

TURNERS FALLS HIGH SCHOOL

www.gmrtd.org



STUDENT & FAMILY HANDBOOK 2016-2017

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English Language Learner Coordinator, 413-863-3258

GILL-MONTAGUE REGIONAL SCHOOL COMMITTEE

Mike Langknecht	Chairperson
Sandy Brown	Vice-Chairperson
April Reipold	Secretary
Christina Postera	Assistant Treasurer
Lesley Cogswell	
Marjorie Levenson	
Jane Oakes	
Valeria Smith	
Heather Katsoulis	

GILL-MONTAGUE REGIONAL SCHOOL DISTRICT: CENTRAL OFFICE

Michael Sullivan	Superintendent of Schools 413-863-9324
Joanne Blier	Director of Business Operations 413-863-9325
Nancy Parlakulas	Director of Student Services 413-863-9311
Donna Fitzpatrick	Director of Teaching & Learning 413-863-3252
Mistelle Hannah	Manager of Food Services 413-863-7506
Tina Mahaney	Technology Coordinator 413-863-7510
Jim Huber	Facilities/Energy Manager 413-863-3261

TURNERS FALLS HIGH SCHOOL

222 Turnpike Road
Montague, Massachusetts 01351
tfhs.gmrtd.org

413-863-7200	Main Office
413-863-7203	Student Services/Guidance
413-863-7313	School Nurse

ADMINISTRATION

Annie Leonard	Principal
Ervin Santiago	Assistant Principal

STUDENT SERVICES

Beth Fortin	Guidance Counselor
Andrea Leydon	School Adjustment Counselor
Dawn Sacks	Team Chair/Adjustment Counselor
Joyce Thatcher	School Psychologist/Adjustment Counselor

TFHS FACULTY

Megan Bendiksen - French/Latin

Stephen Burke - Math

Theresa Burke - Graphic Arts

John Carter - Mathematics

Jonathan Chappell - Video Production

Elliott Crowe- Spanish/French

Karl Dziura - English

Donna Fowler - Mathematics

Adam Graves - Athletic Director/Physical Education

Robin Harrington - Science

Jeffrey Jobst - Technology

Faith Kaemmerlen - Special Education

TBA - Physical Education/Health

Crystal Landry - Special Education

Laura Larson - Social Studies

Lilli Lenz – English Language Education

Michael Mead - English

Lily Meadows - Special Education

Robert Perlman - Science

Tina Robison - Science

Kayla Roth - Music

Heidi Schmidt - Art

David Smith - Social Studies

Kathi Smith- Special Education

Jessica Vachula-Curtis - Special Education

TECHNOLOGY SERVICES

Michael Holloway
David Brown

Technology Support Manager
Technology Support Technician

SCHOOL NURSE

TBA

LIBRARIAN

Chani Craig

PARA-PROFESSIONAL STAFF

Doreen Brown, Therapeutic Program
Michael Johansmeyer, Life Skills/Transitions
Holly Curtis, Life Skills/Transitions
Marie Duteau, Life Skills/Transitions
Jonathan Laurent Wood, Therapeutic Program
Audra Taylor, Therapeutic Program
Elizabeth Parenteau, Academic Support
Kimberly Rose, Job Developer and Coach
Amanda Traynor, Life Skills/Transitions
Julie Wonsey, Academic Support
Rebecca Zuklie, Behavior Interventionist

ADMINISTRATIVE ASSISTANTS

Sandy Bailey
Katie Thiem
Thomasina Hall

High School Main Office
Student Services
Budget

MAINTENANCE/CUSTODIANS/GROUNDS

John Grace
Jeff Sak
Kelly Andrews
John Deveney
Larry Ekert
Brian Heath
Gail Pizzo

Maintenance
Groundskeeper/Pool
Custodian
Custodian
Custodian
Custodian
Custodian

FOOD SERVICES

Cafeteria Supervisor TBA
Tamara Covalenco
Sandy Niedzwiedz
Gail Pearson
Tina Phillips
Nancy Stafford

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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.

Turners Falls High School: Expectations for Student Performance

Academic Expectations

Turners Falls High School students will think and communicate effectively by demonstrating the following across the curriculum.

Level 3 (Proficient) is the targeted level of achievement.

		Advanced - 4	Proficient - 3	Emerging - 2	Needs Improvement- 1	Unacceptable - 0	Score
A1	Listening skills – employ active listening skills necessary to comprehend what is communicated on various levels	Demonstrates sophisticated awareness of abstract and concrete levels of meaning	<i>Demonstrates awareness of abstract and concrete levels of meaning</i>	Demonstrates awareness of concrete levels of meaning but lacks awareness of the abstract	Often misconstrues content but makes attempt to clarify meaning	Demonstrates no awareness of content being presented or discussed	
A2	Speaking skills – produce clear, coherent discourse appropriate for the purpose and audience	Speech addresses sophisticated subjects clearly and coherently and is appropriate for target audience	<i>Speech addresses subjects clearly and is appropriate for target audience</i>	Speech addresses subject with some flaws in clarity and coherence	Speech is confusing with numerous flaws in clarity and coherence	Makes no attempt to deliver spoken presentation when appropriate	
A3	Reading skills – read, critically analyze, and comprehend for both concrete and abstract meaning	Demonstrates sophisticated comprehension and ability to analyze abstract and concrete levels of meaning	<i>Demonstrates comprehension and ability to analyze abstract and concrete levels of meaning</i>	Demonstrates comprehension of concrete meaning	Demonstrates limited comprehension of concrete meaning	Does not demonstrate ability to read	
A4	Writing skills – produce clear, coherent discourse appropriate for the purpose and audience	Writing explores sophisticated topics appropriate to purpose and audience with complex organization and has no mechanical errors	<i>Writing is clear and coherent and demonstrates topic appropriate to purpose and audience, and has few mechanical errors</i>	Writing addresses topic, contains basic organization and has some mechanical errors	Writing addresses topic, lacks basic organization and has numerous mechanical errors	Writing misconstrues topic, is confusing and has numerous mechanical errors or student does not attempt assignment	

		Advanced - 4	Proficient - 3	Emerging - 2	Needs Improvement- 1	Unacceptable - 0	Score
A5	Numerical skills – comprehend and manipulate numbers, and use statistics, charts, graphs, formulas and other tools and concepts to calculate, understand, problem solve, explore, discover, prove or persuade	Demonstrates sophisticated mastery of grade level numerical skills and uses appropriate methods to solve a variety of problems	<i>Demonstrates mastery of grade level numerical skills and uses appropriate methods to solve a variety of problems</i>	Demonstrates limited understanding of grade level numerical skills and often uses appropriate methods to solve a variety of problems	Demonstrates limited understanding of numerical skills and struggles to use appropriate methods to attempt to solve a variety of problems	Does not demonstrate understanding of numerical skills	
A6	Aesthetic skills – understand elements of visual, aural, and physical artistic expression and incorporate those elements effectively and creatively into their work and self expression	Demonstrates sophisticated understanding of visual or aural expression and elements, and incorporates these effectively and creatively into a final product	<i>Demonstrates understanding of visual or aural expression and elements, and incorporates these effectively or creatively into a final product</i>	Demonstrates limited understanding of visual or aural expression and elements, and incorporates these into a final product	Demonstrates limited understanding of visual or aural expression and elements, but does not incorporate these into a final product	Does not demonstrate understanding of visual or aural expression and elements	
A7	Technological skills – independently utilize technology appropriately as a tool for acquiring, organizing, storing, processing, understanding, and communicating knowledge or ideas	Demonstrates sophisticated application of technological skills	<i>Demonstrates competent application of technological skills</i>	Demonstrates basic application of technological skills	Demonstrates basic application of technological skills with assistance	Not able to demonstrate technological skills	

Social/Civic Expectations

Students should be responsible for themselves, their work and their actions.

