



Parent and Student Handbook

2017-2018

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Greenfield Commonwealth Virtual School

PARENT AND STUDENT HANDBOOK

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INTRODUCTION

Welcome to the Greenfield Commonwealth Virtual School (GCVS)!

As a public school of choice, we provide a distinctive option for families across the Commonwealth of Massachusetts. Our fully virtual education affords families some flexibility within the educational system and is unique in the active partnership that we have with our families.


The virtual format also allows us to personalize the learning for every student. Enhancement learning activities and classes are offered to students who master the general curriculum. For those who struggle with mastery, supports are provide to ensure student success.

Please take time to read this handbook over with your student and become familiar with its many policies and procedures, and feel free to call us at any time if you need any clarification. There is a sign-off that will be sent to you separately, which you will need to complete indicating that you have read this handbook and agree to abide by its provisions.

Please be advised that, from time to time, there will be updates or additions that will need to be made to this handbook. All such changes or additions must be approved by our Board of Trustees. Once approved, any changes will be shared with everyone through our school messaging systems.

We look forward to being partners with you in the upcoming school year.

Regards,



Dr. Judith Houle

Executive Director

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MISSION STATEMENT

The Greenfield Commonwealth Virtual School, a public school of choice, serves students from across Massachusetts who need a learning community that is accessible and flexible. We give our students and their families choices in what, how, when, and where they learn.

As a pioneer of online personalized learning, we empower our educators to tailor learning experiences to each student's strengths, interests, and challenges. We redefine and change how students and teachers engage through innovative technology, while ensuring mastery of competencies embedded in a rigorous curriculum.

OUR STUDENTS

While our school is open to all students, we are particularly interested in serving as a schooling option for unique students across the Commonwealth of Massachusetts, including:

1. Students who seek an advanced coursework not available in their current school;
2. Students in training for competitive arts or sports;
3. Students with disabilities;
4. Students whose medical needs do not allow for attendance at a brick-and-mortar school; and
5. Students who have been bullied or who are out of school due to other safety concerns.

NON-DISCRIMINATION POLICY

GCVS does not discriminate on the basis of gender, race, color, religious creed, national origin, ancestry, creed, pregnancy, marital status, parental status, genetic information, gender identity, age, sexual orientation, and/or physical, mental, emotional or learning disability, handicap, or any other protected class in its educational programs or activities.

Handicapped students (as provided for in Section 504 of the Rehabilitation Act of 1973) are identified, evaluated and provided with appropriate educational services.

FERPA

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age ("eligible students") certain rights regarding the student's education records. One of those rights is the right to consent to disclosures of personally identifiable information contained in the student's education records.

GCVS and its designated service providers have found that to best serve our students' educational needs, it is necessary to disclose a student's name and address to the following classes of vendors that provide important services related to your student's education. In all cases, these vendors will have agreed to ensure the confidentiality of the student's name and address and to not use the information for purposes other than that contracted for the student's education needs.

- Suppliers of computers and other educational materials for purposes of shipping to and from the student's home;

- Customer care providers who handle support calls for Canvas, our Learning Management System (LMS);
- Companies that enter the student information into a computer database for use by school officials;
- Speakers or presenters presenting or participating in synchronous web-conferencing sessions;
- Other contractors and subcontractors that GCVS identifies as necessary to providing education services.

TITLE IX/SECTION 504

It is the policy of our school to not discriminate on the basis of age, race, color, religious creed, religion, national origin gender, marital status, with regard to public assistance or disability in its educational programs, activities or employment policies, Students that are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate education services. The contact person for all 504 plans, provided planning, implementation, and monitoring is Ann-Mary Cloutier for grades K-5 and Scott Gauthier for grades 6-12.

BOARD OF TRUSTEES

The Board of Trustees are elected members who serve and work for the betterment of the school. At least one Board member must be a parent of the school. The Board of Trustees set policies for the organization, appoint the Executive Director and oversee the financial health of the school.

PRINCIPLES OF GOOD PRACTICE FOR GCVS

GCVS with Parents & Learning Coaches: *What You Can Expect of Us*

The school recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached. To this end it should be the parents' expectation that:

The school will read and respond to all messages, emails, or phone calls that ask for a response within 2 business days.

The school will clearly and fully present its philosophy, program, and practices to parents and Learning Coaches during the admission process and encourage dialogue that clarifies parental expectations and aspirations for the student.

The school will seek and value the parents and Learning Coaches' perspective on the student.

Teachers and leadership will be accessible to parents and Learning Coaches and will model candid, respectful, and open dialogue.

The school will keep parents and Learning Coaches well-informed through systematic reports, conferences, website publications, calendars, and informal conversations.

The school will clearly define how parents and Learning Coaches can be involved when considering major decisions that affect the school community.

The school will offer and support a variety of parent and Learning Coaches education opportunities.

The school will suggest effective ways for parents and Learning Coaches to support the educational process.

The school will actively seek the knowledge it needs to work effectively with a diverse parent and Learning Coaches community.

Parents & Learning Coaches Working with School: *What We Expect of You*

Parents and Learning Coaches will recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a positive and common vision of the goals to be reached. To this end our expectation is that:

Parents will read and respond to all messages, emails, or phone calls concerning your individual child that within 2 school days. Bulk messages through our School Messenger/PowerSchool system will not require a response back unless we ask for you for one.

In selecting a virtual school, parents and Learning Coaches will seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.

Parents and Learning Coaches will be familiar with and support the school's policies and procedures.

Parents and Learning Coaches will provide a home environment that supports the development of positive learning attitudes and habits.

Parents and Learning Coaches will involve themselves in the life of the school.

Parents and learning coaches will seek and value the school's perspective on the student.

When concerns arise, parents and Learning Coaches will seek information directly from the school, consulting with those best able to address the concerns.

