included in the computation.
 - Using the S.G.P.A.'s, arrived at by adding the numeric equivalents and dividing by the number of grades, the following honor roll will be produced:
 -

First Honors	92.5 and above
Second Honors	85.0 – 92.49
Third Honors	75.0 – 84.99

- The calculation will be rounded to the second decimal place.

NATIONAL HONOR SOCIETY

It is the goal of the National Honor Society to recognize students who have high academic achievement and who also possess and demonstrate service to the community, leadership, and character. Students in grades 9 and 10 should prepare for this opportunity as soon as they begin their high school career by actively seeking or leadership roles and community service opportunities both in and out of school. Students are encouraged to document their participation in extracurricular activities, community service activities, including hours spent volunteering, and exhibit high standards for their behavior and interactions with each other and adults in the school. Students should seek out and speak with adult mentors (teachers, guidance counselors, coaches, and community leaders). While an effort will be made to include as many eligible students as possible in the NHS, please note that eligibility and inclusion in the NHS goes beyond academic qualities and extends past the school to the community. Students must follow the specific process as outlined below:

1. Students in grades 11-12 who have attained a cumulative 95 adjusted grade point average at the end of the second semester prior to the year of their induction shall be considered to have met the academic eligibility criterion.
2. All students in grades 11-12, who have met the academic eligibility requirement for the National Honor Society, will be so notified by the principal. These students are considered potential candidates for NHS. Each potential candidate MUST submit an activities form which will be provided by the school. The completion and timely submission of the activities form documenting the development of character, service and leadership, including the signatures for all the sponsors and advisers, signifies the student's desire to be considered for NHS membership. The NHS advisor will review these activities forms and give feedback as students are working on them, with the goal of including as much evidence of activities as possible. Late submissions will not be considered.
3. The Faculty Council reviews the activity documentation submitted by the candidates and selects nominees. Each student who submits an activity form is evaluated on an individual basis.

INTERNSHIPS

Students in grades 11-12 may request arrangements for internships or independent study projects beyond their regular courses of study with the approval of the teacher, their school counselor, and the principal. A written contract will be required and a member of the staff must agree to serve as advisor. The advisor's job will be to counsel the students, supervise their work on a regular basis, and evaluate the project to determine grade and number of credit units.

DUAL ENROLLMENT OPPORTUNITIES AT GREENFIELD COMMUNITY COLLEGE

An **Educational Transitions Program (ETP) Student** is defined as a student who considers themselves to not be successful in a regular high school environment, a junior or senior in high school who may or may not need to make up credits for graduation, and is on free or reduced lunch. Students can participate full or part time. Transportation is the responsibility of the student and should be discussed with the student's school counselor or the ETP program coordinator in advance.

- AN ETP student must be a junior or senior enrolled at Turners Falls High School.
- All GCC courses will be calculated into the students' overall grade point average based on the level of each course. Courses that are developmental, HUD courses and Physical Education Courses are considered a regular level 3 course at TFHS. 100 and 200 level courses (except HUD courses) will be considered at either Honors or Advanced Placement weight depending upon the course number. Please see your school counselor for more information.
- Final determination of enrollment into the ETP program is based on funds available and ultimately decided by Greenfield Community College with feedback from the administration and school counselor at Turners Falls High School.
- Students are required as ETP participants to check in at the beginning and end of each semester and as needed with their school counselor at Turners Falls High School to update them on their progress, address concerns, and discuss their attendance.

- If a student fails any Greenfield Community College Course, they along with their parents/guardians will be required to meet with the counselor and the principal to determine if student should continue in the ETP program and create a plan for future success, not limited to returning to Turners Falls High School to complete their graduation requirements.
- Upon successful completion of non-developmental GCC courses, students will be awarded high school credit as well as credit at GCC towards an Associate's Degree.
- Mandatory attendance is required during all course meetings scheduled at Greenfield Community College. If a student is not attending classes, the ETP Program Coordinator is required to notify the administration at Turners Falls High School and said student may be removed from the ETP program.
- It is the responsibility of the Early Entrant and ETP students to keep up with communications and announcements from Turners Falls High School to receive important information from the school regarding graduation, scholarships and important class events.

An **Early Entrant Student** is defined as a student who is not eligible for the Educational Transitions Program and has the means to pay for all tuition and fees associated with attendance at Greenfield Community College. Students can participate full time or part time. Transportation is the responsibility of the student.

STUDENT SCHEDULE CHANGES

Student-initiated course changes are not allowed after the first week of each semester. Students who withdraw from a course after fifteen school days of the semester will receive a withdrawal grade (passing or failing). A student receiving a withdraw/failing grade is ineligible to participate in athletics and/or extra-curricular activities (see Athletic Policies). Students who withdraw from a course before the sixteenth day will not have any grade reported on their report cards. Eligibility will not be adversely affected.

HOMEWORK

The Gill-Montague Regional School District supports the belief that meaningful and appropriate homework should be an integral part of every student's educational program. Every student in the Gill-Montague Regional School District, therefore, shall be assigned homework on a regular basis in all subjects where it is appropriate to do so. At Turners Falls High School, we aim to assign 30-45 minutes of homework per subject per night as appropriate. Homework should complement, supplement and reinforce classroom instruction. Skill and work habit development, remediation, skill reinforcement, enrichment, research, and make-up work are all types of legitimate areas for homework focus. Students must expect that the schoolwork performed at home is important, should be of high quality, and will be evaluated.

FINAL EXAMS

Final exams or other summative assessments will be given at the end of each semester in every course. Courses will conduct assessments during prescribed times, and student attendance is expected. Parent/guardians should schedule appointments and vacations around final exams. Students who miss an exam must make arrangements to make it up with the teacher, at the teacher's convenience. Plagiarism or cheating on an exam or final project will result in a grade of zero for the assessment, with eligibility for retakes to be determined by the principal.

EARLY GRADUATION

To be eligible for graduation students must successfully complete certain credit and course requirements. Students at least 16 years' old who complete these requirements may be eligible for early graduation, that is, graduation prior to the end of the twelfth grade. To be considered for early graduation three conditions must be met:

- Students must write a letter to the principal requesting early graduation and describing their plans.
- Parent/guardians of students must write a letter to the principal giving their consent and support for the early graduation request.
- Both letters must be submitted to the administration by the last day of school of the student's junior year. It is the principal's decision to allow or disallow requests for early graduation based upon the best interest of student.

PARENT/GUARDIAN CONFERENCES

Parents are encouraged and invited to confer with guidance counselors, teachers, or administrators. In addition to the scheduled dates in November and March, please call the Guidance Office at 413-863-7203 to schedule an appointment at any time during the school year.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal Law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the United States Department of Education. The Family Educational Rights and Privacy Act requires that the Gill-Montague Regional School District, including Turners Falls High School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's educational record. The Gill Montague Regional School District may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. Directory information is information that is generally not considered harmful or an invasion of privacy, such as a playbill showing your child's name in a drama production, and can be disclosed without a parent's written consent. At times information will be shared within the school system to staff that have legitimate educational interest in the information.

STUDENT RECORDS

The Gill-Montague Regional School District (GMRSD) shall provide a complete copy of a student's school record to any public school into which the student seeks or intends to enroll, upon verification from any source that the student may be transferring out of the GMRSD. (603 CMR 23.07 (4)(g)). It is required that incoming students provide a complete copy of the student record from their prior school (M.G.L. Chapter 71, Section 37L). Access to records by a non-custodial parent is provided unless court order limits rights of the non-custodial parent.

ATHLETIC POLICIES

Extracurricular activities sponsored by the district are nondiscriminatory in that:

The Gill-Montague Regional School District provides equal opportunity for all students to participate in intramural and interscholastic sports; extracurricular activities or clubs sponsored by the Gill Montague Regional School District do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness.

All students who wish to participate on a Turners Falls High School athletic team should acquaint themselves thoroughly with the following regulations. Failure to abide by the following rules could be the cause of ineligibility:

1. All Massachusetts Interscholastic Athletic Association rules must be strictly followed. A copy of these rules is on file in the Athletic Director's office.
2. Students must be in attendance for the entire school day in order to participate unless excused by the school administration in advance. Students should be in their classes by 7:45 AM. **Students who come in after 8:00 AM without a valid, written excuse will not be allowed to practice or participate in athletic activities on that day.**
3. Turners Falls High School athletes must maintain sound sportsmanship and school citizenship in class, student affairs, and on the team. Neglect of this rule may terminate their membership with that team.
4. Students assigned to in-school or out-of-school suspension are ineligible for athletic activities on the day(s) of suspension. Should non-school days fall between suspension days, students will be ineligible during that period.
5. A user fee must be paid or waived before athletes are issued a game uniform.
6. All athletes must adhere to the MIAA loyalty to the high school team rule, as explained by the coach. Athletes must be in regular attendance at all practice sessions, games, and mandatory team functions. Planned absence must be reported to the appropriate coach in advance. Absenteeism without a valid excuse, or failure to report planned absence in advance, may be penalized by the coach.
7. Student and parent/guardian, prior to participation in a sport, must sign the athletic participation form.
8. All students participating in the athletic program must have a physical exam on file with the school nurse. This physical exam is good for one calendar year.
9. During the season of practice or play, students shall not regardless of the quantity use/consume, possess, buy/sell, be under the influence of or distribute any beverage containing alcohol, any tobacco products, marijuana, steroids, or any other mind-altering substance. It is not a violation for students to be in possession of a legally defined drug specifically prescribed for the students' own use by their doctor. This rule applies in situations that occur off school property and not as participants in a school activity.