Level 3 (Proficient) is the targeted level of achievement.

		Advanced - 4	Proficient - 3	Emerging - 2	Needs Improvement- 1	Unacceptable - 0	Score
S1a	Conform to attendance policies and school/classroom rules	Takes initiative to comply with all school policies without requiring reminders	<i>With reminders complies with all or most of school policies</i>	With reminders will sometimes comply with school policies	Minimally complies with school policies but is rarely disruptive to the learning process	Refuses to follow school policies and is disruptive to the learning process	
S1b	Shows respect for themselves and others Which means; being polite, refraining from teasing, bullying or name-calling, showing tolerance and understanding	Consistently shows respect for self and others and acts as a role model for others	<i>Consistently shows respect for self and others</i>	With reminders shows respect for self and others	Needs frequent reminders to show respect for self and others	Does not show respect for self and/or others	
S2	Be prepared for class; which means: bringing completed homework to class, textbook, notebook, writing tool, and any other resources required for class	Always prepared	<i>Usually prepared</i>	Inconsistently prepared	Rarely prepared	Never prepared	
S3	Be engaged in lessons, completing all activities and assignments	Always participates in classroom activities and completes all assignments	<i>Almost always participates in classroom activities and completes most assignments</i>	Minimally participates in classroom activities and completes minimal number of assignments	Rarely participates in classroom activities and completes few or no assignments	Makes no attempt to participate in classroom activities or to complete assignments	
S4	Seek help as needed	Seeks help to achieve at a higher level	<i>Seeks help when needed</i>	Occasionally seeks help	Seeks help when recommended	Refuses help	

GUIDING PRINCIPLES

Lifetime Learning

We will establish in students and educators an appreciation and commitment to being a lifelong learner.

We will instill in our students the practice of responsible citizenship within the school, local community, and global society.

We will establish programs that enable students to reach their individual potential to pursue and achieve success in areas of higher education and/or the workplace.

Responsible Citizenship

We will strive to involve parent/guardians and the community and seek their input in the development of our children's educational program.

We will appreciate the importance of diversity in our community and will encourage students and educators to practice respect of self and others, property, and our environment.

Academic Success

We will recognize the need to provide students and staff with equal opportunities, and resources and technologies to access information, solve problems and develop the skills needed to compete in the future workplace.

We will acknowledge that students must master the essential and basic skills, but just as important, that they must be able to use these skills to become critical and creative thinkers.

We will recognize the needs of students based on developmental stage, learning styles, and cognitive strengths and weaknesses.

We will challenge students and staff to have high expectations.

We will encourage our students and educators to be cooperative and develop interpersonal skills to grow in self-esteem through academic and extra-curricular opportunities.

We will stress the importance of hard work, independence, responsibility, honesty, and integrity which are essential in striving toward high academic achievement.

We will make our schools safe havens to take risks, foster exploration, be innovative and open-minded, and view mistakes as an opportunity to learn.

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

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

Monday: GAP=CLUBS

Tuesday: GAP = All-School Meeting

Wednesday: GAP = Class meetings (SCHEDULE TBA)

Thursday: GAP = ADVISORY

Friday: GAP = CLUBS

Calendar of Daily Rotation Schedule 2016-2017

1= Odd

2= Even

	DATE	DAY		DATE	DAY		DATE	DAY		DATE	DAY
Sept	1	1		23	2		2	2		25	1
	2	2		28	1		3	1		28	2
	6	1		29	2		6	2		30	1
	7	2		30	1		7	1		31	2
	8	1	<u>December</u>	1	2		8	2	June	1	1
	9	2		2	1		9	1		2	2
	12	1		5	2		10	2		5	1
	13	2		6	1		13	1		6	2
	14	1		7	2		14	2		7	1
	15	2		8	1		15	1		8	2
	16	1		9	2		16	2		9	1
	19	2		12	1		17	1		12	2
	20	1		13	2		20	2		13	1
	21	2		14	1		21	1		14	2
	22	1		15	2		22	2		15	1
	23	2		16	1		23	1			
	26	1		19	2		24	2			
	27	2		20	1		27	1			
	28	1		21	2		28	2			
	29	2		22	1		29	1			
	30	1	January	3	2		30	2			
<u>October</u>	3	2		4	1		31	1	September 1		
	4	1		5	2	April	3	2	First Day of School		
	5	2		6	1		4	1	Jan. 20		
	6	1		9	2		5	2	Turn Around Day		
	7	2		10	1		6	1	June 2		
	11	1		11	2		7	2	Graduation		
	12	2		12	1		10	1	June 13		
	13	1		13	2		11	2	(High School Students)		
	14	2		17	1		12	1	Last Day with 0 snow days		
	17	1		18	2		13	2			
	18	2		19	1		14	1	June 14		
	19	1		23	1		24	2	Last Day for District Students		
	20	2		24	2		25	1	with 0 Snow Days		
	21	1		25	1		26	2			
	24	2		26	2		27	1	June 15		
	25	1		27	1		28	2	Staff Last Day		
	26	2		30	2	May	1	1			
	27	1		31	1		2	2			
	28	2	February	1	2		3	1			
	31	1		2	1		4	2			
Nov	1	2		3	2		5	1			
	2	1		6	1		8	2			
	4	2		7	2		9	1			
	7	1		8	1		10	2			
	8	2		9	2		11	1			
	9	1		10	1		12	2			
	10	2		13	2		15	1			
	14	1		14	1		16	2			
	15	2		15	2		17	1			
	16	1		16	1		18	2			
	17	2		17	2		19	1			
	18	1		27	1		22	2			
	21	2		28	2		23	1			
	22	1	March	1	1		24	2			

2016-2017 School Calendar

August – 0 days				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September – 21 days				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October - 20 days				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November - 19 days				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December - 16 days				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January - 19 days				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February - 15 days				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March – 23 days				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April – 15 days				
M	T	W	TH	F
		1	2	3
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May – 22 days				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June – 10 days				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Start and End Dates

August 29th Staff Begins
 September 1st Grades 1-12th First Day
 September 6th PreK-K First Day
 June 2nd High School Graduation
 June 14th Students Last Day of School
 June 15th Staff Last Day
 In the event of school cancellations additional days will be added to the calendar.