Parents and schools work together to create and sustain effective partnerships. Failure to comply with the Best Practices of parents working with schools jeopardizes the effectiveness of the program and the learning experience for the student. If the school cannot ensure clear and responsive communication with the parents and students in these three areas: Truancy, Participation, and Communication, the student may be in jeopardy of being withdrawn from the program.

SCHOOL COUNCIL

GCVS will be instituting a School Council this year in accordance with the requirements of the Education Reform Act of 1992. In accordance with the law, the Council will have equal representation of parents/guardians and teachers, administrators of the school, a student representative, and a community member with no children in the school.

Our goal at GCVS will be to have one teacher and one parent/guardian representative from each grade cluster: elementary (grades K-5), middle school (6-8), and high school (9-12). Additionally, we will have a high school student on the Council, along with a community representative. The School Council will provide input into the educational goals for the school, consistent with educational policies and statewide student

performance standards; and will assist the Executive Director in identifying the educational needs of students attending the school; and reviewing the budget as part of the Board of Trustees’ budget process.

ATTENDANCE POLICY

The Board of Trustees adopted the following Student Absences and Excuses Policy, effective with the 2017-18 school year. Regular and punctual school attendance is essential for success in school. The Greenfield Commonwealth Virtual School (GCVS) Board of Trustees recognizes that parents of children attending our school have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Massachusetts General Law, Chapter 76, Section 1, requires that students attend school for 180 days, following the schedule set forth by the school’s governing body. The Board of Trustees shall set the calendar for each school year.

Additionally, the Massachusetts Department of Elementary and Secondary Education requires elementary students (designated by GCVS as grades K-5) to receive instruction for a minimum of 900 hours during the 180 scheduled days of school each year. Middle and high school students (designated by GCVS as grades 6-12) are required to receive instruction for 990 hours during the 180 scheduled days of school each year. The table below shows the breakdown of hours by year and day. These comprise the expectations of attendance at GCVS.

Grade Level	Yearly Hours	Required Daily Hours
Elementary: (Kindergarten – Grade 5)	900	5
Middle/High School: (Grades 6-12)	990	5.5

In order to be credited with attendance at school on any given school day, the student’s attendance data must reflect the number of hours required for the grade level. At GCVS, we know that the success of our students hinges on their ability to be in a learning environment that allows them to interact with their teachers and fellow students in real time. Therefore, attendance in live class sessions is required on days when class sessions are scheduled and will be counted as part of the day’s total hours. Student work done on non-school days is considered homework time and may not be counted as attendance in lieu of scheduled school days. Attendance at scheduled school outings and at state-mandated testing will also count toward these requirements for school attendance.

GCVS Learning Coaches may log instructional time for students anytime during scheduled school days beginning with the first day of the school year and ending the last day of the school year. However, attendance entered in GCVS’s approved learning platform must reflect the progress of lessons completed in the platform. If attendance does not match the progress, teachers have the option of recommending removal of the extra attendance not validated by completed lessons by administration. This deletion of hours can put the student in jeopardy of becoming 10 consecutive school days behind in attendance.

Students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; and observance of major religious holidays. Students may also be excused for other exceptional reasons with approval of the Executive Director or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly. Families are encouraged to schedule non-essential family trips and vacations during scheduled school vacation periods and non-instructional days. Absences for vacations and other non-essential trips during scheduled school days will not be considered excused absences.

Accordingly, parents will call in to the school's attendance phone line (413.475.3879 – listen to menu prompts for the proper extension) **and** provide a written explanation for the absence or tardiness of a child (email the nurse at bmarrapese@gcvs.org). This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the School Nurse and/or Administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

The School Nurse or designee will contact a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

The School Nurse and Family Engagement Coordinator shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (as defined above) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the School Nurse, Family Engagement Coordinator, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Executive Director has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Executive Director or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days. The Executive Director or designee may proceed with any interview without a parent/guardian present, provided the s/he has documented a good faith effort to include the parent/guardian.

The Executive Director or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

TRUANCY

A student will be considered truant after five (5) consecutive days absent without an approved excuse given to the teacher.

Process for Truancy

When a student is absent from school without notification from a parent or guardian the School Nurse and/or Family Engagement Coordinators will reach out directly to the Learning Coach.

After five (5) consecutive days of absence without an approved excuse given to the teacher and actively working from the daily calendar without logging-on the School Nurse and/or the Family Engagement Coordinator will again reach out using all communication information, including emergency contacts, the school has to make contact to the parent or guardian.

After ten (10) consecutive days of absence a certified letter will be sent to the parent or guardian by the school. This letter will inform the parents of the pending withdrawal date if he/she does not contact the school within the date on the letter. Loss of credit may occur for High School students who are truant after 10 days.

After fifteen (15) consecutive days without an approved excuse given to the teacher and actively working from the daily calendar without logging-on the student will be withdrawn from the school. Once a student is withdrawn from GCVS, the local school district will be notified of the withdrawal.

PROGRESS REVIEW PROCEDURE

K-8 progress reports are issued quarterly and at that time progress is assessed. Grades in classes school-wide will reflect a student's achievement level in those classes based on assessments administered as part of their classwork.

COMMUNICATION

Communication is crucial to the success of our students. The school uses a messaging system within Canvas, our LMS. This messaging system is designed for small-scale communication between teachers and their classes, small groups of students, or individual students and learning coaches. To that end:

1. Parents and students must check their messages daily within Canvas and respond, if necessary, within 2 school days.
2. Parents must keep abreast of all phone communications with the school and respond to phone calls asking for a response in 2 school days. Parents must communicate all changes in phone numbers to our Enrollment and Data Specialist, who will then make changes within the system.
3. Some messages that are intended for the whole school or a large portion of the population will be

communicated via School Messenger/PowerSchool. School Messenger is a bulk messaging system that integrates with our student information platform (PowerSchool). It has the capability to send voice, email, and text messages. Parents/Guardians will not have to respond to these messages unless you are prompted to do so.