ELIGIBILITY REQUIREMENTS

To be eligible to participate in sports or co-curricular activities, the student must be enrolled fulltime and have passed all classes in the previous quarter. Each student may be entitled to a one-time/one-grade exemption. Prior to participating in any official competition, the exemption form must be obtained from the main office, returned to the principal for approval, and authorized/received by the athletic director, and forwarded to the coach. The one-time exemption will be granted if the student has passed two major courses (ten credits) during the

academic marking period in question and has met all MIAA academic requirements. During spring sports only, students may attend practices and try out for a team prior to report cards being mailed. Students may not receive a uniform, participate in games, or attend games as a team member. In addition, "to be eligible for a fall marking period, students are required to have passed for the previous academic year the equivalent of four traditional" five credit courses (MIAA Rule 58.3). Two courses must be in the second semester. A "withdrawn failing" grade or incomplete is credited as a failing grade and counted in the quarter given. Eligibility determination dates for all specified activities will be the same as designated for MIAA academic eligibility.

EXTRACURRICULAR ACTIVITIES FALLING UNDER ACADEMIC ELIGIBILITY RULES

Any student failing to meet academic eligibility rules may be suspended from the following school-sponsored activities until such eligibility is restored:

- Cheerleading
- Student Council
- Class Officers
- Theater
- Interscholastic Sports on all levels
- Intramural Sports
- All school-sponsored clubs
- Booster Day
- Regional Student Advisory Council Representative
- Student Government Day Representative
- Any organization of a similar nature that may from time to time be added

Attendance at any school-sponsored events, such as athletics or concerts, as well as membership on the Student Advisory Committee (to the School Committee) are not subject to academic eligibility requirements.

MIAA Rule 51 and 58

Baseline Eligibility Requirement (MIAA rule 51)

For a student to practice with, or to represent an MIAA member school in athletic competition, the student must be duly enrolled in that school and meet all eligibility requirements. Additionally, the student must be a candidate for that school's diploma subject to the jurisdiction of that school's principal (i.e. the principal must have the authority to suspend the student from class(s) and under the supervision of that school principal must have control and knowledge of the student's daily attendance and achievement)

Academic Requirements (MIAA Rule 58)

58.1- A student must secure during the last marking period preceding the contest (i.e. second quarter marks and not semester grades determine third quarter eligibility) a passing grade in the equivalent of four traditional yearlong major English courses.

58.3- To be eligible for the fall marking period, students are required to have passed for the previous academic year the equivalent of four traditional yearlong English courses.

58.4- Academic eligibility of all students shall be considered as official and determining only on the published date when the report cards for that ranking period are to be issued to the parents of all students within a particular class.

58.5- Incomplete grades may not be counted toward eligibility.

Activities from which a student with a failing grade is not excluded include:

- (a) Instrumental concerts (Middle School band students)
- (b) Choral concerts (Middle School choral students)
- (c) Science Fair (as exhibitors)
- (d) Class related field trips

An official roster of all students participating in all activities included under the eligibility rule will be prepared by the Athletic Director, Coach, or Teacher-in-charge as soon as possible prior to the beginning of practice sessions for any activity or seasonal sport.

BONA FIDE TEAM RULE

PENALTY, First Offense: When the principal confirms, following an opportunity for students to be heard, that a violation occurred, students will lose eligibility for 25% of the season, or 4 weeks of a season in which students are participants, whichever is greater. No exception is permitted for students who become participants in a treatment program. Students will be allowed to remain at practice for the purpose of rehabilitation.

PENALTY, Second and Subsequent Offenses: When the principal confirms, following an opportunity for students to be heard, that a second or subsequent violation occurred, students will lose eligibility for an additional 25% of the season and will be **ineligible** for tournament participation. If after subsequent violations, students on their own volition, become participants in an approved chemical dependency program or treatment program, they may be certified for reinstatement in MIAA activities after a minimum period of six (6) weeks. The director or a counselor of a chemical dependency treatment center must issue such certification. Penalties shall be cumulative each academic year, but a penalty period will extend into the next academic year.

USER FEES

The Gill-Montague Regional School Committee has instituted an Athletic User Fee program at Turners Falls High School and Great Falls Middle School. The system requires that students be assessed a \$75.00 fee per sport. If a family has more than two students participating in a sport during a season, the fee for additional students is \$50.00 per student. Fees will not be refunded unless numbers indicate that some cuts will be necessary in order to establish a manageable team. Should a reduction occur, those cut will receive a refund. *Please note that paying the user fee does not guarantee playing time.* Financial hardship will not limit access to athletics. To request a fee reduction or waiver, please complete a Financial Aid Request form, available in the athletic director, main or guidance offices and on our website.

CONCUSSION POLICIES

Research has estimated that 5-10% of high school or college contact sports athletes sustain a concussion each year. These estimates likely understate the true incidence of concussion. In one investigation over 50% of high school football athletes did not report their injury to a parent, coach, or medical professional. A concussion is an alteration of mental status resulting from the brain being jolted inside of the skull due to a blow to the head or body. Among the many symptoms associated with concussion, headache, dizziness, confusion, amnesia, nausea, and disorientation are commonly reported. Loss of consciousness however, only occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also, following the injury, the athlete may experience other difficulties such as sensitivity to light and sound, forgetfulness, fatigue and emotional changes such as anxiety or depression. Most athletes who sustain a concussion can fully recover as long as the brain had time to heal before sustaining another hit; but relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms of injury, the severity of concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed athletes that return to play too soon, before their brain has healed, are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases a catastrophic neurological injury known as Second Impact Syndrome. Therefore, we encourage the following care when an athlete sustains a concussion in a school-sponsored sporting event.

When the concussion occurs, the injured athlete should visit the local hospital emergency room or review their condition with their primary care physician to ensure there is not a need for emergency medical care.

1. Then a care team consisting of the student's primary care physician and parents, along with the athletic trainer, head coach and athletic director should monitor the symptoms of the injury.

Concussion is one of the most complex injuries faced by medical professional as the signs and symptoms are not always straightforward and the effects and severity of the injury can be difficult to determine. The injury occurs in absence of structural changes in brain tissue, generally making traditional neuro-diagnostic tests such as CT, MRI and EEG insensitive. Therefore, we encourage a third step in the concussion care process.

2. Engage the injured athlete in battery of tests that include a combination of self-report symptoms, balance, and neurocognitive testing. The combined assessment will provide a more sensitive and objective evaluation of the effects of the concussion that will help better determine when it is safe for the athlete to return to play. Please see the website below for more information:

<http://nfhslearn.com/electiveDetail.aspx?courseID=15000>

SUPPORT

We understand that life can present young adults with many challenges, both inside and outside of school. TFHS offers a myriad of supports and services for young people and their families. If you or your family need help with something you don't see listed in this document, please contact our main office and we will do our best to assist you.

SEEKING HELP

If you are facing academic challenges...

Check in with your classroom teacher. They want to help! Teachers are available to help you during GAP on Mondays, Wednesdays and Fridays and after school two days a week. If problems persist, the staff in the Guidance Office can assist.

Academic Tips:

- Check PlusPortal frequently to make sure you are handing assignments in on time. If you notice your grade is dropping, be proactive and check in with your teacher.
- Skills like note taking, organization, and studying will go a long way to increasing your grade. Not sure about how to do these things? You're not alone! GAP is a great time to check in with teachers around how to develop and practice these skills.
- Try to study and complete homework in a calm, quiet place. If you don't have adequate study space at home, ask any teacher if you can stay after. The public library is also a great place to get some quiet work done.
- Attendance makes a difference. There is a strong relationship between being here and getting good grades. Just your presence in the classroom increases the likelihood that you will do well.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

What is MTSS? Some students struggle with academics. Others struggle with behavioral challenges, and some struggle with both. At TFHS, it is our aim to support students with challenges that interfere with their ability to learn. This year we will be working on the organization of a framework of interventions and supports designed to address behavioral and academic challenges.

Key Components of MTSS: Using an MTSS model, we will be taking a proactive approach to identifying students with academic or behavioral needs. By implementing interventions as supports for our students, we will assist them in meeting with success. The key components of MTSS include:

- Analyzing student performance and behavior to identify who may need assistance
- Tiers of interventions that can be implemented in response to levels of need
- Continual assessment
- A school-wide approach to expectations and supports
- Parent involvement

Employing the MTSS Framework: By using using MTSS at TFHS, we are seeking successful educational and behavioral outcomes for all students. MTSS creates a positive environment for all students which in turn impacts school climate. The interventions and supports found in MTSS also help in relationship building, which is a key factor in student success.

(from PBISrewards.com)

If you are facing peer problems...

Check in with a teacher, your assigned Dean of Students, or staff in the Guidance Office or the Justice Center. Not only can it be helpful to talk through a problem with someone outside of your friend group, these adults can also help you access useful resources. At TFHS, we offer mediations, harm repair circles, and restorative conversations as ways to repair harm. These tools are accessible to any student facing a conflict with another person in the school.

If you are facing personal problems...

Discuss the problem with your parent/guardian if possible. Check in with a trusted teacher, or the Guidance Office, who can point you in the direction of school-based resources or connect you to resources outside of the school, including nutrition support, housing, and counseling and addiction services. TFHS maintains a close relationship with many social service agencies so that we can aid students and families in getting the support they need.

STUDENTS AND FAMILIES IN TRANSITION

If, for any reason, you find your home situation such that you do not currently have a place for your family to live, the school district will help you by making sure that your children can still attend their schools daily, receive transportation, meals, and all additional supports to help you in such a difficult time. This is not only the right thing for us to do; it is also both federal and state law. Don't wait to notify us. Call the high school Guidance Office at 413-863-7203.

RESOURCES CLOSET

There is a Resources Closet located in the Library. The Resources Closet contains gently used and new clothing, personal care items, school supplies, and food items. These resources are available to all students at no cost. To access these resources or to make a donation, please see the librarian.

BULLYING, HARASSMENT, AND HAZING

The Gill-Montague Regional School District seeks to provide a learning and working atmosphere for students, employees and visitors that is free from bullying, harassment, sexual harassment, hazing, and intimidation.