In-Service Days

September 14th
 October 5th
 October 26th
 December 7th
 January 11th
 January 20th = Turn Around Day
 February 8th
 March 8th
 April 5th
 May 3rd

Teacher Prep

June 12 & 13

Parent/Teacher Conferences

Nov. 9th & 10th
 March 16th & 17th

Legal Holidays and Vacations

Sept. 5th Labor Day – No School
 Oct. 10th Columbus Day – No School
 Nov. 11th Veterans' Day – No School
 Nov. 23rd ½ Day All Schools
 Nov. 24th-25th Thanksgiving Recess – No School
 Dec. 23rd – Jan. 2nd December Recess - No School
 Jan. 16th Martin Luther King – No School
 Feb. 20th – Feb. 24th February Recess – No School
 April 17th – April 21st April Recess – No School
 May 29th Memorial Day – No School

Other Holidays and Major Religious Observances

Oct. 3rd & 4th Rosh Hashanah
 Oct. 12th Yom Kippur
 Oct. 17th Sukkot
 Oct. 30th Diwali
 Dec. 25th Chanukah
 Dec. 25th Christmas
 Dec. 26th Kwanzaa
 Jan. 28th Chinese New Year
 March 1st Ash Wednesday
 March 17th Evacuation Day
 April 10th Passover
 April 14th Good Friday
 April 16th Easter
 May 30th Shavuot
 June 17th Bunker Hill Day

/ = ½ Day

Voted & Approved by SC 5/24/16

IN-SERVICE DATES

The following dates have been approved by the School Committee for the early dismissal of students for the purpose of conducting teacher in-service and parent/guardian outreach programs.

September 14, 2016:	½ day teacher in-service
October 5, 2016:	½ day teacher in-service
October 26, 2016:	½ day teacher in-service
November 9 & 10, 2016:	½ days for Parent Conferences
December 7, 2016:	½ day teacher in-service
January 11, 2017:	½ day teacher in-service
January 20, 2017:	No school for students: Turnaround Day
February 8, 2017:	½ day teacher in-service
March 8, 2017:	½ day teacher in-service
March 16 & 17, 2017:	½ days for Parent Conferences
April 5, 2017:	½ day teacher in-service
May 3, 2017:	½ day teacher in-service

PROGRESS REPORTING

Student grades and/or progress updates will be posted on line minimally 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 863-7296. If you do not have internet access, please notify the office that you would like hard copies of your reports.

PARENT CONFERENCES

Parents are encouraged and invited to confer with guidance counselors, teachers, or administrators. Please call the Guidance Office at 863-7203 to schedule an appointment at any time during the school year.

CLOSING OF GRADES

Grades will close on the following dates:

First Quarter	October 28, 2016
Second Quarter	January 20, 2017
Third Quarter	March 31, 2017
Fourth Quarter	June 14, 2017 (unless extra days are added)

GENERAL POLICIES

STUDENT IDENTIFICATION CARDS

All staff and students are required to have their own school identification card on their person at all times while on school grounds. **Students are required to use their identification cards for lunch and use 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.

SCHOOL LUNCH INFORMATION

All cafeteria food must be paid for at the time of purchase with cash or pre-paid on the student's account. Parents can pre-pay online by going to www.gmrtd.org and click the link "Pay For It". The student identification # is needed to sign up. This website also allows parents to monitor their children's purchases and limit the items they can purchase.

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 non-custodial parent.

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.

HIGHLY QUALIFIED TEACHER STATUS

The No Child Left Behind legislation was passed in January 2001 and has been implemented in all public schools throughout the United States. This legislation emphasizes the important role of parents and our responsibility as a school district to not only keep you informed, but also actively encourage your participation in your child's education. If your child is in a school served by the Title I program, you have the right to know if your child's teacher is highly qualified. If your child's teacher is not considered highly qualified according to the NCLB legislation you will be notified in writing by the school. You may also contact the Title I Director at 863-3252 for more information.

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 on a daily basis, 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 department at 863-7203.

BULLYING, HARASSMENT, HAZING (see full policy at the back of this handbook or gmrSD.org)

GILL-MONTAGUE REGIONAL SCHOOL DISTRICT SEXUAL HARASSMENT, BULLYING & HAZING POLICY

It is the policy of the Gill-Montague Regional School District to provide a learning and working atmosphere for students, employees and visitors free from sexual harassment, bullying, hazing, and intimidation. These terms are referenced herein as "harassment". Such action may occur on the basis of race, color, religion, national origin, age, gender, sexual orientation or disability, or for any other reason.

Reports of **cyberbullying** by electronic or other means, occurring in or out of school will be reviewed and, when a nexus to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyber harassment will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for **cyberbullying** will not be re-admitted to the regular school program until his or her parent(s) attend such meeting.

It is the responsibility of every employee, student and parent to recognize acts of harassment and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.

Any employee or student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.

Definitions

"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. Harassment has the effect of creating an intimidating, hostile, or offensive work or learning environment.

"Bullying and cyberbullying" means unwelcome written, electronic, verbal or physical acts or gestures where a student or employee feels coerced, intimidated, harassed or threatened and under the circumstances (1) may cause a reasonable person to suffer physical or emotional harm to a student or employee, (2) may cause damage to another student's or employee's property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges

The term **"hazing"** shall mean 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.

Consequences for Bullying and Harassment

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

- Restorative practices
- Verbal or written warning
- Exclusion from participation in school-sponsored activities
- Detention
- Short-term or long-term suspension from school
- Expulsion from school as determined by district administration and/or school committee, subject to applicable procedural requirements.

STUDENT CONDUCT POLICIES

STUDENT CONDUCT EXPECTATIONS

In the interest of every student's education, conduct that hinders education or infringes on the rights of others will not be tolerated. In a small school, misconduct is more than just a violation of the code of conduct, but rather a violation against the community. 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. In order to maintain a safe and orderly 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:

- a. Students involved in unacceptable conduct that cannot be resolved at the classroom level will be referred to the Assistant Principal by a staff member.
- b. Staff may utilize restorative practices or other techniques or services to bring about a change in behavior or to resolve a disciplinary issue.
- c. Teachers may refer a concern to the Assistant Principal by filling out a Student Incident Form and informing the student that such a referral is being made. Depending on the severity of the concern, the student may be sent directly to the Assistant Principal. All referrals received are recorded in the student's file.
- d. 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.
- e. The Assistant Principal may utilize one or more of the following options:
 - Restorative practices
 - Referral to counselor or other staff
 - Conference with teacher and student/s
 - Conference with parent/guardians and student/s
 - Lunch or after school detention
 - Disciplinary contract including loss of activity, parking or other privileges
 - In school suspension (ISS)
 - Out of school suspension (OSS); re-entry meeting including parent/guardian and school administration will be scheduled in all instances of OSS.

General Guidelines for Consequences for Conduct Violations (when restorative practices are not successful or not applicable):

Tardy to school:

- 1st offense: verbal warning
- 2nd offense: office detention and parent/guardian contact
- 3rd offense: meeting with Assistant Principal and parent/guardian

Tardy to class:

- 1st offense: verbal warning
- 2nd offense: office detention and parent/guardian contact
- 3rd offense: meeting with Assistant Principal and parent/guardian

Cutting Class: Nonattendance or unexcused leave or tardy from class for 10 minutes or more is considered a class cut.