LEARNING COACH COMMUNITY

GCVS sponsors monthly Learning Coach Workshops dedicated to fostering greater knowledge of virtual schooling, Massachusetts State requirements as well as highlighting the successes and challenges of being a Learning Coach.

ATTENDING LIVE LESSONS

As part of the daily attendance expectation, all students are expected to participate in all scheduled Live Lessons. Zoom, our platform for live lessons is integrated within the Canvas LMS. Students and Learning Coaches can access Zoom through Canvas.

Live Lessons are mandatory for all students, except for absences as allowed by the school's attendance policy (see above). Please be aware of the time your teachers are holding their Live Lessons and communicate with your teacher if your student will be absent. All Live Lessons will be recorded and parents must respond to the teacher that their student has listened to the recording and submitted the exit ticket so that proper attendance is recorded.

Live Lesson Conduct for Parents and Students

- Arrive promptly at the scheduled time for the Live Lessons.
- ALL students must use their microphone and web cam unless medical evidence is submitted detailing the reason why the student is unable to participate. Whiteboard and microphone privileges will be assigned at the discretion of the teacher.
- Direct messaging conversations should be limited to the content of the lesson.
- Respectful and courteous behavior towards others is expected at all times.
- Non-participation or stepping away without the teacher's approval will be seen as an absence from the session.
- If there are multiple students in your home, each student needs to log in to a session individually.
- Students and parents are expected to follow the etiquette previously described.
- Students will not be allowed to cause disruptions to learning during class connectsessions including use of inappropriate language, posting pictures or images to whiteboard, disrespect of teachers or other students. (If a student is causing disruption to learning he/she will be removed from class connect session and parents contacted).

Please keep in mind that individual teachers may have additional expectations that are specific to their classrooms.

CONDUCT

GCVS maintains guidelines for the behavior of students. These are common sense, truthfulness, respect for others, and respect for the school and its place in the community. Instances of disrespect for learning or property, lack of consideration for others, disruptive behavior, abusive language, etc., are inappropriate and unacceptable. Less serious offenses will be handled immediately by the faculty member involved and documented. More serious, deliberate, or repeated instances will be reported immediately to the Administration who will take appropriate action, including loss of privileges, suspension from school, or expulsion.

Any instances of physical, verbal or sexual harassment, bullying, unacceptable use of technology or any other conduct the Administration deems inappropriate may be grounds for dismissal. The policies below provide more information regarding specific expectations around student conduct.

BULLYING/CYBER BULLYING

(Based on Massachusetts General Laws Chapter 71, section 37O)

GCVS is committed to a safe and positive learning environment for all students, employees, volunteers and parents, free from harassment, intimidation or bullying. All forms of bullying and cyberbullying are hereby prohibited. Anyone engaging in bullying or cyber bullying is in violation of the Policy and shall be subject to appropriate discipline. Bullying shall mean unwelcome verbal, written or physical conduct directed at any person(s) by any other person(s) when the intentional act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is placing another in reasonable fear of physical, emotional or mental harm;
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment or;
- Has the effect of substantially disrupting the orderly operation of the school.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another person by way of any technological tool, such as sending inappropriate or derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is:

- Physically, emotionally or mentally harming to any person;
- Substantially interfering with the student's education;
- Placing any person in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent, or pervasive to the extent that it creates an intimidating or threatening educational environment or
- Has the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Nothing in this policy requires the affected person to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic(s). All forms of bullying are unacceptable and when such actions are disruptive to the education process of the Greenfield Commonwealth Virtual School, offenders shall be subject to appropriate staff intervention, which may result in administrative discipline or action.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules.

Preventative educative counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and/or remediate the impact on the victim and school community. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy.

The Executive Director is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.

ANTI-HAZING POLICY

(Based on MGL Ch. 269, sections 17-19)

Whoever is a principal organizer or participant in the crime of hazing, as defined below, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of corrections for not more than one year, or both such fine and imprisonment.

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

Failure to Report Hazing

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

Notification to Students and Student Groups, Teams and Organizations

The school shall issue to every student group, student team or student organization a copy of this policy. Each such group, team or organization shall distribute a copy of this policy to its members. Each of its members must acknowledge that they understand and agree to comply with its provision.

MANDATED REPORTING

Certain individuals, including teachers, school counselors, school psychologists and administrators, are mandated by law to report suspicions of child abuse or neglect. Failure to do so can result in legal liability for school staff. Teachers at GCVS are trained to report suspicions of child abuse or neglect to the student's local Department of Children and Families (DCF). It is important to note that, in certain situations, truancy can be considered a form of neglect.

STUDENT HEALTH INFORMATION: IMMUNIZATIONS

State law requires that each student must present yearly evidence of compliance with the process of immunization prior to admission and required stages of child development. For more information on immunizations and health records, please contact our School Nurse

FAMILY ENGAGEMENT COORDINATORS

Family engagement is an essential part of student success at GCVS. That is why we have dedicated **Family Engagement Coordinators** to supporting our school community. To ensure a successful academic experience, parents, students and the school must work collaboratively. Family Engagement Coordinators help to keep the line of communication open so that this can happen.

SCHOOL EVENTS

Various school events will be announced regularly through teachers and school leadership. The dates and times of these events will be communicated through the Canvas Messaging System or by our all-school system, School Messenger. Virtual events will take place online through Zoom. These events include:

High School Check-In Middle School Check-In
High School Guidance Seminars and Workshops
Transitions from Elementary to Middle School and Middle School to High School
Guest speakers/Programs

GCVS STUDENT CLUBS

Student Clubs will be offered to students in order to enhance their complete educational experience at GCVS. These clubs will facilitate student socialization, community, and in some cases, service. Clubs will be sponsored by GCVS teachers and advisors who will welcome parent participation as well. Clubs may be added as interests arise. Suggestions are always welcome.