Chapter 92 of the Acts of 2010, *An Act Relative to Bullying in Schools*, was signed into law on May 3, 2010 and took effect immediately. The law requires each school district, charter school, non-public school, approved day or residential school, and collaborative school to develop and implement a plan to address bullying and intervention. The statute directs the Board of Elementary and Secondary Education to promulgate regulations addressing a Principal's duties under one of the ten required elements of the bullying and intervention plan, namely, notification to parents or guardians of the victim and the perpetrator of bullying or retaliation and the action taken to prevent further bullying, and notification to law enforcement of bullying or retaliation, when the perpetrator's conduct also may result in criminal charges.

What is bullying, harassment, and hazing?

Bullying Pursuant to M.G.L. C71, S 370 is the repeated use by one or more students or by a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an

extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- Causes physical or emotional harm to the victim or damage to the victim's property.
- Places the victim in reasonable fear of harm to himself or of damage to his property.
- Materially and substantially disrupts the education process or the orderly operation of a school.
- Creates a hostile environment at school for the victim.
- Infringes on the rights of the victim at school; or
- Material and substantially disrupts the education process or the orderly operation of a school. Bullying shall include cyber bullying.

Harassment is any bullying behavior that is also based on the victim's status as part of a protected class, such as on the basis of race, color, religion, national origin, age, gender, sexual orientation or disability, or for any other reason.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronically transmitted, or physical conduct of a sexual nature, including but not limited to unwelcome comments, touching, written notes, pictures/cartoons or other inappropriate conduct, such as leering, whistling, brushing up against the body, commenting on sexual activity or body parts or other activity referred to by the Model MCAD policy prohibiting such behavior.

Hazing is any conduct or method of initiation, even if consented to, 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.

Turners Falls High School/Great Falls Middle School Bullying Plan

Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to Ms. Menard; Principal, Mr. Gaffigan; Assistant Principal or Deans Mr. Duprey and Ms. McKinley. When the Principal, Assistant Principal or Dean is the alleged aggressor, complaints should be reported to the Superintendent. Bullying complaints against the Superintendent should be sent to the school committee. Any instance of bullying or retaliation a staff member becomes aware of or witnesses should be reported immediately. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, [1] in the following locations and online at the school's website.



SAMPLE BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Name of Reporter/Person Filing the Report: *This line may be left blank if an anonymous report is being made*

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: **Target of the behavior** ☐ **Reporter (not the target)** ☐

3. Check whether you are a: ☐ **Student** ☐ **Staff member (specify role)**
☐ **Parent** ☐ **Administrator** ☐ **Other (specify)** _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ Y Student Y Staff Y Other _____

Name: _____ Y Student Y Staff Y Other _____

Name: _____ Y Student Y Staff Y Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____

(Note: Reports may be filed anonymously.)

10: Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____
Position(s): _____

2. Interviews:

<input type="checkbox"/> Interviewed aggressor	Name: _____	Date: _____
<input type="checkbox"/> Interviewed target	Name: _____	Date: _____
<input type="checkbox"/> Interviewed witnesses	Name: _____	Date: _____
	Name: _____	Date: _____

3. Any prior documented Incidents by the aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

☐ YES

☐ NO

<input type="checkbox"/> Bullying	<input type="checkbox"/> Incident documented as _____
<input type="checkbox"/> Retaliation	<input type="checkbox"/> Discipline referral only _____

2. Contacts:

<input type="checkbox"/> Target's parent/guardian	Date: _____	<input type="checkbox"/> Aggressor's parent/guardian	Date: _____
<input type="checkbox"/> District Equity Coordinator (DEC)	Date: _____	<input type="checkbox"/> Law Enforcement	Date: _____

Action Taken:

- ☐ Loss of Privileges ☐ Detention ☐ STEP referral ☐ Suspension
☐ Community Service ☐ Education ☐ Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ **Initial and date when completed:** _____

Follow-up with Aggressor: scheduled for _____ **Initial and date when completed:** _____

Report forwarded to Principal: Date _____ **Report forwarded to Superintendent: Date** _____

(If principal was not the investigator)

Signature and Title: _____

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians. At the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

- 2.** A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she/him/her/they witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, 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, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff

member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

3. Responding to a report of bullying or retaliation –

Allegations of Bullying by a Student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (Include locally established student safety planning policies and procedures here.)

An aggressor is perpetrator of bullying or retaliation through the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school, including through the use of cyber-bullying.

2. Obligations to Notify Others

A. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

B. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private

special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

C. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

D. Investigation. The principal or designee (Asst. Principal, Deans) will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. 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 Asst. Principal, Dean will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the Principal Asst. Principal, Deans and other staff members as determined by the Principal Asst. Principal, Deans and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal Asst. Principal, Deans will maintain confidentiality during the investigative process. The Principal Asst. Principal, Deans will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Principal Asst. Principal, Deans will consult with legal counsel about the investigation.

E. Determinations.

The Principal Asst. Principal, Deans will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal Asst. Principal, Deans will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal Asst. Principal, Deans will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the Principal Asst. Principal, Deans may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians,

to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development. The Principal, Asst. Principal, Deans will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. 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, Asst. Principal, Deans 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. The Principal Asst. Principal, Deans shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

F. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building Upon the Principal Asst. Principal, Deans determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill-building approaches that the principal or designee may consider include: ▪ offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum; ▪ providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel; ▪ implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals; ▪ meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home; ▪ adopting behavioral plans to include a focus on developing specific social skills; and ▪ making a referral for evaluation. Hold a restorative meeting between the aggressor and the targeted student.
2. Taking Disciplinary Action If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.
3. Promoting Safety for the Target and Others The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a

recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

A. Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

B. Notification requirements.

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

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited: (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs. VIII. Problem Resolution System: Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

IX. DEFINITIONS

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff 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 or herself or of damage to his or 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 a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying. Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals. Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

X. RELATIONSHIP TO OTHER LAWS Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of w

If you are being bullied...

- Let an adult know. This could be a parent/guardian or a staff member at the school. Some people/places that can offer resources around bullying and take reports include your teachers, the Guidance Office, your assigned Dean of Students, the Assistant Principal, the Principal, or any other trusted adult.
- If you can, calmly ask the other student to stop, and/or walk away.

If someone you know is being bullied...

- If you feel safe, be an “Up stander” by saying something like, “We don’t do that at this school.” Or, “It’s not right to treat someone like that.”
- If you don’t feel safe, tell an adult.
- Be a friend to the person being bullied. Offer words of support and encourage them to seek out an adult.
- Avoid laughing, joining in, or making other comments that might encourage the person who is bullying.
- Help teach your friends how to stop bullying.

Please know that because of privacy laws, we cannot communicate disciplinary outcomes to victims or their families. In addition, we follow a tiered approach to addressing behavioral issues, including bullying. If you or someone you know has already reported bullying, but the bullying has not stopped, tell an adult so that it can be addressed appropriately.

SECTION 504: REHABILITATION ACT

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law that protects the rights of handicapped or disabled individuals in programs that receive federal funds. Under this Act, a qualified disabled person is “one who has a physical or mental impairment which substantially limits a life activity or, has a record of such impairment; or is regarded as disabled by others.” Section 504 covers all students who meet this definition, even if they are not eligible for a special education program. A student may be referred by a parent/guardian or professional of the school district if it is believed that the student has a physical or mental impairment that substantially limits one or more major life activity. If students are thought to have a disability under section 504, they have a right to an evaluation. A team knowledgeable about the student will make recommendations regarding modifications and/or placement in the least restrictive environment. A written plan must be developed documenting the presence of a disability, which limits a major life activity, and a statement of the adjustments that will be made. For more information, contact the Guidance Office.

SPECIAL EDUCATION SERVICES

The Gill-Montague Regional School District assures that any student who, after team evaluation, is found to be in need of special education will receive that education in the least restrictive manner and as closely programmed to the regular education schedule as possible. A teacher, guidance counselor or another individual who feels that the student is not progressing satisfactorily may refer a student for an evaluation. After the team evaluation, a meeting is held to discuss the finding and possibly to develop an Individual Education Plan, which is the guideline for both the special services that the student will receive and the monitoring of the student’s progress.

Other support services available are speech/language and hearing therapy, visual services, home or hospital programs as determined by the student's doctor, and placement in an alternative program or day program upon recommendation of the team.

Parent/guardians can also get information on Chapter 766 procedures through the MA Department of Elementary and Secondary Education, 350 Main Street, Malden, MA 021485023. The phone number is (781) 388-3300.

PARENTAL ACCESS TO SPECIALIZED EDUCATIONAL PROGRAMS The Gill-Montague Regional School District welcomes parent participation in their student's educational program. Parents are an important member of the TEAM process and need to be involved with their student's education in order to maximize their student's success at school. An amendment to the state special education law (Chapter 363 of the Acts of 2008) requires school districts to provide timely and sufficient access to a child's current or proposed special education program. This access is for parents, or their designees, which include parent designated independent evaluators and educational consultants. In order to protect other students' safety and confidentiality and to minimize disruption to the educational process, the following steps must be implemented in order for parents or their designee to observe their child's special education program.

1. Parents must call the building principal to request the observation in advance. Parents should provide the following information: name of person, role, and the purpose of the evaluation. Parents should give at least two possible dates and times for the requested observation.
2. The building principal will notify the Special Education Director of the request for the observation and the proposed dates.
3. The Special Education Director or the Education Team Chair will contact the parent or designee to schedule the observation on a date which is mutually agreed upon. Factors to consider include the scheduled activity for the program, student needs, and staff availability. The time of observation should not exceed 80 minutes.
4. If parents request that their designee has access to the student's record, the request must be made in writing.
5. The parents or designee must sign a confidentiality document which prohibits them from discussing any student (except their own) whom they may observe in the school. The observer cannot photograph, record, or videotape any aspect of the school, and should keep extraneous materials to a minimum.
6. The Special Education Director or Educational Team Chair will accompany the parent or designee during the observation and will take notes regarding student and staff actions, and will be available to answer the observer's questions.
7. The team may be available for a short period of time to answer questions, as long as this does not disrupt the children's learning.