- 1st offense: office detention and parent/guardian contact
- 2nd offense: 1 day of ISS
- 3rd offense: 2 days of ISS and meeting with Assistant Principal and parent/guardian

Disrespectful or offensive language, including swearing:

- 1st offense: office detention and parent/guardian contact
- 2nd offense: 1 day of ISS
- 3rd offense: 2 days of ISS and meeting with Assistant Principal and parent/guardian

Disruptive Behavior: Interrupting the educational process.

- 1st offense: office detention and parent/guardian contact
- 2nd offense: 1 day of ISS
- 3rd offense: 2 days of ISS and meeting with Assistant Principal and parent/guardian

Vandalism/Destruction of School Property: may result in referral to police.

- 1st offense: 1 day of ISS
- 2nd offense: 2 days of ISS
- 3rd offense: 5 days ISS

Drugs/Alcohol on school property: possession of any controlled substance such as marijuana, narcotics, hallucinogens, opiates, etc. may result in referral to police.

- 1st offense: 3 days of OSS and parent/guardian meeting with Assistant Principal
- 2nd offense: 5 days of OSS and referral to a treatment program outside of school
- 3rd offense: 10 days of OSS and referral to a treatment program outside of school

Under the influence of Drugs and Alcohol:

- 1st offense: 3 days of OSS and parent/guardian meeting with Assistant Principal
- 2nd offense: 5 days of OSS and referral to a treatment program outside of school
- 3rd offense: 10 days of OSS and referral to a treatment program outside of school

Weapons on School Property: any weapon on school property may result in referral to police.

- 1st offense: 3 days of OSS
- 2nd offense: 5 days of OSS
- 3rd offense: 10 days of OSS

Physical Threats/Physical Assault/Fighting: these offenses may result in referral to police.

- 1st offense: 3 days of OSS
- 2nd offense: 5 days of OSS
- 3rd offense: 10 days of OSS

Possession/use of Tobacco Products/Electronic Cigarettes: Tobacco products will be confiscated. Refusal to turn over tobacco products will be considered a disrespectful behavior violation. All smoking products such as e-cigarettes, vaporizers, hookahs and chewing tobacco are prohibited on school grounds.

- 1st offense: 1 day of ISS and tobacco education informational package
- 2nd offense: 2 days of ISS and parent/guardian meeting with Assistant Principal
- 3rd offense: 5 days of ISS and referral to a cessation program outside of school

CLASSROOM-BASED DISCIPLINE

The teacher in each class will establish guidelines to maintain the learning environment, one 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 Assistant Principal and 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
- Make proper use of hall passes

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 2:35 to 3:20 PM and is considered an extension of the regular school day. Students are reminded that detention has priority over all extra-curricular 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.

ALTERNATIVE LEARNING CENTER/JUSTICE CENTER

The ALC/JUSTICE CENTER space may be utilized for students unable to follow classroom conduct expectations, needing mediation, participating in restorative practices, or serving an in school suspension (ISS). The ALC is a quiet environment. Students in the ALC will be given class assignments and are expected to work while there. For students serving an ISS or other consequence, the following procedures apply:

- a. Students assigned to the ALC for the day must proceed to the room on the passing tone for the first period.
- b. Failure to come to school when assigned to the ALC will be cause for further administrative action, such as a lengthened suspension period.
- c. Students in the ALC will be supervised during lunch.
- d. The Interventionist will record arrivals and departures.
- e. Students may not leave the room without permission from the Interventionist.
- f. Bathroom policies: If you are in ALC for the day, a pass will be given at designated times. If you are in ALC for a class period, there will not be a pass issued. Passes will not be given during the lunch period. Students may use only the designated bathroom closest to the ALC room.
- g. No visitors are allowed in the ALC.

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:

- 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/designee 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/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.

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 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:

- a. 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;
- b. 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;
- c. 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
- d. the right to cross-examine witnesses presented by the school district with written permission from witness parents/guardians;

- e. 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:

- a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- b. Set out key facts and conclusions reached by the principal/designee;
- c. Identify the length and effective date of the suspension, as well as a date of return to school;
- d. 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.
- e. 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.

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

- a. The principal/designee 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.
- b. 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.
- c. On the same day as the in-school suspension decision, the principal/designee 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.
- d. 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 if possible, and if not, as soon thereafter as possible.
- e. If the principal/designee 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/designee 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/designee for the purpose set forth above, if such meeting has not already occurred. The principal/designee 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.

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

- a. 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.
- b. 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.
- c. The student may appeal the principal's expulsion determination to the superintendent of schools within ten (10) days of notification of the expulsion.
- d. 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.
- e. 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.
- f. 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.

DISCIPLINE FOR STUDENTS ELIGIBLE FOR SPECIAL EDUCATION

Students are expected to meet the requirements for conduct as set forth in this handbook. The Individualized Education Program (IEP) developed for the identified students with disabilities eligible for special education services will indicate whether the student can be expected to meet the regular discipline code, or if the student requires modifications. Any modifications will be described in the IEP. The suspension/expulsion of students with disabilities shall be handled in accordance with the Discipline Procedures outlined in the Federal Special Education Regulations, Sections 300.519-300.529.

CONTROLLED SUBSTANCES

A student shall not use, consume, possess, buy, sell, distribute or be under the influence of any beverage containing alcohol, any drugs, 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, 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. The nurse will perform a minimal health assessment.
- School administration and/or designee may search student lockers, personal property, and person when there is reasonable suspicion of concealed controlled substances.

CONTROLLED SUBSTANCES - ELIGIBILITY LIST

For controlled substance violations, in addition to school suspension, students will be excluded from the following activities for the period of at least fourteen (14) school days:

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

BREATHALYZER SCREEN TEST POLICY

The Gill-Montague Regional School District provides students an option to say “no” to the use of alcohol before or during high school activities. A passive breathalyzer screening will be required for admittance to school activities. Screenings may also be required at other times (during school or school activities) due to reasonable suspicion. 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.

MEMORANDUM OF UNDERSTANDING between the Gill-Montague Regional School District and the Montague Police Department

The Gill-Montague School District and the Montague Police Department agree to coordinate and cooperate in their efforts to respond effectively to incidents of delinquent and/or criminal behavior by students.

ATTENDANCE POLICIES

ATTENDANCE LAWS

TFHS is dedicated to student success and our attendance policies are designed to support that success. Consistent attendance is essential to student learning and achievement. Additionally, every person between the ages of seven and sixteen is required by Massachusetts State Law (Chapter 76, Section 1) to attend school whenever school is in session. The law allows a child to be absent for a physical or mental condition such as to render attendance inexpedient or impractical. Other causes of necessary absences may be excused if they do not exceed seven days in six months. 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.

Massachusetts mandates that all students attend school for 180 days; therefore 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 such as the following:

- Written journal with daily entries on their educational/humanitarian experience
- PowerPoint presentation on their experience
- 5 page expository essay fulfilling typical requirements for a high school level composition.

These required activities do not substitute for 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, student engagement, and academic achievement. Teachers will give all students written curricular expectations and classroom procedure statements. These expectations will describe the subject, curriculum to be covered and the grading system, which will include a participation assessment. Attendance monitoring will take place each class period.