GCVS OUTINGS

GCVS arranges a variety of special outings for students and families throughout the school year. Families are encouraged to attend *any* outing. While attendance is not required for students/parents, these special outings provide wonderful opportunities to meet teachers, make new friends, and talk with fellow parents about school. Unless otherwise stated, parents are responsible for the cost of transportation and any other

fees (if applicable). Time spent on an outing will be counted toward the required attendance for the day. In addition to the opportunity for face-to-face interactions with parents, students, and staff, these outings will also be designed to integrate with the curriculum. Most outings will be specific to a certain grade cluster group and may not necessarily include the whole school. Exceptions to this are our opening of school and end of school picnics, where everyone is welcome to attend. Parents/Guardians, are responsible for supervising children at all times during an outing. Siblings and friends are welcome to attend as well. All attending children must bring a signed and completed Liability Release Agreement if the teacher does not have one or one will be provided to complete at the event. Parents/Guardians will receive a notice regarding any special trips or events via School Messenger.

ACADEMICS

GCVS instills academic excellence and personal responsibility, inspires athletic and artistic accomplishment, and promotes a respect for diversity. Within a challenging and safe educational environment, educators at GCVS develop a vibrant, innovative, and engaging learning experience for each student. They know that learning and teaching are lifelong processes, and that learning to lead and follow are equally important skills.

Each student's grade-level program will typically include six (6) courses that meet or exceed Massachusetts curriculum standards. Students' instructional work will be monitored daily. The curriculum is composed of lessons, video activities, online assessments, learning games, labs, physical experiences and published textbooks and workbooks. All materials for the student's program are sent directly to the student's home. Students are also encouraged to have social experiences. Coaching and communication to parent and student will take place regularly.

Respect for each individual in the community defines the essence of human interaction at the school. Teachers share their passion for teaching and learning, and in doing so, inspire those around them. While laying the foundation to meet future challenges, each grade level strives to engage students in a fulfilling, rewarding experience. We work hard to make a textured curriculum developmentally appropriate and sound, establishing continuity across divisions and departments.

Student Pacing in the Curriculum

It is crucial for the academic development of the student to follow the daily plan and taking the appropriate time to complete assignments. Students should complete lessons assigned by their teachers as part of their school day. Lessons are designed to give students the necessary information they need to develop a strong academic knowledge base and as either preparation for or follow-up to live lessons. Parent and students should reach out to their Family Engagement Coordinators and teachers to help schedule a structured day that is in the best learning style for the student.

Students are drawn to the subjects that interests them and will spend more time in those subjects. Learning Coaches should make sure that student pace themselves appropriately through the curriculum and reach out to their teachers for pacing strategies. The school also provides many opportunities and programs for students to continue to explore their passion in a subject. Teachers will recommend students to the Student Intervention Team to provide teachers, Learning Coaches and student with a variety of standards based resources if the team finds a student is struggling through the curriculum.

The Learning Management System platform allows teachers the flexibility to personalize the learning for each student by providing enrichment activities or extra supports for struggling learners. Please be sure to stay in close contact with your child's teachers if you are seeing evidence at home that your child may need some assistance in these ways.

ACADEMIC INTEGRITY

Academic Integrity means:

- A student's work on each assignment is completely the student's own work;
- Student collaboration with another student on any assignment must be preapproved by the supervising teacher, and recognized as a collaborative assignment;
- Student work will be original—the student's own work;
- Students will not engage in plagiarism. Excerpts and quotes must be properly attributed as excerpts or quotes;
- Students will not copy another student's work;
- Students will not allow other students to copy their own work;
- Students will not misuse content on the internet.

Plagiarism is defined as: copying or using the ideas or words of another from any source and presenting these ideas or words as your own. GCVS teachers utilize a myriad of technologies to review, support, and check student work. If a teacher confirms that a student has not submitted original work and has copied or plagiarized work in any manner, the student will be subject to consequences determined by GCVS's administration. Academic Integrity violations will, depending on the circumstances, result in consequences ranging from a warning to removal from the course with a failing grade.

Offenses are counted as a combined total of infractions in any course.

First Offense:

The student is made aware of the offense by the teacher and the parents are notified. The student can redo the assignment for full credit.

Second Offense:

The student, parents and administration are made aware of the offense. The student receives a zero grade on the assignment.

Third Offense:

The student, parents, and administration are made aware of the offense. The student receives a failing grade for the course in which the third offense takes place. Other disciplinary actions may result, up to and including expulsion.

PROGRESS REPORTS

Four times a year, at the end of each quarter, student progress reports will be made available to parents. Hard copies will also be sent home at the end of each semester. This precise reporting, together with the interpretation of scores from standardized testing, and the parent/teacher conferences, gives parents an accurate picture of a child's progress and academic standing. Parents and students can access their progress

at any time through the Canvas LMS to gauge how things are going. Teachers will work with parents/guardians and students on how to use these tools to keep informed of students' progress at school. Parents/Guardians should feel free to communicate any concerns they may have with their children's teachers through Canvas messaging.

RESPONSE TO INTERVENTION

Our teachers constantly work to provide a stimulating and creative program for the students in their classes. Occasionally, a teacher will see a pattern of learning difficulty emerge in a child that could indicate a need for added support. Teachers will refer students to the Student Intervention Team (SIT). SIT offers targeted academic support based on analysis of the data collected through MCAS, Study Island, other intervention based programs and overall student achievement. This program allows for more specifically targeted support than is typically available.