EXPECTATIONS

STUDENT CODE OF CONDUCT

Philosophy: The Code of Conduct provides a structure to ensure a safe and orderly learning environment, so that all students are able to gain the maximum possible educational benefits of our academic, civic and social programming. It is a teaching tool designed to provide clarity for the legal and quasi-legal parameters for student, community and staff interactions and informs students of their rights and responsibilities of character and conduct in a variety of professional, civic, and family environments. The Code of Conduct is designed to ensure that students understand the impact of their actions on peers, the faculty and staff, the school and the community and are provided with appropriate opportunities to rectify harm their actions may have caused.

TFHS utilizes restorative practices to address harm and re-build community. Harmful actions must be reflectively explored and, when possible, made right through restorative practices such as circles and mediations. Staff members will teach and model these practices and will address unacceptable conduct in ways that build community.

To maintain a safe and positive learning environment, traditional consequences may also apply. In determining the best course of action in any situation, the administration will review the facts and circumstances surrounding the alleged offense and the student's record. After completing said review, the administration may in its sole discretion impose the stated level of discipline provided for in these discipline policies, or the administration may impose further discipline, including, but not limited to: more detentions, a longer suspension, exclusion from participation in school-sponsored activities, the imposition of a discipline contract, and/or expulsion from school (subject to applicable procedural requirements).

The following procedures will be followed in cases concerning student conduct:

1. Staff may utilize restorative practices or other techniques or services to bring about a change in behavior or to resolve a conduct issue.
2. Students involved in unacceptable conduct that cannot be resolved at the classroom level will be referred to the Justice Center by a staff member. All referrals received are recorded in the student's file.
3. In any disciplinary situation, a student can expect to be informed of any allegations, to be given the opportunity to share his/her version of events, and to be informed of the evidence/rationale behind any consequences assigned.

Right and Responsibilities

Prevention, Intervention and Disciplinary Responses Policies and Procedures

CLASSROOM-BASED DISCIPLINE

The teacher and students in each class will work together establish guidelines to maintain a safe and positive learning environment, ones that will meet the needs of the entire class community as well as the needs of the individual student. Those who disrupt class will first be given an opportunity to resolve the matter with the teacher. Interventions may include: reminders, loss of privileges, seat changes, conferences, reflections, apology, and parent contact. If problems cannot be resolved this way, detentions may be assigned by a teacher. Students are expected to report to a teacher detention if assigned. Failure to attend detention

will result in a referral to the Justice Center for further disciplinary action. School obligations come first, even before a job or other after-school commitments.

Conduct expectations for all TFHS classrooms:

- Be present and be on time
- Bring learning materials
- Show respect for other people and their property
- Be prepared to participate
- Always sign in/out and carry a hall pass when out of the classroom

SCHOOL-BASED DISCIPLINE

For repeated classroom violations or matters beyond the scope of or occurring outside the classroom, school personnel will refer to the following list of responses when determining consequences. School personnel may, at their discretion, impose alternative consequences when appropriate.

POSSIBLE RESPONSES TO BEHAVIORAL CONCERNS

Level 1

Behavioral Team Interventions and Responses. These interventions aim to change the conditions and support the student in examining conditions that are contributing to the student's unsuccessful behaviors. These interventions seek to engage the student's support system at school and at home to encourage success.

- Referral to Justice Center
- Checking in with school staff
- Reflection activity
- Mentoring
- Referral to mediation
- Conflict resolution or restorative conference
- Restorative Practices
- Service to the school community
- Restitution plan
- Modeling expected behaviors
- Use of restorative questions
- Reset pass
- Contact with family
- Student/teacher conference
- Lunch detention
- Other evidence-based student specific strategies

Level 2

Administrative and Behavioral Team Interventions and Consequences. These interventions can involve support staff or administrative staff when needed and are designed to correct behavior by addressing the seriousness or repetitive nature of the behavior while attempting to re-engage the student in the learning process and school community. In addition to Level 1 interventions, Level 2 may also include:

- Collaborative family conference
- Collect progress monitoring data about the behavior and interventions attempted
- Referral to community agencies
- Administrative and/or support team conference
- Re-teaching or rehearsing appropriate behaviors
- Restorative Practices
- After school detention to be served with teacher or Dean of Students
- Referral to Student Support Team
- Engage in circle process
- In-school suspension up to 3 days

Level 3

Serious Administrative and Behavioral Team Interventions and Consequences. These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior. In addition to utilizing Level 1 and 2 responses, Level 3 responses may include:

- Restorative Panel with recommendations for restorative practices.
- In-School Suspension up to 5 days with required re-integration meeting
- Up to 5-day suspension from transportation
- Out-of-school suspension up to 10 days with required reintegration meeting
- Long-Term suspension or expulsion

BEHAVIOR VIOLATIONS AND LEVELS OF RESPONSE

The most common behavior violations are listed below, as well as the level the violation may be classified depending on the circumstances surrounding each situation. While determining the level of response is at the sole discretion of the school administration, the following will be taken into consideration when making a final determination:

- Level 1 may be appropriate when:
 - It is a minor infraction;
 - The student has had no prior incidents; and/or
 - Appropriate supports have not been implemented.
- Level 2 may be appropriate when:
 - Supports have been implemented but the behavior has continued;
 - The behavior is persistent and has negatively affected the learning environment.
- Level 3 may be appropriate when:
 - It is a serious offense;
 - There was a significant impact on the school community; and/or,
 - Interventions and supports have been implemented but the behavior is persistent or escalating.
 - The behavior presents an imminent threat of serious harm to the school community; or,
 - The student's behavior seriously threatens the safety of others and/or the educational process.

BEHAVIOR EXHIBITED	L1	L2	L3
Attendance			
Excessive Tardiness to Class	X	X	
Excessive Tardiness to School	X	X	
Refusal to Attend Class/Cutting Class	X	X	
Excessive Absences from School	X	X	
Academic Dishonesty			
Cheating	X	X	
Plagiarism	X	X	
Copying another's work or permitting another to copy one's work	X	X	
Alcohol, Tobacco, or Drugs			
Using or possessing tobacco or vaping materials	X	X	
Under the influence of alcohol or drugs		X	
Possession of smoking or drug paraphernalia (e.g., vaporizers, rolling papers, etc.)		X	X
Using or possessing alcohol or drugs		X	X
Distributing or possession with intent to distribute alcohol or drugs			X
Aggression Against Another Student			
Verbal assault on a student, including name calling, inappropriate gestures or comments, or using profane or abusive language	X	X	
Threatening behavior towards a student including verbal (oral, written, or electronic) or physical threats	X	X	
Physical assault on a student		X	X
Physical assault on a student resulting in bodily injury			X
Two or more students physically attacking another student, with or without injury			X

Aggression Against School Personnel			
Name calling; insults; making inappropriate gestures, symbols, or comments; or using profane or abusive language directed at a staff member	X	X	
Confrontational or aggressive arguing	X	X	
Giving misleading or false information to school officials	X	X	X

BEHAVIOR EXHIBITED	L1	L2	L3
Unintentionally striking a staff member who is intervening in a fight or other aggressive behavior		X	X
Verbal or physical intimidation of school personnel		X	X
Verbal or written threat against school personnel		X	X
Intentional physical assault on school personnel			X
Bullying and Harassment			
Bullying, including electronic bullying, against a single person or group	X	X	
Persistent and repeated incidents of bullying		X	X
Persistent and repeated incidents of electronic bullying targeted, whether inside or outside of school, which affect the emotional, physical, or educational wellbeing of the student(s)		X	X
Harassment based on race, ethnicity, gender or gender identity, sexual orientation, disability, or religion	X	X	X
Sexual harassment (e.g., inappropriate <i>verbal or written</i> conduct of a sexual nature)		X	X
Sexual harassment (e.g., inappropriate <i>physical</i> conduct of a sexual nature)		X	X
Distracting or Disruptive Behavior			
Running, making excessive noise, loitering, or persistent hallway walking	X	X	
Continued disruptions to the learning process following staff interventions resulting in removal from class	X	X	

Repeated refusal to comply with teacher directive	X	X	
Emotional outburst or rage which causes physical or emotional harm and/or damage to property	X	X	
Damage to Personal or School Property			
Accidental damage to property resulting from inappropriate behavior (e.g., horseplay resulting in broken classroom furniture)	X	X	
Intentional destruction of property		X	X
Electronic Devices			
Continued use of cell phones, mobile devices, gaming devices, or similar items without permission	X	X	
Recording or publishing a fight or altercation		X	X

BEHAVIOR EXHIBITED	L1	L2	L3
Use of an electronic device to promote violence or disruption		X	X
Fighting			
Verbal aggression with another student	X	X	
Physical aggression with another student		X	X
Fighting which causes a substantial disruption to the order of the school and/or safety of other community members		X	X
Fighting resulting in serious bodily injury		X	X
Instigating or inciting others to fight (verbal or written, including electronic)		X	X
Leaving School Grounds			
Failing to use proper procedure when leaving school	X	X	
Leaving school grounds without permission	X	X	X
Non-Compliance			
Out of assigned area	X	X	

Failure to comply with a reasonable request	X	X	
Failure to comply with safety regulations (e.g., disruptive behavior during a fire drill or lockdown)	X	X	X
Theft			
Under \$250	X	X	
Over \$250		X	X
Theft			
Theft by use of force (robbery)		X	X
Weapons			
Possession of a dangerous weapon (knife, gun, etc.)			X
Other Offense Not Listed			
Other offense which is disruptive to the educational process	X	X	X
Other offense which impinges upon the safety and/or welfare of the school community	X	X	X

USING A RESTORATIVE APPROACH

Using Restorative Justice to address harm is one of the ways that our staff try to get to the root of challenging behaviors and promote lasting, positive change that benefits the student and their communities. Here are some commonly asked questions and answers about Restorative Justice and its use in our school community:

What is Restorative Justice and how is it used? The goal of restorative justice is to “restore” or fix harm that has happened in the community. A restorative justice lens sees behavior as occurring within a community and teaches children that their behavior impacts those around them. Examples could include everything from being disruptive in class, to getting into an altercation, to saying something hurtful about another person. These incidents are seen as affecting the community as a whole, and after restorative processing, the student is asked to come up with a way to make things right. Some examples of this might be apologizing, creating a behavior plan, or completing community service. If the harm impacted many people in the community, the students and staff involved might participate in a circle process, which will be described in more detail below.