According to 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 are expected to be in class 180 school days each year. A student must maintain 95% attendance in each class. Turners Falls High School students cannot have more than **(4) four unexcused** absences per semester. The following are examples of what may be considered excused absences:

- a. Cases of serious illness and/or illness documented by a physician
- b. Dismissal from school by the nurse
- c. Death in the family or family emergency
- d. Religious obligations (documentation must be provided)
- e. Medical/dental appointments that cannot be made during non-school hours
- f. College or school visitations with advance notice to the teachers and office
- g. Court appointments (with written verification from court)
- h. Parent/guardian note for illness (up to 4 per semester)
- i. The administration must approve other extenuating circumstances and reserves the right to verify any provided attendance excuse.

Students must attend at least (70) minutes of a class period to be given credit for being present in that class.

Each day that students are absent, parents/guardians are expected to call the school (863-7200) prior to 9:00 AM and state the reason for the absence and estimated length of absence. If students are absent for three or more days, parents/guardians may request schoolwork. Teachers must be given a minimum of 24 hours to prepare assignments.

CREDIT/PROMOTION IMPLICATIONS

When a student's unexcused absences exceed 4 days in a semester course, students and their parent/guardian may be required to meet with an Attendance Committee, consisting of a guidance counselor, a representative of the school administration, and a teacher. The Attendance Committee will review the student's situation and an individualized agreement will be created 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.

- a. When a decision to deny credit is made, the school will notify the parent or guardian of the intended action in writing.
- b. The parent/guardian and the student will have the right to appeal the denial of credit. The student and parent must write a letter requesting a review of the circumstances and the restoration of credit 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 parent and/or student will have the opportunity to provide documentation for the absences or explain extraordinary circumstances during the appeal process.
- c. The committee 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 committee's discretion and must be approved by the parent/guardian and agreed to by the student.
- d. 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 back to (b.) above.

PARENT NOTIFICATION

An attempt will be made to call parents/guardians on each day of a student's absence.

Open and direct communication between the parent/guardian and the school is of the utmost importance in the application of this policy. When a student has missed five unexcused cumulative days in a class, the school will notify parents/guardians advising them of the issue. The student and his/her parents/guardians may be required to attend a meeting with school personnel to develop a plan for improving the student's attendance. Students under eighteen years of age with chronic unexcused absences will be referred for truancy prosecution.

MAKE-UP WORK

Students are expected to make up the work for any class absence in a reasonable amount of time. Make up work must be resolved with teachers and will be accounted for under the direction of the assistant principal and/or behavior interventionist.

It is recommended that the following procedure be employed:

- a. The student shall see the teacher to secure work missed.
- b. The student shall make arrangements with the teacher for extra help.
- c. The teacher shall give the student reasonable time to complete all missed work. A definite date should be set.
- d. The teacher should inform the student's parents and the interventionist of failure to keep appointments for extra help or to complete any or all missed work in the time allowed.
- e. Students who fail to complete the make up work according to the above will be required to serve mandatory after school tutorial in order to complete the work.
- f. Students who do not make up class work may forfeit eligibility to participate in school-sponsored functions and events, including but not limited to student privileges, school to work programs, field trips, athletics and athletic events, etc.

TARDINESS

Any student coming into school after 7:45 AM must report to the office. Administration will then make an attempt to contact a parent/guardian that day. A student who fails to report to the office could be considered absent and possibly truant. A legitimate tardiness may be excused if the student presents a note explaining the reasons for being late within 24 hours of his/her return.

If a student is tardy to school 3 days without acceptable documentation, parent/guardians will be notified in order to address concerns of excessive tardiness. 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. Evidence must be presented verifying the need for dismissal, such as:

- Medical appointment: appointment card or parent/guardian verification
- Driver's license or learner's permit: phone number to validate or appointment card
- Court appointment: court letter
- Bereavement/funeral: phone number to verify
- Scholarship/college interview: letter of verification
- Illness: if you are ill, obtain a pass to the nurse. The nurse will determine if there is a need to be dismissed. If dismissed for illness, bring dismissal slip to the office and follow sign out procedures. For student safety, no student is to leave school grounds without permission.

HEALTH AND SAFETY POLICIES

SCHOOL HEALTH SERVICES

The School Nurse is available during the course of the school day to provide emergency care, assess student health needs, and provide appropriate nursing service and interventions. The School Nurse provides the safe administration of prescribed medication(s) and over the counter medication(s), and/or continues a given plan of treatment for any student. The School Nurse advocates for the rights of each individual student including those with special needs. The School Nurse provides specific and confidential health education. There will be as-needed contact with parents, teachers, and health care providers to ensure the student's needs are met. The School Nurse is responsible for an ongoing review of all students' immunization status per Federal and State guidelines on a continual basis throughout the student's academic career until graduation. There will be grade specific assessments of a student's height, weight, vision, hearing, and blood pressure done during the course of the school year.

STUDENT ACCIDENTS

Accidents that occur during the school day or during a school-sponsored activity must be reported to the school nurse. The **REPORT OF ACCIDENT** form must be completed and signed by the person supervising and returned to the main office within 24 hours of the accident.

ADMINISTRATION OF MEDICATIONS

In compliance with the Commonwealth of Massachusetts and Federal Laws, children requiring medication during the school day on a regular basis or on an as needed basis are required to have a written medical order from their licensed prescriber (physician, nurse practitioner, or other). This order is annually renewed and renewable upon any changes to the treatment plan. A signed consent form is required from the parent or legal guardian. Forms are available from the school nurse. Medication provided to the school must be in an original pharmacy bottle for that specific student with currently prescribed orders or a new over the counter medication(s) manufacturers' labeled container. Medications should be delivered to the school nurse by a parent or legal guardian. Medications will not be accepted by any other means than those mentioned above. Failure to follow policy will result in disciplinary action. ***AT NO TIME ARE STUDENTS TO HAVE MEDICATION ON THEIR PERSON DURING THE SCHOOL DAY.***

AIDS

Since there is no evidence of casual transmission by sitting near, living in the same household, or playing together with an individual with AIDS, the following guidelines are recommended by the Governor's Task Force on AIDS for implementation in school systems throughout the Commonwealth. All children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) and receiving medical attention are able to attend regular classes.

- If a child has coetaneous (skin) eruptions or weeping lesions that cannot be covered, he/she should not be in school.
- If the child exhibits inappropriate behavior that increases the likelihood of transmission, he/she should not be in school.
- Children diagnosed with AIDS or with clinical evidence of infections with AIDS or with clinical evidence of infection with the AIDS associated virus (HIV), who are too ill to attend school, should have an appropriate alternative education plan.
- Siblings of children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) are able to attend school without any restrictions.

The complete AIDS policy is on file in the district office.

PEDICULOSIS POLICY

The school district endeavors to protect students from head lice infestations that may be caused by student(s) carrying the parasite. All students found to have head lice will be required to be lice and nit free before returning to school.

INTERNET USE POLICY

TFHS students will have access to computers to help enhance their education. Our primary mode of controlling 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. 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.gmrtd.org.

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.*

SAFETY PROCEDURE FOR FIRE DRILLS/EMERGENCY EVACUATION

The signal for a fire drill will be the intermittent sounding of a horn. Unless other instructions are given, students shall 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 classroom 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 people via telephone of a school delay, early dismissal or cancellation. Failure to comply with these regulations may result in disciplinary action including suspension.