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)

As a public school, we are required to have all students in grades 3-8 and grade 10 participate in the state MCAS testing program. State testing data is important for the school in helping to measure a student's progress from year to year as well as giving the state valuable information on the success of our curriculum.

In order graduate from a public high school, tenth grade students must achieve a scaled score of 240 on the English Language Arts and Math tests. They must also achieve a scaled score of 220 on one of the high school science and technology/engineering tests (Biology, Chemistry, Introductory Physics, or Technology/Engineering).

Students achieving a Needs Improvement status on one or portions of MCAS may have the opportunity to show Proficiency by achieving the elements of an Educational Proficiency Plan (EPP) established with the student by GCVS. For more information, please contact your Guidance Counselor.

MCAS testing will be held at dates and locations throughout the state and will be proctored by authorized individuals.

In addition to the MCAS test, English Language Learner Students must participate in the ACCESS for ELLs test. These annual assessments measure students' proficiency in learning English and give us valuable information on how to help them become fluent speakers of English.

The tentative testing schedules for ACCESS and ELL are shown in the tables below, as well as the MCAS tests. Please be advised that these may be subject to change at the state level and that the schedules will be adjusted accordingly.

2018 ACCESS for ELLS Test Grades K–12	
ACCESS for ELLs test sessions	January 4–February 7
2018 MCAS Alternate Assessment (MCAS-Alt) Grades 3–12	
Deadline for UPS pickup of portfolios	March 30
Spring 2018 MCAS Tests for Elementary and Middle Schools Grades 3–8 ELA and Mathematics and Grades 5 and 8 STE	
ELA test sessions	April 2–May 4
Mathematics test sessions	April 3–May 25
STE test sessions	April 4–May 25

November 2017 MCAS ELA and Mathematics Retests – High School Only		
<i>Test Administration</i> ²	ELA Composition Sessions A and B	November 8
	ELA Reading Comprehension Sessions 1 and 2	November 9
	ELA Reading Comprehension Session 3	November 14
	Mathematics Session 1	November 15
	Mathematics Session 2	November 16
	Last date for regular make-up testing	November 17 ³
February 2018 High School MCAS Biology Test		
<i>Test Administration</i> ²	Biology Session 1	February 5
	Biology Session 2	February 6
	Last date for regular make-up testing	February 8 ⁵

March–April 2018 Grade 10 MCAS ELA Test		
<i>Test Administration</i> ⁸	ELA Composition Sessions A and B	March 27
	ELA Composition Make-up Sessions A and B	April 5
	ELA Reading Comprehension Sessions 1 and 2	March 28
	ELA Reading Comprehension Session 3	March 29
	Last date for regular make-up testing	April 10 ¹¹
2018 MCAS/EPP Mathematics Test		
<i>Test Administration</i> ¹³	MCAS/EPP Mathematics test sessions	April 23–May 4
	Last day for make-up testing	May 4
May 2018 Grade 10 MCAS Mathematics Test		
<i>Test Administration</i> ¹⁵	Mathematics Session 1	May 23
	Mathematics Session 2	May 24
	Last date for regular make-up testing	May 30 ¹⁶
June 2018 High School MCAS STE Tests (Biology, Chemistry, Introductory Physics, Technology/Engineering)		
<i>Test Administration</i> ¹⁵	STE Session 1	June 6
	STE Session 2	June 7
	Last date for regular make-up testing	June 12 ¹⁷

CELL PHONE AND LISTENING DEVICES AT STATE TESTING

Cell phones are not permitted during any state testing. Students will be asked to turn in their devices before testing begins to the test administrator, who will keep them in a monitored location and will distribute back to their owners upon completion of testing. The administration, faculty, and staff reserve the right to immediately seize any cell phone or electronic device seen during the times in which these policies are in effect, whether a student is in the actual use of calling, receiving a message, or listening to music, etc.

GENERAL INFORMATION REGARDING STUDENT RECORDS

Cumulative Records Folder

(Guidelines in accordance with the Family Educational Rights and Privacy Act [FERPA])

All cumulative records are kept in the main office. Cumulative folders **must not leave the main office**. One cumulative folder is maintained for each child. All information pertinent to a child's progress should be included in each folder.

Nicknames should not be used on official school records and/or lists. **In addition, no special education reports are to be placed in the student's cumulative folder.**

Information regarding students is **confidential** and should never be discussed with anyone other than appropriate school personnel, parents, or legal guardians of students. If you are unsure of an individual's legal relationship to a child, contact a school secretary or an administrator before disclosing information.

Parents/Guardians wishing to access their students' files may do so upon request and at a mutually agreeable time with GCVS staff onsite in the Greenfield office. Records required by law may not be removed from the file. Parents/Guardians may request copies of anything they find within the file. Please be advised that records will not be transmitted electronically.

Access to Student Records by Non-Custodial Parents

As required by M.G.L. c.71, s.34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless:
1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 2. The parent has been denied visitation or has been ordered to supervised visitation, or
 3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
- (b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal annually. The initial request must include the following:

1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07(5)(a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.

(c) The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07(5)(a).

(d) Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07(5)(a).

(e) The school must delete the address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. c.71, s.34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

PERSONALIZED LEARNING PLANS

GCVS will be working with ninth graders during the 2017-18 school year to develop personalized learning plans for each student. These plans will be created with the student, his/her parents/guardians, and the high school guidance counselors and will be revisited on an annual basis. Starting with the 2018-19 school year, personalized learning plans will be instituted throughout the school on an incremental basis. The goal of these plans to help parents/guardians and student identify areas of strengths and challenges, as well as interests, to be able to guide them through finding the best educational options for students at GCVS. These plans will be maintained as part of the student cumulative file.