What does restorative processing look like? Restorative processing, sometimes called a restorative conference, is a structured way to talk about a behavioral incident that avoids language that would be considered blaming or shaming. Restorative processing seeks to understand why a behavior happened, who it impacted, and how to prevent it from happening again. While a conversation like this may happen in many ways, a general format is used:

Restorative Questions to Respond to Challenging Behavior

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been impacted by what you have done? In what ways?
- What do you think you need to do to make things right?

Restorative Questions to Help Those Harmed by the Actions of Others

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

What is the end result of the restorative processing? Our goal is to repair the harm that has been caused through conversation about how to accomplish the reparation. This could come in many forms. It may come through conversation with all parties involved or by restorative actions taken to repair the harm and build community. Ultimately, we are looking for positive transformation in actions, in our relationships, and in our community. School administrators will be directly involved in restorative processing and working with students to determine how to repair the harm that has been done.

What is a circle process? A circle process is one of the ways that we address harm that has happened in the community. A circle is usually facilitated by a teacher, counselor, interventionist, or dean of students. All participants sit in a circle and take turns discussing what happened and how it impacted them. Participants can work together to come up with a way to repair that harm that occurred.

Alternatives to Suspension – The GMRSD recognizes that in and out of school suspensions are appropriate consequences for the most egregious infractions of the student code of conduct. When students who have committed a suspendable offense meet the expectations for accountability and are willing to engage in Restorative Action to repair harm they have done, every effort will be made to provide students with an alternative to suspension from school.

JUSTICE CENTER

The Justice Center may be utilized for students not following classroom conduct expectations, needing mediation, participating in restorative practices, or serving an in school suspension (ISS). The Justice Center is a quiet environment. Students in the Justice Center will be given class assignments and are expected to work while there. For students serving an ISS or other consequence, the following procedures apply:

1. Students assigned to the Justice Center for the day must proceed to the room on the passing tone for the first period.
2. Failure to come to school when assigned to the Justice Center will be cause for further administrative action, such as a lengthened suspension period.
3. Students in the Justice Center will be supervised during lunch.
4. Staff will record arrivals and departures.
5. Students may not leave the room without staff permission.
6. No visitors are allowed in the Justice Center.

CONTROLLED SUBSTANCES

A student shall not use, consume, possess, buy, sell, distribute or be under the influence of any beverage containing alcohol, nicotine, any drug, or any other mind-altering substance on school property or in a school-sponsored activity off school property. The following regulations have been established to help assure the safety of individual students as well as the general welfare of the school population:

- In accordance with existing state and federal laws, the civil rights of all students under investigation for drug/alcohol possession or use will be protected to the fullest extent possible.
- The intent of the controlled substances policy is rehabilitative rather than punitive.
- Teachers, counselors, and staff will be cognizant of alcohol and drug possession and use professional judgment in observing students concerning such.
- Any staff member who observes a student in possession or under the influence of a controlled substance will be required to inform the administration immediately.
- When an administrator is reasonably convinced a student is in possession or under the influence of a controlled substance, the administrator will contact parents/guardians and the appropriate law enforcement agency.
- School administration and/or designee may search student lockers, personal property, and person for concealed controlled substances.

CONTROLLED SUBSTANCES – ELIGIBILITY LIST

For controlled substance violations, in addition to school suspension, students may be excluded from the following activities for a period determined by the administration:

- All dances including the Prom
- Awards Nights
- Band/Chorus Performances
- Booster or Unity Day
- Field Trips
- Student Government
- Graduation Ceremony
- Interscholastic Athletics according to MIAA policies
- Musical
- Yearbook/Publications
- Any other school-sponsored club, organization, or activity not listed above

BREATHALYZER SCREEN TEST POLICY

A passive breathalyzer screening may be required for all seeking admittance to school activities. Screenings may also be required of individuals at other times (during school or school activities). Anyone who refuses to submit to a passive test will not be allowed to participate in the school activity and may be subject to disciplinary consequences.

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-

school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

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

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

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

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

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

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

up assignments and other school work as needed to make academic progress during the period of removal.

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

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Additionally, the student shall have the following additional rights:

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

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

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

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

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

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

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

APPEAL OF LONG-TERM SUSPENSION

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

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

EMERGENCY REMOVAL

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

The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

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

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

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

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

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

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

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

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

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

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

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

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

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

Felony complaint or issuance of felony delinquency complaint

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

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

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

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

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

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

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

STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING

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

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

DISCIPLINE FOR STUDENTS ON INDIVIDUALIZED EDUCATION PLANS OR SECTION 504 PLANS

- 1) A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
- 2) When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
- 3) If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion

may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:

- a) services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b) as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
- 4) Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days.
- a) on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b) on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.
 - c) Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
- 5) If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
- 6) Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedures for discipline of students not yet determined eligible for special education:

A child who has not yet been determined to be eligible for special education and related services will be provided the student disciplinary protections under IDEA if the District has a basis of knowledge that the child is a child with a disability before the behavior that precipitated the disciplinary action occurred. The District shall have knowledge that the child is a child with a disability if: (1) the child’s parent expressed concern in writing to administrative or supervisory personnel of the school or district that the child is in need of special education and related services; (2) the parent of the child had requested a special education evaluation; or (3) the child’s teacher or other school or district personnel expressed specific concerns to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the child. The school or district is not deemed to have knowledge of a

disability if (1) the parent has not allowed an evaluation or has refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. 34 CFR § 300.534.

ATTENDANCE POLICIES

CH. 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 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 or sexual orientation.

Regular and punctual school attendance is essential for success in school. School staff view it as one of our responsibilities to support families in ensuring that their child meet this important expectation. In addition to communicating with parents if attendance problems arise, school staff will work with families to create a plan for successful school attendance. This may include partnering with outside social service agencies.

Parents of children attending our schools have responsibilities as well to ensure that their children attend school regularly, and in accordance with state law. Students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays. A child may also be excused for other exceptional reasons with approval of the Principal or designee.

Parents can help their children by not allowing them to miss school unless it's unavoidable.
Students are expected to be in class 180 school days.

School is compulsory for students under the age of sixteen. A student may be considered truant and court proceedings initiated when the student accumulates more than seven unexcused absences in a six-month period (MGL CH. 76, S.2 and S.5). In instances of chronic or irregular absence due to illness, the school administration may request a physician's statement certifying such absences to be justified.

If a student is absent from class three times, a phone call will be made to home. If a student reaches five absences in a class, a letter will be sent. When a student reaches eight absences, a meeting will be held with school administration, guidance, and family members. After ten absences, a letter will go home regarding possible DCF and/or court involvement.

Students over 16 are also expected to attend school. Students age 16 and over are expected to follow all the rules and procedures of the school, including those which apply to attendance. The school administration reserves the right to reject absence excuse notes or requests for early dismissal if in their judgment, the excuse or request is not valid.

Family vacations should be scheduled during school vacations which are posted on the district website each July. Students who are traveling for educational or humanitarian reasons may be exempt from the attendance policy requirements for the days missed during the service learning activity. However, parent/guardians and students must have proof that the trip is an

educational/humanitarian opportunity via a letter from the organization coordinating the activity. In addition, the absence must be approved by the Principal or Assistant Principal at least 30 days prior to activity. On return to school, students should be prepared to present evidence of learning, as well as any work assigned by teachers during the student's absence. Make up assignments must be completed within a reasonable length of time after the student's return.

CLASS ATTENDANCE REQUIREMENTS

TFHS is committed to providing an excellent education to all students through regular class attendance and academic engagement, including arriving to class on time. Teachers will provide all students written curricular and classroom expectations. These expectations will describe the curriculum, assessments, and grading system, which may include a participation assessment. Attendance monitoring will take place each class period. Students who are late to class may be asked to stay after by their classroom teacher or other school personnel. According to the Department of Elementary and Secondary Education regulations, the standard unit of credit for graduation will be based upon a minimum of 990 clock hours of instruction per year. Students must attend at least (70) minutes of a class period to be given credit for being present in that class. A student must maintain 93% attendance in each class.

Each day that students are absent, parents/guardians are expected to call the school (863-7200) prior to 8:30 AM and state the reason for the absence and estimated length of absence.

CREDIT/PROMOTION IMPLICATIONS

When a student's unexcused absences exceed 5 days in a semester course, the student and their parent/guardian may be required to meet with school staff to review the student's situation and create an individualized agreement to address the absences and missed work.

If a student's unexcused absences exceed 7 days in a semester course, credit for that course may be denied. If the course is necessary for graduation, the student will then need to retake the course to earn credit. When a decision to deny credit is made, the school will notify the parent or guardian of the intended action in writing. The parent/guardian and the student will have the right to appeal the denial of credit and to provide documentation for the absences or explain extraordinary circumstances during the appeal process.