STUDENT CONDUCT ON SCHOOL BUSES

Procedures for Drivers and Parents

- a. 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.
- b. 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.
- c. 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

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

Required Conduct Aboard the Bus

- a. Riders must remain in seats or in place when the bus is in motion.
- b. Whistling and shouting are not permitted.
- c. Profanity and obscene language are forbidden.
- d. Smoking is prohibited.
- e. 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
- f. Parent/guardians will be held responsible for any defacing or damaging of the bus.
- g. All TFHS school conduct expectations apply on school buses as well.

BICYCLES/SKATEBOARDS

Students who ride bicycles to school are to lock them in the racks located in front of the school. Chaining bicycles to posts or leaving them in entranceways is prohibited. Skateboards should be kept in lockers during school hours. Riding skateboards, scooters or hoverboards on school property is a dangerous practice and, therefore, is also 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.

- a. 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 department.
- b. 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.
- c. 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.
- d. Once a student has parked a car in the parking lot, there shall be no loitering in the car or parking lot by students.
- e. 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.
- f. Students who do not obey the regulations regarding motor vehicles at school will have the privilege to drive to school revoked and any unused portion of the parking permit fee will be forfeited.
- g. If a student uses his/her vehicle to transport onto school grounds any form of alcoholic beverages or drugs, such action will result in the loss of parking privilege for the school year, suspension or expulsion, and referral to law enforcement.
- h. Turners Falls High School participates in the state's Click It Or Ticket campaign and will enforce the use of seatbelts.

ANY VIOLATION OF STUDENT MOTOR VEHICLE REGULATIONS MAY RESULT IN SUSPENSION OF PARKING PRIVILEGES FOR A LENGTH OF TIME AS DETERMINED BY ADMINISTRATION.

STUDENT DRESS POLICY

Students, teachers, 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. However, a student's attire and grooming must be of such nature so as not to endanger his/her health and 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 anyway to the disruption of the school, the student will be asked to change or be sent home 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:

- 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 feet are prohibited).
- Sunglasses should not be worn.

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

- Hats, visors, bandanas, headbands, or head covering of any kind may not be worn or visibly displayed in school upon entering the building, throughout the school day, and until the student exits the building for the remainder of the day. The principal may approve exceptions for religious and disability reasons.
- Extremely short, loose, or tight clothing such that the undergarments or body may be over-exposed; see-through or transparent clothing.
- Sexually explicit pictures, offensive language, or messages promoting drugs/alcohol.
- Wallet chains or studded accessories; noisy jewelry.

Because of the nature of certain school activities, the school reserves the right (within reason) to specify the proper attire. Since participation in extracurricular activities is voluntary and is not a requirement for graduation, the school reserves the right to prescribe the type of clothing to be worn. 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.

PASSES

Students must have passes to leave classes, 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.

SCHOOL LUNCH

All students must attend lunch in the cafeteria area. No one is allowed to eat outside of this area unless accompanied by a faculty member. Students are required to scan their ID in order to purchase a lunch. School lunch can be paid for daily or ahead of time by personal check or the cafeteria pre-pay link, "Pay For It", from the district web site. Upon return of a check for insufficient funds the cafeteria will no longer accept personal checks and payment will be required by cash or cashiers' check for the remainder of the school year.

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.
- Administration reserves the right to exclude students from 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. Teachers retain the right to direct students to turn off devices and put them out of site at any time. If a student fails to comply with this request the teacher 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, during passing times between classes, at school-sponsored events where there is a reasonable expectation of quiet attentiveness, or where use of the device would cause any disruption unless there is a bona fide case of a health or safety emergency.

Earbuds/headphones are allowed to be worn in one ear during transition (passing time) and lunch. They may not be worn in hallways or elsewhere in the building during class time.

CARE AND USE OF LOCKERS

Student lockers are property of the school. On occasion it may become necessary for the administration to open and examine the contents of a student's locker in order to maintain the integrity of the school environment and to protect other students.

- Lockers are to be kept locked and clean at all times.
- 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. Should a student need to bring money or valuables to school, he/she is expected to request that they be stored in the school safe until the student leaves the property.

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.

TFHS Guidance Department School Counseling Staff:
Beth Fortin, Guidance Counselor
Andrea Leydon, School Adjustment Counselor
Katie Thiem, Administrative Assistant - 413-863-7203

BE A TURNERS FALLS CHAMPION!

The School Counseling Department at Turners Falls High School is pleased to provide this comprehensive high school planning guide. This guide identifies important grade level advice and suggestions to:

- assist with a smooth transition to high school
- explain grade level expectations
- provide advice for high school success
- guide you with post high school planning.

With the support and assistance of your school counselor, Massachusetts Career Information System portfolio, and your Individual Learning Plan (starting with class of 2018), we will help you explore your interests, careers, and research post high school opportunities to achieve your career goals. Our School Counseling Department webpage (<http://tfhs.gmrtd.org/index.cfm?plD=11841>) has our calendar of events, guidance news, identifies downloads of valuable resources, and announces important information. Since it is updated frequently, please visit often. We look forward to assisting you throughout your high school career.

9th Grade

1. **Activate and use your Plus Portal Account (student & parent)**
2. **Earn good grades** in all of 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 to start your portfolio. **You created an account last year with Ms. Krems, your 8th grade School Guidance Counselor.** 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.
11. Challenge yourself by taking **Honors** courses.
12. **Find out about college entrance requirements for the schools you're 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

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. 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 Program-ETP).
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.

**Explore and RESEARCH YOUR EDUCATIONAL OPPORTUNITIES
and other after high school options NOW!**

11th Grade

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 core curriculum that meets NCAA requirements. See your coach and the athletic director regarding game films. **Have SAT and ACT scores sent directly to the NCAA Clearinghouse.**

12th Grade

SENIOR YEAR IS AN EXCITING YEAR OF OPPORTUNITY AND PLANNING!

1. **Continue to earn good grades** in all of 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.** (Class of 2015 – minimum 140 credits).
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 **College Goal Sunday** at TFHS (January) 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

In order 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 Fine Arts course, and one Physical Education course each year for the first four 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 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:

1. The course(s) to be taken must have the written approval of the principal or designee.
2. Before credit is granted the principal or designee must receive official written proof of the successful completion of such course(s).
3. Failed course(s) made up under this procedure must be made up within one year of the date of issue of the final grade.
4. Transcripts will reflect both the failed semester course and the summer program course.

MCAS COMPETENCY DETERMINATION

According to state law, Students must pass the English Language Arts, Math, and Biology (or other Science/Technology) MCAS tests in order to obtain a diploma.