K-5 INFORMATION

The Elementary School offers a comprehensive and exciting learning experience for students in grades kindergarten through fifth grade. Driven by GCVS's mission statement, the academic program seeks to prepare students for the challenges and complexities of an ever-changing world. The students in the Elementary School are provided the groundwork necessary for academic and personal success. The foundation skills of learning to read well, to write clearly, to reason soundly, and to speak effectively are stressed. Creative expression is encouraged, and responsible, effective study habits are developed. The Elementary School stresses academic excellence, with a balance of enrichment opportunities and an emphasis on character development. The program provides a strong foundation for a child's total education in a challenging yet supportive environment.

Grade Level Promotion

Promotion to the next grade level is determined by assessments designed within courses to measure student achievement. Students must have acquired the minimum amount of instructional time listed in the attendance policy. These goals should be discussed with the teacher on a regular basis. Progress reports will be issued quarterly and report cards will be issued at the end of each semester.

Elementary School Grading Scales

Kindergarten – Grade 5:

A – Advanced (grade averages of 95 to 100%)

P – Proficient (grade averages of 80 to 94%)

NI – Needs Improvement (79% or below). Students who fall within this range will be referred to our Student Intervention Team for appropriate supports.

MIDDLE SCHOOL INFORMATION

The GCVS Middle School consists of grades 6 - 8. These middle school years are critical years in a child's development. Developmentally, they are going through changes, both physically and cognitively. Our team of teachers explore meaningful ways to challenge students' energy and intellect. A well-designed, sequential curriculum, allowing increased freedom yet demanding greater responsibility, has been developed for these years. The program is challenging and departmentalized, with grade level homeroom teachers.

Grade Level Promotion

Promotion to the next grade level is determined by a passing grade of 60% or higher in the Core Curriculum (ELA, Math, History, and Science), Live Lesson and school attendance, and teacher approval including verification of work submitted and other areas of accountability. Students must have acquired the minimum amount of instructional time listed in the attendance policy. If a student was a late enrollee then the progress and attendance requirement is prorated. Progress reports will be issued quarterly and report cards will be issued at the end of each semester.

Middle School Grading Scale

A-90-100 B-80-89

C-70-79 D-60-69

F-59 and below

Middle School Honors

Students with a grade of all Bs or better in all classes will achieve the rank of Honors.

HIGH SCHOOL PROGRAM

GCVS serves students in grades 9 through 12 and provides a core curriculum of challenging college preparatory courses as well as Advanced Placement courses and a generous complement of electives in all departments. GCVS is committed to offering each student an instruction that is both engaging and challenging. GCVS follows the Massachusetts High School Program of Studies. (MassCore) Mass Core is intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school. The MassCore can be found by following this link at:

<http://www.doe.mass.edu/ccr/masscore/summary.pdf>.

High School Live Lessons

As part of a student's participation grade, High School students are required to attend all live lessons. A student's participation grade may be up to 15% of the total class grade. Students who miss their live lessons should notify the teacher prior to the beginning of the live lesson, communicate that he or she has reviewed the recording of the live lesson, and complete any work associated with the class.

Requirements for graduation

- 1. Minimum credits: 22**
- 2. MCAS Proficiency in ELA, Math, and Science (see MCAS session above)**
- 3. Subjects Credits as follows:**

<u>English</u>	4 credits
<u>Math</u>	4 credits
<u>Science</u>	3 credits
<u>History</u>	3 credits*
<u>World Language</u>	2 credits of the same World Language
<u>Art, Music</u>	1 credit in either Art or Music
<u>Electives</u>	3-5 credits
<u>Physical Education</u>	2 credits

*History must include at least 1 year of World History and 1 year of U.S. History

Grade Level Promotion

Promotion to the next grade level is based on the number of credits a student has attained in a year. The following is the number of credits required to reach each grade level.

Credits	Grade Level
5.5	Sophomore
11	Junior
16.5	Senior
22	To Graduate

High School Grading Scale

Grades are awarded at the end of each quarter. Each assignment, including quizzes, tests, and exams, is published with a point value, and the final grade is the percentage of the points earned divided by the points possible. Final grades are awarded at the end of the school year for full-year courses and at the end of the semester for half-year courses. The grading scale is as follows:

A+99 and over	A 93-98	A- 90-92
B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72
D+ 67-69	D 63-66	D- 60-62

F Below 60

P=Pass* AU=Audit* I=Incomplete*

* Not calculated into GPA

A Pass is earned in a non-graded elective or similar course in which the student has demonstrated competency and has fulfilled the basic requirements.

An Audit is given when a student wishes to increase his or her knowledge of a particular subject but because of scheduling conflicts or course or work overload may find it difficult to be expected to receive full credit for the course work. Audits do not receive a grade. Students cannot audit more than one course per year without the approval of the HS Guidance Counselor.

Incompletes are given only when a student has been out of classes for an extended period of time, and has outstanding work to be handed in. Permission to extend a grading period requires prior approval of the teacher, guidance counselor and Head Program Administrator. Incomplete work must be submitted within two weeks after the close of the grading period to avoid receiving a failing grade on all missing work

To receive a passing grade students must also meet the minimum number of hours for course completion. The minimum number of hours is below.

Course Descriptions	Minimum number of hours required for credit	Credits Awarded
Semester Long Courses	90 days and 90 hours per course	0.5
Year Long Courses	180 days and 180 hours per course	1

High School Late Assignments

Late work is any work that is turned in after the period that it is due. When absent on an assignment due date, students are expected to inform the teacher of their absence and submit their work on the day they return to receive full credit. Students are responsible for ensuring that they understand the directions of any assignments missed when they are absent, and for knowing when it is due. Students' IEPs/504 Plans indicating extended time for work completion will be honored. Any assignment that is past due 10 days or more (unless for specific approved reasons) will receive a grade no greater than a 50. This includes the extended time granted by IEP or 504 Plan. Parents and students should be proactive and discuss special circumstances regarding due dates on assignments with their child's individual teachers as early as possible.