The student and parent must write a letter requesting a review of the decision to the TFHS Principal, 222 Turnpike Road, Montague, MA 01351. All letters must be received within 10 calendar days from the date of notification of loss of credit. The principal can decide to offer Options to Restore (for example: academic and time commitment with a teacher and/or community service). This is subject to the principal's discretion. Parent/guardian and student will be notified of the committee's decision, in writing, within 5 days. If a student is given an Option to Restore, but does not fulfill the agreement then the student will not receive credit and the process would revert to (b.) above.

PARENT NOTIFICATION PRACTICES

An automated call will be made to parents/guardians on each day of a student's unexcused tardiness or absence from school. When a student has been absent (excused or unexcused) for ten percent or more of the cumulative days in a semester, the school may notify parents/guardians via a letter or phone call. Parents may also be required to attend a meeting with school personnel to develop a plan for improving the student's

attendance. Students with chronic attendance issues may be referred to the School Resource Officer and/or social service agencies for additional support in improving attendance and making a positive connection to school.

MAKE-UP WORK

Students who miss class are expected to see the teacher to secure any missed work and, where necessary, arrange extra help. Deadlines for completing missed work should be arranged with the teacher. Students who do not make up work in a reasonable amount of time will be referred to the Justice Center or other staff for additional support.

TARDINESS

Any student coming into school after 7:45 AM must report to the office. Tardiness may be excused if the student presents a note explaining the reasons for being late within 24 hours of his/her return. In addition to tardiness consequences outlined above, students with their own transportation may lose parking privileges for up to two weeks. The same consequences for unexcused absences and make-up work will apply, including but not limited to the loss of eligibility to participate in various school functions such as athletics, clubs, trips, and dances.

DISMISSALS

All dismissal requests must be in writing by the parent/guardian and presented to the school office staff by 7:45 a.m. on the date of the dismissal. In the case of a sudden reason for dismissal, a parent/guardian will need to be present in the office at the time of dismissal. A dismissed student must sign out in the office and sign in again if he/she returns the same day. Students that did not drive to school must be picked up by a parent/guardian in the office. As with absences, evidence must be presented verifying the need for dismissal. For dismissal in cases of illness, the student should request a pass to the nurse. The nurse will determine if there is a need to be dismissed. If dismissed for illness, the student will bring a dismissal slip to the office and follow sign out procedures. For student safety, no student is to leave school grounds without permission.

PLAGIARISM POLICY

Cheating and plagiarizing are violations of each student's ethical responsibility to complete their own assignments. All students agree to abide by this plagiarism policy when they enroll in and attend Turners Falls High School. The Turners Falls High School Plagiarism Policy is as follows:

All students will take pride in performing their own work and accomplishing their own learning goals. Students attending Turners Falls High School are expected to conduct themselves honorably in the pursuit of their education. Cheating and plagiarism violates ethical codes of conduct and will neither be accepted at Turners Falls High school nor in further education or the workplace.

Cheating is defined by Turners Falls High School as unauthorized sharing of information before or during assessment situations, or copying of another individual's work that is submitted for a grade including: sharing information through electronic devices/media, using "cheat sheets" during testing, etc.

Plagiarism is defined by Turners Falls High School as taking work or ideas from the Internet, books, magazines, television, movies, or any person or any other source whatsoever, and

passing it off as one's own work. Plagiarism can be intentional (e.g. purposefully inserting copied text into an essay) or unintentional (e.g. forgetting to properly cite the source of information used in a project).

Students will:

- Submit their own work
- Follow proper methods of citation
- Ask for help when unsure about citations
- Protect work during assessment situations
- Refuse to share any graded assignments or information on assessments
- Report any suspected Plagiarism Policy violations to a teacher in class

Teachers will:

- Provide an explanation of the Plagiarism Policy for all students
- Indicate clearly when collaborative work on a project is permitted
- Review proper method of citation appropriate to subject and assignment
- Be available to students for additional help and questions regarding citations
- Provide and closely supervise secure testing environments
- Report any Plagiarism Policy violations to the Assistant Principal

Parent/guardians will:

- Know Turners Falls High School's Plagiarism Policy and consequences for violations
- Support their child in adhering to the Plagiarism Policy
- Support the faculty in the application of the Plagiarism Policy

Course of Action

If a teacher determines that plagiarism or cheating may have taken place, the teacher will contact the Assistant Principal. After investigation, if a Plagiarism Policy violation is found to have occurred, the student will be issued a "0" for the assignment with no opportunity to regain credit for the work, and contact will be made with the student's parent/guardian. A second violation will result in a student/parent meeting, and may result in further disciplinary action, up to and including suspension, loss of credit, or failure to promote.

STUDENT CONDUCT ON SCHOOL BUSES

Procedures for Drivers and Parents

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the Principal. He/she will report the incident in writing to the parent/guardian concerned, with a copy to the Superintendent.
2. In case of a repetition by the same student, the Principal will suspend the student's transportation privileges with written notice to the parent/guardian to report at once with the child to the Principal's office.
3. After additional offense(s) and a conference with the Superintendent, if a third such incident occurs, bus privileges will be denied for a longer duration and possibly the remainder of the school year.

Loading and Unloading at Bus Stop

- Riders must be on time. Bus drivers will not wait.
- Riders will enter or leave the bus at regular stops only.
- Orderly behavior and respect for private property will be required.
- Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct Aboard the Bus

- Riders must remain in seats or in place when the bus is in motion.
- Whistling and shouting are not permitted.
- Profanity and obscene language are forbidden.
- Smoking is prohibited.
- The following disturbances are prohibited:
 - Pushing or wrestling
 - Annoying other passengers or disturbing their possessions
 - Talking to the driver
 - Throwing objects within the bus or out of windows
 - Climbing over seats
 - Opening or closing windows
 - Leaning out of windows
 - Littering the bus
- Parent/guardians will be held responsible for any defacing or damaging of the bus.
- All TFHS school conduct expectations apply on school buses as well.

BICYCLES/SKATEBOARDS

Students who ride bicycles or scooters to school are to lock them in the racks located in front of the school. Chaining bicycles to posts or leaving them in entrance ways is prohibited.

Skateboards must be kept in lockers during school hours. Riding skateboards, scooters or hoverboards on school property is prohibited. Violations of this policy will result in disciplinary consequences.

STUDENT MOTOR VEHICLE REGULATIONS

The following regulations are designed to promote safety and order in the school driveways and parking lots. Failure to comply with these regulations and conditions may result in the revocation of driving privileges on school property. Students park on school grounds at their own risk, and Turners Falls High School reserves the right to search any vehicle parked on the property without notice.

- The maximum speed limit on all school property is 10 mph. Students must drive on school property using caution and consideration for vehicles and pedestrians. Reckless or careless driving will be reported to the police.
- Student cars must be parked in single spaces designated for student parking. Cars parked in illegal areas will be subject to towing. Towing is at the owner's expense.
- Parking a motor vehicle on school property is a privilege. Students who are suspended, truant, or have 5 or more unexcused tardies may lose this privilege.
- Once a student has parked a car in the parking lot, there shall be no loitering in the car or parking lot by students.
- Once a car has been parked, the driver or any other student shall not be allowed to enter the car until the driver is ready to leave for home.
- Students who do not obey the regulations regarding motor vehicles at school will have the privilege to drive to school suspended or revoked.
- If a student uses his/her vehicle to transport onto school grounds any form of alcoholic beverages, drugs, or weapons, such action may result suspension or revocation of parking privileges in addition to other disciplinary consequences.
- Turners Falls High School participates in the state's Click It Or Ticket campaign and will enforce the use of seatbelts.

STUDENT DRESS POLICY

Students, staff, parents and members of the school committee collaborated to produce the following policy statement on student dress and appearance:

A student's appearance is primarily the responsibility of the student and his/her parents. The student dress policy is intended to be non-discriminatory and non-punitive. However, a student's attire and grooming must be of such nature so as not to endanger his/her education, health or safety or that of others. The school cannot permit clothing to be worn that is damaging to school property or disruptive to the educational process. Students are expected to be neat, clean, and orderly in appearance. When a particular form of dress is deemed offensive or contributes in any way to the disruption of the school, the student will be asked to change (with no further consequences unless a situation is escalated by the student's refusal to change). The dress code is to be followed at all times including extra-curricular activities (dances, field trips, etc.).

The following guidelines will help parents/guardians and students interpret the dress policy.

A. Health and safety:

- Hats, visors, headbands, or hair should not obstruct vision or in any way hinder or endanger students in school activities or classes.
- A student's person and clothing should be clean.
- Clothing should be appropriate to the weather and temperature of the building.
- Footwear adequate to protect the feet from injury should be worn at all times (bare and stocking feet are prohibited).
- **Sunglasses should not be worn.**

B. Attire/grooming potentially disruptive to the educational process:

- Extremely short, loose, or tight clothing such that the undergarments or body may be exposed; see-through or transparent clothing.
- Sexually explicit pictures, offensive language or images, or messages promoting violence, drugs, tobacco, vaping, or alcohol.
- Wallet chains or studded accessories; noisy jewelry.
- Hats, visors, headbands, or other head coverings may be worn in the school building, but must be removed without question at the request of a member of staff if they pose a hindrance or danger in school activities. Because of the nature of certain school activities, the school reserves the right to specify the proper attire. These activities include dances, trips by school groups, and activities outside the regular curriculum, including athletic trips. The principal or his/her designee has the authority to interpret and enforce the policy statement on school dress.

SWIMMING POOL RULES

- Each student shall provide his or her own modest swimsuit.
- No cut-offs or clothing with frayed edges, which can clog the pool's filter system, will be allowed.
- All pool users must shower prior to entering the pool.
- No shoes are allowed in the pool area.
- No person shall use the pool alone, at any time.