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. It is expected that parents will examine these reports carefully. 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

DETERMINATION OF HONOR ROLL

In the determination of the quarterly honor roll at Turners Falls High School, the following procedures shall apply:

1. The honor roll shall be based on a Simple Grade Point Average (S.G.P.A.).
2. 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, failing 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 'Passing' or Incomplete for any required academic course will result in the student being ineligible for the honor roll.
3. Honor roll computation shall be based on the procedures listed below:
 - a. All grades except P and W will be included in the computation.
 - b. Using the simple 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

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

ADJUSTED GRADE POINT AVERAGE (A.G.P.A.) AND RANK IN CLASS (R.I.C.) 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:

1. 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.
2. All courses have been assigned to one of three levels. Specific levels are listed in the Program of Studies.
3. 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.
4. All level courses will be used to compute the AGPA for RIC.
5. In the A.G.P.A. computation:
 - a. Grades of P and W will not be included.
 - b. 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.
 - c. The numeric equivalent grades will be multiplied by the appropriate weights to equal the quality points.
 - d. The sum of the quality points will be divided by the sum of the total weights attempted in order to determine the A.G.P.A.
 - e. The A.G.P.A. calculated in the manner will be rounded to the third decimal place.
6. The R.I.C. will be determined by putting the A.G.P.A.s in rank order.
7. 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.
8. The five top seniors academically will be determined by the A.G.P.A. calculated by the above method at the end of the third quarter of the twelfth grade on the basis of the current information.

NATIONAL HONOR SOCIETY SELECTION

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. Students are encouraged to document their participation in extracurricular activities, community service activities, 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 councilors, coaches, and community leaders). Eligibility and inclusion in the NHS goes beyond academic qualities and extends past the school to the community. An effort will be made to include as many eligible students as possible in the NHS. Students must follow the specific process as outlined below.

Students at Turners Falls High School will be considered for National Honor Society, in accordance with the following eligibility and selection requirements.

1. Basic academic eligibility criteria are determined by the principal.
2. 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.
3. All students in grades 11-12, who have met the academic eligibility requirements 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 administration. The completion and 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(s) will be available to review these activities forms and give feedback in the process as students are working on them, with the goal of including as much evidence of activities as possible.
4. The Faculty Council, appointed by the principal, reviews the activity documentation submitted by the candidates and recommends nominees. Each student who has attained the minimum academic requirement in order to be considered for selection to the National Honor Society is evaluated on an individual basis.

INTERNSHIPS

Students in grades 11-12 may request arrangements for internships or independent study projects exclusive of their present courses of study with the approval of the teacher, their guidance counselor, and the administration. 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 students, supervise their work on a regular basis and evaluate the project in order to determine grade and number of credit units.

GREENFIELD COMMUNITY COLLEGE/EDUCATIONAL TRANSITIONS PROGRAM

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.

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 guidance counselor or the ETP program coordinator in advance.

1. Student must be a junior or senior enrolled at Turners Falls High School.
2. All GCC courses with the exception of physical education courses and developmental courses (those that begin with an 090 course number) are considered honors level courses and will be calculated into the student's overall grade point average.
3. 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 guidance counselor at Turners Falls High School.
4. Students are required as ETP participants to check in at the beginning and end of each semester and as needed with their guidance counselor at Turners Falls High School to update them on their progress, address concerns, and discuss their attendance.
5. 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.
6. Grades will be converted from alpha grades to numeric grades per the Turners Falls High School grading policy. If a student wishes to have the exact numeric grade that they earned in their GCC course, it is the student's responsibility to contact the professor to receive said grade. The grade will only be adjusted on the student's transcript when we receive official documentation from the professor and/or a transcript from Greenfield Community College.
7. Upon successful completion of non-developmental GCC courses, students will be awarded high school credit as well as credit at GCC towards an Associates Degree.
8. 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.

STUDENT SCHEDULE CHANGES

Student-initiated course changes are not allowed after the first week of each semester. Parent/guardians and guidance must approve all schedule changes. Course change request forms are used for this purpose, and are available from the guidance office. Students who withdraw from a course after fifteen class days will receive a withdraw-passing or withdraw-failing grade on their report cards.

A student receiving a withdraw/failing grade is ineligible to participate in athletics and/or extra-curricular activities (see Athletic Policies section below). Students who withdraw from a course before the sixteenth class 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.

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.

1. **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.

2. **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).

Responsibilities

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.

FINAL EXAMS

Final exams will be given at the end of each semester. All subject areas will conduct exams during prescribed times. Parent/guardians should schedule appointments and vacations around final exams.

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 are eligible for early graduation, that is, graduation prior to the end of the twelfth grade.

In order to be considered for early graduation three conditions must be met:

1. Students must write a letter to the principal justifying early graduation.
2. Parent/guardians of students must write a letter to the principal giving their consent and the reason for the early graduation request.
3. 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 interests of students.

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 your guidance counselor.

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 02148-5023. 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 Educational 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.

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 full-time 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.

A. Extracurricular Activities Falling Under Academic Eligibility Rules

1. Cheerleading
2. Student Council
3. Class Officers
4. Theater
5. Interscholastic Sports on all levels
6. Intramural Sports
7. All school-sponsored clubs
8. Booster Day
9. Regional Student Advisory Council Representative
10. Student Government Day Representative
11. Any organization of a similar nature that may from time to time be added

B. Activities Falling Outside of the Academic Eligibility Rules

1. Attendance at: athletic events, concerts, dances, plays, suppers
2. Student Advisory Committee (to the school committee)

Bona Fide Team Rule

PENALTY: 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.

Second and Subsequent Offenses of the Bona Fide Team Rule

PENALTY: 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, that family will pay an additional \$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.

The Gill-Montague Regional School District will not deprive students from participating due to financial hardship. Any individual qualifying and receiving free or reduced lunch will automatically receive an *Athletic Fee Waiver*.

Please note that paying the user fee does not guarantee playing time.

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.

1. 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.
2. 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.

3. Engage the injured athlete in battery of tests that include a combination of self-report symptoms, balance, and neuro cognitive 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>

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; non-emergency, invasive physical examination that is required as a condition of attendance, administered by the school, scheduled in advance, and not necessary to protect the immediate health and safety of students.

The district certifies that schools do not prevent or otherwise deny students their right to participate in 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 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 9-12.
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.

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: TFHS 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.

General Laws Chapter 76, Section 5:

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. **No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.**

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 letter, 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.

Civil Rights Coordinator:

Michael Sullivan, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-9324,
michael.sullivan@gmrdsd.org

Title IX Coordinator:

Michael Sullivan, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-9324,
michael.sullivan@gmrdsd.org
Nancy Parlakulas, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-9311,
nancy.parlakulas@gmrdsd.org

Section 504/Title II Coordinator:

Michael Sullivan, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-9324,
michael.sullivan@gmrdsd.org
Donna Fitzpatrick, 35 Crocker Avenue, Turners Falls, MA 01376, 413-863-3252,
dfitzpatrick@gmrdsd.org

V. 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.) 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.

In addition, 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.

VI. 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 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.

VII. 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.

VIII. 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.

IX. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with the 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
Equal Employment Opportunity Commission (EEOC)
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Telephone: (800) 669-4000 <http://www.eeoc.gov/>

GMRSD Bullying Policy and Procedures

Reporting by Staff

School officials and employees are required to report any suspected incidents of bullying as required by M.G.L. c.71, §37O(e). Staff members are to report any suspected acts of bullying to their building administrator, who in turn is responsible for conducting an investigation and notifying the Superintendent of Schools. Reports may also be made directly to the Superintendent of Schools if appropriate or desired.