Parents/Guardians and students are encouraged to take advantage of the tools in Canvas, our school's LMS, for keeping track of classes and assignments.

Academic Warning

Academic interventions will be required for students who receive a failing grade for one or more courses at the end of quarter one or quarter three to bring student grades up to a passing level.

Appeals

In the case of Academic, Disciplinary or other consequences a High School student may write an appeal letter to the Director of Curriculum, Assessment, and Educator Development. The letter must be also signed by a parent or guardian. The student should state the nature of the appeal in the letter and explain the reason why the administration should consider the appeal.

GPA

Grade point average is based on the student's letter grade in all his or her courses. Core subjects (English, Math, Science, History, Geography, and World Language) are considered weighted courses. The chart below illustrates the extra quality points given to honors and Advanced Placement courses.

<u>GCVS GPS SCALE</u>	<u>Advanced Placement course</u>	<u>Honors Course</u>	<u>College Preparation Course</u>
A	5.00	4.50	4.00
A-	4.67	4.17	3.67
B+	4.33	3.83	3.33
B	4.00	3.50	3.00
B-	3.67	3.17	2.67
C+	3.33	2.83	2.33
C	3.00	2.50	2.00
C-	2.67	2.17	1.67
D+	2.33	1.83	1.33
D	2.00	1.50	1.00
D-	1.67	1.17	0.67
F	0.00	0.00	0.00

Parents/Guardians and students can check their progress at any time within the Canvas LMS. We encourage you to be proactive in tracking progress and working with teachers to stay on top of areas of concern.

Honors, High Honors

High School Honors and High Honors are given at the end of semester one and at the end of the year. Students whose GPA is at least 3.0 with no more than one C in a given grading period will achieve the rank of Honors. Students earning a GPA of 3.33 or more with no more than one B will achieve the rank of High Honors.

Add/Drop Period

Students may add or drop courses through the tenth school day of the semester without penalty. After that date, students may petition the Guidance Counselor to add a course, who will confer with the Executive Director for a final decision. Students wishing to drop a course after the tenth school day will be guided by the withdrawal policy.

Withdrawing from a Course

Students are permitted to drop a course during the first two weeks of the course without penalty. Students should contact the Guidance Counselor if wishing to initiate the add/drop process. Students who wish to drop a course after the two-week period must contact their guidance counselor. Withdrawn courses will not be counted in a student's GPA calculations.

Students are advised to pay close attention to the Add/Drop dates for the course and to use the Withdrawal option only when necessary. Dropping a course may impact the ability to graduate in a four-year term.

Independent Study

GCVS students may participate in individually designed projects and studies that are worthy of high school credit. These projects may include course work at an accredited school or college, creative projects, academic research or other viable educational experiences. Each project proposal should have a distinct title, an outline of pursuits, measurable goals, and a final evaluation. A faculty advisor to monitor the project will be required, and interim assessments will be optimal. It is the sole responsibility of the student to develop, propose and document the learning objectives. Generally speaking, 0.5 credits will be awarded for approximately 90 hours of educational/creative pursuits. This is roughly equivalent to a single semester course. For successful completion of a project, elective credit on a pass basis will be granted. Students should contact their Guidance Counselor for a proposal form, which is due not later than the tenth (10) day of the semester in which the project will take place. The project must be completed by the last day of assignments for that semester. Initial and final review by the Executive Director is required.

Work-Based Learning

Experience in the world of work is valuable for eligible high school students, in compliance with the Massachusetts Child Labor Laws. Typically, these experiences will be limited to juniors and seniors, but other students may discuss the possibility of a proposal with the Guidance Department. A Work-Based Learning Plan, outlining the common competencies between school and work, is available from the student's Guidance Counselor. Students will be required to have a job that entails between 10 and 20 hours of work per week (paid or unpaid), a work supervisor who is willing to evaluate their performance twice in a semester, and a faculty advisor who will make the final decision on whether there will be credit granted. Typically, a student may earn up to two (2) credits per year; with a maximum of six (6) credits in a high school career for Work-Based Learning. The credits will be elective credit. Each Work-Based Learning Plan must receive prior approval of the Guidance Counselor and the Executive Director. It is preferable that a student work no more than 20 hours per week.

Dual Enrollment

GCVS supports the participation of eligible high school students in dual enrollment programs, subject to the availability of funds through the secondary institution. The intent of dual enrollment is to allow students the opportunity to take courses not available at GCVS and for students to explore and experience college coursework. Students, who are eligible, according to GCVS guidelines below, may apply for these programs.

A qualified student at GCVS may enroll as a student in Massachusetts public institutions of higher education. A student may earn both secondary school and college credits. Students may enroll as long as each of the conditions is met:

1. A student in their junior/senior year of high school must be in good academic standing and be a Massachusetts resident.
2. Students considering dual enrollment and any and all courses students enroll in as part of this program must receive prior approval by their guidance counselor and GCVS administration.

3. Computerized Placement Tests are given at each of the community colleges and are used to determine readiness for all students. No student will be allowed to apply credit from a community college to GCVS for a non-credit bearing/remedial college course for high school graduation courses.
4. Students are limited to no more than 2 courses per semester.
5. Students participating in dual enrollment may earn credit(s) that meet requirements for high school graduation and higher education matriculation.
6. Students must demonstrate the ability to benefit from college level work.
7. All students will be required to have written approval from their parents/guardians, or other responsible adult in order to be accepted into a dual enrollment program.
8. All students enrolled on a dual enrollment basis are responsible for their own transportation, textbooks, instructional materials, and tuition costs and fees.
9. Continued eligibility will be determined based on the student's performance during the first semester.
10. Grades earned in the college course will not be calculated into the high school GPA.
11. Students must meet all the necessary graduation requirements to earn a diploma.