SCHOOL PROPERTY

Students should be careful with textbooks and other school-issued materials or equipment. Books should be covered at all times and students should not write in them. At the end of the semester all books and equipment must be returned. Students are responsible for the replacement cost of any items that are lost or damaged. Diplomas may be withheld if school property is not returned.

CARE AND USE OF LOCKERS

- Student lockers are property of the school.
- Students should not disclose their combinations to anyone.
- Students should not switch or share lockers with others unless given permission by the administration.
- Students will pay for any intentional damage to lockers.
- Students do not have to accept a locker or a lock but if they do, they must accept full responsibility for its care and condition.
- Students are to report locker malfunctions to the main office.
- Lockers must be emptied by the last day of school.
- Items remaining in lockers will be placed in Lost and Found. • All unclaimed items will be donated to charity.

PERSONAL PROPERTY

Students should report to the office any loss of personal property. If students have lost any items, they should check the lost and found area. If students find any property that belongs to another student, they should turn it into the office immediately. Large sums of money or valuables should not be brought to school. Animals should not be brought to school. If an item is delivered to school for a student, it will be held in the office until a non-disruptive time.

TFHS is not responsible or liable for the loss, damage or theft of electronic devices, money, or any other personal items from school lockers or any other part of the school property.

PASSES

Students must have passes to leave their assigned classroom, including GAP. A pass only allows the student to be in the specific area designated and does not permit free roaming of the school. For example, if a student obtains a pass to the library, it does not entitle him/her to use the restroom. Abuse of passes will result in restriction of passes and/or other disciplinary consequences.

RESTROOMS

Students are to use the restroom nearest the class that they have left. Only one student is to be in a toilet stall at any one time. Loitering in the restrooms is prohibited. Violations of any of these regulations will result in disciplinary actions and possible loss of pass privileges.

ASSEMBLIES

Assemblies are held throughout the school year. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. Please give appropriate applause and refrain from whistling and shouting. It is students' responsibility to be seated as quickly as possible, and to be quiet when the program is ready to begin.

DANCES

- All student dances at Turners Falls High School are only open to students attending Turners Falls High School.
- At the discretion of the school administration students may bring guests. The guests must have the advance approval of the school administration. Guests should be signed up by 1:00 pm on the day prior to the dance.
- Students who bring guests will be held responsible for their own conduct as well as for the conduct of their guest.
- Should students or guests engage in unacceptable or disruptive conduct, they will be required to leave the building immediately. Those required to leave may be barred from attending some or all future dances for the remainder of the school year.
- In all instances of administrative action, students' parents will be informed.
- Students who leave a dance before it ends will not be allowed to re-enter.
- Unless otherwise specified, school dress is required at all dances.
- Middle school students will not be permitted to attend high school dances, nor will high school students be permitted to attend middle school dances.
- Students are required to check their coats, handbags, knapsacks and backpacks upon entering the dance. Other containers are not allowed. The coatroom may not be visited at any time during the dance. The school is not responsible for lost or stolen articles. We highly recommend that coat pockets be emptied and valuables be left at home.
- Students must obtain a late pass from the administration in advance if planning to arrive more than one hour after the dance starts.
- Any student assigned administrative discipline such as: after school detention, in-school suspension or out of school suspension during the week of a dance may not be allowed to attend.
- Passive Alcohol Screening (breathalyzer) may be administered in order to enter the dance. All TFHS conduct expectations apply at school dances and other school sponsored events.

VISITORS

The administration may allow student visitors from other schools for academic reasons. The principal or the assistant principal, parent/guardians, and classroom teachers must approve student visitors at least 24 hours in advance of the intended visit. All visitors must report to the office to identify themselves, give the reason for their visit, and to be cleared by the school administration. The administration reserves the right to refuse visitor privileges to anyone who cannot or will not give a legitimate reason for their visit or to anyone who may be disruptive.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Personal electronic communications devices may be used for learning purposes upon specific teacher request and under teacher supervision. Staff retain the right to direct students to turn off devices and put them out of sight at any time. If a student fails to comply with this request staff may confiscate the device and turn it over to school administration. Cellular telephones or other personal computing/communication devices shall be turned off during instructional or class time, at school-sponsored events where there is a reasonable expectation of quiet attentiveness, or where use of the device would cause any disruption. Earbuds/headphones may be worn in one ear during transition (passing time) and lunch.

INTERNET USE POLICY

TFHS students will have access to computers to help enhance their education. Our primary mode of monitoring Internet use is through direct supervision by our professional and paraprofessional staff as well as Internet filters as required by federal law. However, such filters do not block all inappropriate websites. An acceptable use policy is sent home with students at the beginning of the year. The use policy explains our common policies for acceptable use of computer networks; the acceptable use policy extends to personal devices when used to access the school's network. These privileges are revocable dependent upon compliance with the policy. A user's failure to comply with the policy shall result in limited computer access, and other relevant disciplinary actions. You may view the district policy IJNDB-R at www.gmrdsd.org.

AFTER-SCHOOL CONSEQUENCES

Students may be assigned to detention or an alternative consequence such as a community circle in a designated classroom. Detention may be held after school Monday through Friday from 2:30 to 3:15 pm and is considered an extension of the regular school day. Students are reminded that detention has priority over all athletic and extracurricular activities and employment. However, the administration may postpone a detention for a valid reason if the request is made before the detention is to be served. Detention must be served either the day it is assigned or the following school day.

SUSPENSIONS, DUE PROCESS, AND 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:

1. the disciplinary offense;
2. the basis for the charge;
3. the potential consequences, including the potential length of the student's suspension;
4. 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;
5. the date, time, and location of the hearing;
6. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate.

The principal/designee shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the principal/designee must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal/designee 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/designee and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

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.

The Principal/designee may use in-school suspension as an alternative to short-term suspension for disciplinary offenses in accordance with MGL.c.72, section 37H $\frac{3}{4}$. Procedures for in-school suspension are as follows:

- 1) During the in-school suspension, the student has the opportunity to make academic progress.
- 2) The student shall be informed of the disciplinary offense and the basis for the charge, and provided with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal/designee determines that the student committed the offense, the principal/designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.
- 3) On the same day as the in-school suspension, the principal or designee shall make reasonable efforts to notify the parent orally of the offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal/designee 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 or as soon as possible. If the principal/designee is unable to reach the parent after making and documenting at least two attempts, such attempts shall constitute reasonable efforts of orally informing the parent.
- 4) Written notice shall be sent to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to a meeting with the principal/designee if such meeting has not already occurred. The principal/designee shall deliver such notice on the day of suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal/designee and the parent.

SHORT-TERM SUSPENSIONS: HEARING AND 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.

Hearing. The purpose of the hearing with the principal/designee 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/designee will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal/designee 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.

The principal/designee 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 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/designee 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/designee will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, probation or any other appropriate consequence.

Additionally, the student shall have the following additional rights:

- 1) In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal/designee may rely in making a determination to suspend the student or not;
- 2) 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;
- 3) 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
- 4) the right to cross-examine witnesses presented by the school district with written permission from witness parents/guardians;
- 5) the right to request that the hearing be recorded by the principal/designee. 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/designee 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/designee decides to impose a long term suspension, the written determination shall:

- 1) Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- 2) Set out key facts and conclusions reached by the principal/designee;
- 3) Identify the length and effective date of the suspension, as well as a date of return to school;
- 4) 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.
- 5) 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/designee's determination on appeal. The principal/designee 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/designee determination shall be either by hand delivery or 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 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 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 requested 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/designee'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/designee 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/designee 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 within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal/designee, 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/designee's determination in a long-term suspension.

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

- 1) The due process procedures above do not apply to a) possession of a dangerous weapon; b) possession of a controlled substance; c) an assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony if the principal/designee determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c.71, §37H or 37H½.
- 2) The principal/designee will inform the student of the specific charges in writing, informing the student of the right to be represented by counsel (at the student's expense) and the right to provide evidence and question witnesses, on the proposed hearing date.
- 3) The student may appeal the principal's expulsion determination to the superintendent of schools within ten (10) days of notification of the expulsion.
- 4) The superintendent may uphold, reduce, or reverse the disciplinary action after the appeal hearing. Note that a failure to make an appeal to the superintendent within the ten (10) day period will exhaust any further right of appeal.
- 5) All students who have been suspended or expelled who remain residents of the District shall have an opportunity to make academic progress during their period of suspension, expulsion, or removal from regular classroom activities.
- 6) If the superintendent upholds the expulsion decision, if the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan.

DISTRICT POLICIES

PARENTAL NOTIFICATIONS BY THE SCHOOL

Parents will be informed of violence and drug prevention efforts in the district. If a parent objects in writing to safe and drug-free school programs or activities, the district will withdraw the student from the program or activity.

Parents of secondary school students have the right to request that their child's name, address, and telephone number not be released to a military recruiter without prior written consent. We request that parents of students in grades 9-12 use the provided form indicating whether or not

they grant permission for their child's name, address, and phone number to be released to military recruiters.

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

The district certifies that schools do not prevent or otherwise deny students their right to participate in constitutionally protected prayer.

Parents will be notified if their child will be observed or surveyed by researchers. Notification will include the dates of planned research activities. Opportunities will be provided for excluding individual students. Health and physical screening will be provided for students. In the event that you do not wish your child to participate, you may do so in writing upon receiving the screening notice.

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

School districts prohibit district and school personnel from divulging students' names and addresses to business or organizations that plan to use the information for commercial or other purposes unless: (1) the purpose has been approved by the district, and (2) parent/guardians have given their expressed permission, in writing, for this information to be divulged.

STUDENT ADVISORY COMMITTEE TO THE GILL-MONTAGUE SCHOOL COMMITTEE

Chapter 71, Section 38M of the General Laws requires that school committees of cities, towns, and regional school districts meet at least once every other month, during the months that school is in session, with a Student Advisory Committee consisting of five members composed of students elected by the student body of the high school of the district.