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Reporting by Students, Parents, Guardians or Others

The Gill-Montague Regional School District expects students, parents or guardians, or others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. 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, or others may request assistance from a staff member to complete a written report. The district's bullying report form is found in Appendix B. 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. At the elementary level, students will be encouraged to discuss incidents of bullying with their classroom teachers, adjustment counselors, a trusted adult staff member, or with the principal or designee. Oral reports will be reduced to writing by the adult listener as necessary. At the middle and high school levels, students will be encouraged to report incidents of bullying through all means available, including the online reporting form found on the district website as well as the Safety Tip Line. Students will be encouraged to reach out to a trusted teacher or other adult staff member, a guidance counselor, or the principal or designee.

Responding to a Report of Bullying or Retaliation We pledge to take each alleged incident of bullying seriously and will conduct a thorough investigation following the same process and procedure for all reported incidents in the Gill-Montague Regional School District. Disciplinary action taken will be consistent with the policies and guidelines established by the Gill-Montague Regional School District as indicated by district policy and student/staff handbooks. Parents, students, staff and community members need to be aware, however, that disciplinary action will not be taken against any alleged aggressor based ***solely*** on an anonymous report.

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 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.

The principal or designee will make an immediate assessment regarding the safety of all individual students involved. If the incident reported involves off-campus bullying or cyberbullying, a determination will be made if there is an immediate threat to any students involved. If there is a positive determination, a report will be made immediately to the Montague Police Department. Further actions will be coordinated with our School Liaison. If the incident involves on-campus bullying or cyberbullying, a determination will be made if there is an immediate threat of violence to any students involved. If there is a positive determination, a report will be made immediately to the Montague Police Department. Further actions will be coordinated with our School Liaison.

After the determination that an act of bullying or retaliation has occurred and after appropriate discipline has been enforced, the principal or designee will develop a Safety/Conduct Plan with the students involved. The parents or guardians will be involved in the development of the plan. Teachers and other appropriate staff members will be notified of the incident, the parties involved, and their roles in the incident along with the provisions of the Safety/Conduct Plan.

Obligations to Notify Others

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 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, and will occur in writing either through email or written letter as well as via telephone. Every effort will be made to contact the parent or guardian in person, so it is imperative that parents or guardians maintain up-to-date contact information with the school district.

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

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 Montague Police Department. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements between the Gill-Montague Regional School District and the Montague Police Department. Also, if the 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 Montague Police Department if he/she has a reasonable basis to believe that criminal charges may be pursued against the 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 Liaison assigned by the Montague Police Department and other individuals the principal or designee deems appropriate.

Investigation The principal or designee 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 designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, 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 or designee will maintain confidentiality during the investigative process.

Often parents wish to know exactly what will happen to an aggressor during the investigation and/or disciplinary phase, and this is a natural reaction. However, educators in the United States must obey the Family Educational Rights and Privacy Act (FERPA). This act strongly affects schools and disciplinary procedures against minor age students. One effect of this act is to make school records (including disciplinary records) a private matter. This means that the school district is ***prohibited*** from sharing any information in a student's record – including disciplinary information – to third parties without parental consent.

Massachusetts General Law similarly prohibits the dissemination of any student record information to third parties without parental consent (MGL 603 CMR 23.07[4]). The result of this is that school officials may not divulge how they have disciplined a student, even the parents of the target in the incident. School officials must obey state and federal laws which mandate that they keep student records confidential and private.

The principal or designee will maintain a written record of the investigation [see Appendix B]. Procedures for investigating reports of bullying and retaliation will be consistent with district policies and procedures for investigations, and have been outlined on the Bullying Incident Reporting Form [see Appendix B].

Determinations The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or benefiting from school activities. The principal or designee will: (i) determine what remedial action is required, if any, and (ii) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or 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 or designee 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 (FERPA and M.G.L. 603 CMR 23.07). Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian regarding the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be made aware of in order to report violations. Incident Reporting form attached. Please also see gmrtd.org or any school office for a harassment/bullying/civil rights violation reporting form.

LEGAL REFERENCES

1. Title VII of the 1964 Civil Rights Act, Section 703
2. Title IX of the 1972 U.S. Civil Rights Act.
3. Chapter 151 C, Massachusetts General Laws
4. M.G.L. Chapter 76 § 5
5. M.G.L. Chapter 269 § 17, 18, 19
6. M.G.L. Chapter 71, §§82, 84

First Reading: March 9, 2010

Voted and Adopted: March 23, 2010

To: Parents/Guardians of 16-18 year old students
Students who are 18 years of age and older

From: GMRSD School Committee

RE: Option to “opt out” of additional military recruitment database

This letter is to inform you that the Pentagon has named an organization, Joint Advertising and Marketing Research & Studies Office (JAMRS), to form a database of 30 million 16-25 year olds, including name, address, email addresses, cell phone numbers, ethnicity, social security numbers and areas of study. This database is updated daily and distributed monthly to the Armed Services for recruitment purposes. You may “opt out” of this list in writing by sending the enclosed letter. Your child’s information will be moved to a “suppression file,” where it will be retained, but not released.

If students are over 18, they may opt themselves out.

If you wish to have your student’s (or your own, if 18 and over) directory information removed from **all** military recruitment lists, you must complete the enclosed second “opt out” form in addition to the enclosed “voluntary directive” form.

The School Committee offers you this information in the interest of protecting student privacy and ensuring proper parent notification.

**Voluntary Parent/Guardian/Student Directive to “Opt Out” of the
Release of Student Information to Military Recruiters**

Section 9528 of the No Child Left Behind Act of 2001 requires schools to release students’ contact information to military recruiters, upon request. As parents/guardians, you have the opportunity to “opt out” of this requirement by completing the following form and returning it to the Guidance Department. As a student, 18 years of age or older, you also have the right to sign your own “opt out” form.

_____ As a parent/guardian, I am exercising the right to request that you do not release the name, address, telephone listing, and school records to the Armed Services, Military Recruiters, or Military Schools of the student named below.

_____ As a student, 18 or older, I am exercising the right to request that you do not release my address, telephone listing, and school records to the Armed Services, Military Recruiters, or Military Schools.

Parent/Guardian’s Signature (if student is under the age of 18)

Date

Parent/Guardian’s Printed Name

Student’s Signature (if student is 18 years and older)

Date

Student’s Printed Name

This form covers the duration of the student's enrollment at the school. If you wish to make a change, the school must be notified in writing by September 1 of that school year.

◆ ◆ ◆
**Please see enclosed information regarding “opting out” of an additional database that is
maintained by the Pentagon.**

◆ ◆ ◆

Finalized 10/13/05

Joint Advertising and Marketing Research & Studies Office (JAMRS)
Attention: Opt Out
4040 North Fairfax Drive, Ste. 200
Arlington, VA 22203

To Whom It May Concern:

Please remove the following individual from the JAMRS military recruitment database:

Full Name: _____ Date of Birth: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

I believe that the JAMRS database is an intrusion into family privacy and the Pentagon should not be compiling this information.

Parent/Guardian's Signature (if student is under the age of 18)

Date

Parent/Guardian's Printed Name

Student's Signature (if student is 18 years or older)

Date

Student's Printed Name

**** If you wish to opt out of the Pentagon military recruitment database, you should complete and mail this form to the address listed at the top of the form.**