Election Procedures

1. The annual election of the Student Advisory Committee shall be accomplished by the end of the third week of school each year.
2. The Student Advisory Committee shall be comprised of five students in grades 912.
3. There shall be one student from each grade level elected by the students of that class, plus one representative at large, who will be elected in school-wide elections.
4. The students with the most votes in each category will be the representatives on the Advisory Committee.
5. A vacancy may be filled by holding an election in the same manner as prescribed in item 3 above.

Term of Office

1. Members of the Student Advisory Committee are elected for a term of one year from September through June.
2. There shall be a specific place on the School Committee Agenda, proceeding the Superintendent's Report, for the Student Advisory Committee to be heard regarding its reports and/or recommendations.
3. Appropriate assignments shall be given to the Student Advisory Committee by the School Committee or by the Administration through the School Committee.

SCHOOL RESOURCE OFFICER

(Adapted from Memorandum of Understanding between the Gill-Montague Regional School District and the Montague Police Department)

The goal of the formal working relationship between the Gill-Montague Regional School District and the Montague Police Department is to provide a safe, secure, just and violence-free educational setting. A collaborative approach between the district and the police department should advance the missions of both institutions as they serve the young people of the community. The district and the Montague police department agree to coordinate their preventive measures and their response to violent, delinquent, or criminal acts by students which occur on school property, on school buses, or at school sponsored or school related events. The presence of law enforcement in schools should not result in unnecessary escalations, citations, arrests, detainments, use of force, or introduction of students into the criminal justice system. It continues to remain the sole prerogative of school officials to enforce the code of conduct and impose discipline for infractions of school rules and policies. The main duties of the school resource officer (SRO) include developing rapport with students and staff, working with school staff to provide preventive help and services to students and families, investigating crime committed on school grounds, supporting plans for crisis management, and serving as a contact for support services within and outside the school. The SRO is based in the secondary building but spends time working in each district school.

GMRSD Calm Down Room Use Protocol

July 26, 2016

A Calm Down Room (CDR) is used as a behavioral support of last resort when a student is displaying behaviors which present an unsafe or overly disruptive situation in the classroom. The CDR is used as an exclusionary time-out for students when they are unable to regulate their emotions after all other interventions have proven ineffective. These other interventions include Responsive Classroom techniques, 1-2-3- Magic, Zones of Regulation techniques, and Sensory Supports. The CDR must not be used for the purpose of punishment.

When the decision is made to escort a student to the CDR, a staff member should call for assistance via walkie talkie. Whenever possible, two staff members should supervise CDR Use.

1. When a student is escorted to the CDR, a staff member should remain in the CDR.
2. The second staff member should remain outside the Calm Down Room to set a 5 minute timer, to observe the student, and to take notes regarding the student's attitude, posture and speech (see CDR observation notes form).
3. While in the CDR, the staff member will offer at least one support strategy to the student such as the following:
 - a. Relaxing quietly on pillows
 - b. Tossing pillows around
 - c. Deep breathing
 - d. Counting backward from 10
 - e. 7 Squeezes

4. If the staff member must leave the CDR to maintain their physical safety, they must continue to directly supervise the student through the window and return to being inside the room as soon as possible.
5. After 5 minutes have elapsed, the staff member will check in with the student to assess readiness to return to class. If the student is ready, proceed to Step 8. If the student is unable to regain control after 5 minutes, the staff member will again offer the support strategies listed in Step 3.
6. Once the student has regained control, the staff member will establish a plan for returning to the classroom. The following steps will be taken:
 - a. The student will be reminded of the classroom rules.
 - b. The student will be reminded of strategies for self-regulation.
 - c. The student will be coached in offering an apology of action (verbal apology, repair of classroom materials, steps for completing missed work).
7. Any use of the CDR beyond 20 minutes must immediately be reported to the principal for consultation and review.
8. In some instances, Mobile Crisis Services (413-774-5411) may be called to offer further assistance.
9. A "Report of Calm Down Room Use" must be completed for each use of the CDR and brought to the principal for signature. This report will be sent to the student's family via the home-school folder on the day of Calm Down Room use or the parent/guardian will be contacted through other means that same day.

***Please note: the secondary building does not have a calm-down room.**

ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE

The Gill-Montague Regional School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age or disability (hereinafter "membership in a protected class") will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

- A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.
- B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person's actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so

as to interfere with or limit that person's ability to participate in the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.

Harassing conduct based on a person's protected status may include, but is not limited to:

- Degrading, demeaning, insulting, or abusive verbal or written statements;
- Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
- Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property;
- Telling degrading or offensive jokes;
- Unwanted physical contact of any kind;
- Physical violence, threats of bodily harm, physical intimidation, or stalking;
- Threatening letters, emails, instant messages, or websites that come within the scope of the District's disciplinary authority;
- Defacing, damaging, or destroying school or another's property.

II. Responsibilities of all Persons Associated with Educational Community

Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that he/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment they witness and to immediately report to the appropriate party instances of discrimination, including harassment that are reported to them or of which they otherwise learn.

III. Designated Officials for Addressing Discrimination and Harassment Complaints

The Civil Rights Coordinator(s) are responsible for receiving reports and complaints of violations of this Policy. Individuals may file a report or complaint of discrimination, including harassment, with the Civil Rights Coordinator(s). If the complaint involves allegations of discrimination based on disability, the person filing the complainant also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Civil Rights Coordinator(s) should be filed with the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

The Civil Rights and Title VI Coordinator:

Lisa Desjarlais, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-9324,
lisa.desjarlais@gmrsl.org

Title IX Coordinator:

Dianne Ellis, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-9311,
dianne.ellis@gmrsl.org

Title II Coordinator:

Christine Limoges, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-3252,
christine.limoges@gmrsl.org

504 Coordinator

TBD 222 Turnpike Rd, Turners Falls, Ma. 01376, 413-863- 7200

IV. Procedure for Reporting Discrimination and Harassment

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination, including harassment.

A person who believes that he or she had been discriminated against, including being harassed may, to the extent that they feel comfortable, immediately:

1. confront the harasser(s) or person believed to be discriminating against him/her;
2. state the conduct that he/she objects to;
3. indicate that he/she finds such conduct offensive, intimidating and/or embarrassing;
4. insist that the person(s) engaging in the conduct stop the conduct immediately; and/or
5. report the conduct immediately to the Civil Rights Coordinator(s);

If the individual with the concern is not comfortable with such a confrontation, or feels that such a confrontation is unsafe and/or otherwise inappropriate, he/she should instead report the situation to the Civil Rights Coordinator(s). Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or within the time the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) Reports/complaints filed after ninety (90) days will still be accepted, however, it is important to know that the investigation may be impeded due to the passage of time after the conduct or occurrence. The report can be written or oral and should consist of the following:

1. the specific conduct objected to,
2. the date(s) and time(s) such conduct took place,
3. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,
4. the location(s) where the conduct occurred,
5. the name(s) of any witness(es),
6. action sought to remedy the situation, and
7. any other details or information requested by the designated official.

The individual can contact the Civil Rights Coordinator(s) to file a report/complaint as well as to seek assistance in the filing of a report/complaint. If a report/complaint is filed, the person should provide the Civil Rights Coordinator(s) with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

V. Investigation of Complaints

Upon receipt of a report or complaint, the Civil Rights Coordinator(s) should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration and resolution of the complaint. The Civil Rights Coordinator(s) will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Civil Rights Coordinator(s) will notify the appropriate party, asking that the information be provided within ten (10) school/working days.

The District will take interim steps, as necessary, to ensure the safety and well-being of the complainant and the alleged harasser while the investigation is being conducted. Interim measures are available even if the complainant does not file or continue to pursue a complaint. The Civil Rights Coordinator(s) shall notify the complainant of specific types of interim measures available, which may include measures to avoid contact with the alleged harasser, allowing employees to change work situations as appropriate, or prohibiting an alleged harasser from

having any contact with the complainant pending the results of the District's investigation. At any time, a complainant may request either orally or in writing to the Civil Rights Coordinator(s) that specific interim measures be taken pending the outcome of the investigation.

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator(s) to the complainant within thirty (30) school/working days of the complaint. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

The complainant may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Civil Rights Coordinators. The Superintendent or his/her designee will respond to such request within (30) thirty school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent recurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action, counseling, development of a safety plan and other remedies, as appropriate.

VI. Consequences of Violating Policy - Discipline & Discharge

Any employee who violates this policy will be subject to disciplinary action consistent with the contractual provisions governing his/her employment. In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Any student who violates this policy will be subject to disciplinary action which may range from detention, suspension from schools, or expulsion from school. (Note: students with disabilities will be subject to the applicable disciplinary procedures set forth in the Students' Rights and Responsibilities District handbook, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

VII. Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The District shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

VIII. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with the U.S. Department of Education Office for Civil Rights, Massachusetts Commission Against Discrimination, Massachusetts Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

U.S. Department of Education
Office for Civil Rights
5 Post Office Square
8th Floor, Suite 900
Boston, MA 02109-3921 Telephone:
(617) 289-0111 <http://www.ed.gov>
Massachusetts Commission
Against Discrimination
436 Dwight St., 2nd Floor, Rm. 220
Springfield, MA 01103
Telephone: (413) 739-2145

Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Telephone: (781) 338-3000

Legal References: Title VII, Section 703, Civil Rights Act of 1964 as amended 45
Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)
Board of Education 603 CMR 26:00

ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the building Principal.

The School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination. Exceptions may be made with the prior approval of the Superintendent of Schools.

Service Animals (Guide or Assistance Dogs)

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a service animal includes any dog that has been individually trained to complete specific identifiable physical tasks that its disabled owner has trouble completing for him or herself. The regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability."

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.