Graduation Ceremony

GCVS graduation will be held at one location. To participate in the ceremony, students must have met all credit, district, and state graduation requirements. In addition, students currently under suspension will only be allowed to participate at the Executive Director's discretion. Family and friends of graduates are encouraged to attend graduation and related activities.

TECHNOLOGY ACCEPTABLE USE POLICY

This Technology Acceptable Use Policy for the Greenfield Commonwealth Virtual School ("GCVS") is enacted by the Board of Trustees to provide the parents/guardians and students; and administration, faculty and staff ("staff") of the GCVS School Community with a statement of purpose and explanation of the use of technology within the GCVS learning community. This policy is reinforced by practice, acceptable use standards and is required to be read before accessing the technology devices, digital resources, and network infrastructure of GCVS. Students and parents/guardians as well as all staff members of GCVS must also read and sign the accompanying Statement of Responsibility.

Purpose: GCVS encourages the use of information technology to assist administrators, faculty, staff, and students with academic success, preparation for the workplace, and lifelong learning. GCVS provides access to a wide range of information technology to support learning and communicating with others. Information technology will be used to increase communication, enhance student engagement, and assist staff and students in acquiring new skills. The technology devices, digital resources, and network infrastructure will also be utilized to provide relevant school information to a global community.

Implementation of this Policy: The Executive Director or his/her designee(s), shall develop and implement administrative regulations, procedures, terms and conditions for use and user agreements consistent with

the purposes and mission of GCVS as well as with applicable laws and this policy.

Definitions: “Technology devices, digital resources, and network infrastructure” is defined as the GCVS school network, the Internet, Board of Trustees’ approved curriculum providers, Google Apps for Education, email, school-issued hardware, software, printers, peripheral devices, individual computer devices, and web enabled devices.

- “Information technology” is defined as Internet access, blogging, podcasting, email, published and unpublished documents, and various forms of multimedia technology.
- “Educational use” is defined as a use that supports communication, research, and learning.
- “Devices” refer to school owned/leased, staff owned devices used while on the school’s network, and parent/guardian/student owned devices while on the school’s network.

Children’s Online Privacy Protection Act (COPPA): Congress enacted the Children’s Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) in 1998. COPPA required the Federal Trade Commission to issue and enforce regulations concerning children’s online privacy. The Commission’s original COPPA Rule became effective on April 21, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013.

The GCVS works diligently to comply with COPPA requirements. GCVS does not collect student personal information or transmit such information directly to online entities for the purpose of creating web based accounts other than the Board of Trustees’ approved online curriculum provider(s).

Technology Related Services Provided by the GCVS: GCVS contracts with online curriculum content providers for their core programs. All providers must prove that they have the ability be compliant with this policy as part of the contract with the school. Additionally, GCVS provides staff and may provide students with a Google Apps for Education account. Google Apps is a free web based suite of programs provided by Google for schools to use. All staff and students in the GCVS may have access to Google Apps for Education. Any student accounts set up by the GCVS will be created using only student local identification numbers.

General Email and On-line Chat Guidelines

Below is a general summary of guidelines related to email and any form of on-line chat or instant messages:

Email and on-line chat are to be used for school-related communication. Do not send harassing email or instant messages or content. Do not send offensive email or instant messages or content. Do not send spam email or instant messages or content. Do not send email or instant messages containing a virus or other malicious content. Do not send or read email or instant messages at inappropriate times, such as during class instruction. Do not send email or instant messages to share test answers or promote cheating in any way. Do not use the account of another person.

Content Filtering: GCVS uses software designed to block access to certain sites and filter content on any GCVS-issued devices as required by the Children’s Internet Protection Act, 47 U.S.C. §254 (CIPA). GCVS is aware that not all inappropriate information can be filtered and the school will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age appropriate content by staff and students. Users will inform teachers and/or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. GCVS educates students about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyberbullying awareness and response. GCVS provides these educational opportunities as part of the student orientation to the school for new students and annually for any returning students.

Monitoring: GCVS monitors the use of the school's equipment and network to protect the integrity and optimal operation of all computer and system networks. There is no expectation of privacy related to information stored and transmitted over GCVS network or via provided devices. The information on the network in general files and email is not private and is subject to review by the network manager at the request of GCVS administration to substantiate inappropriate activity and to comply with requests of law enforcement agencies as part of their investigations.

GCVS will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of GCVS.

Technicians and computer system administrators maintain full access rights to all storage devices, and may need to access/manage such storage devices as part of their duties.

Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating GCVS Technology Acceptable Use Policy, other Board of Trustees policies, state laws, or federal laws.

Searches of particular files of a user shall be conducted if there is a reasonable suspicion that a user has violated the law or GCVS Acceptable Use Policy. The investigation will be reasonable and in the context of the nature of the alleged policy violation.

Email that is sent within GCVS is monitored and filtered based upon content. Rules/Filters will be set up to monitor student email for profanity, harassment, and other inappropriate content. Student email that is identified as inappropriate will be reviewed by the school administration.

User Access and Explanation of Guideline Access to information technology through GCVS is a privilege, not a right. Students, parents, and staff shall be required to read the GCVS Technology Acceptable Use Policy and sign and return the Statement of Responsibilities.

This GCVS Acceptable Use Policy shall govern all use of school-owned technology devices, digital resources, and network infrastructure. Student use of technology resources, digital resources, web enabled devices, and network infrastructure will be governed by the GCVS Board of Trustees' disciplinary policies as outlined in the policy manual of the district and the student's school handbook.

Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

GCVS provides students access to its technology devices, digital resources, and network infrastructure, along with information technology for educational use. If a student or parent/guardian has doubts regarding whether a resource has educational merit, he/she should ask a staff member.

Scope of Technology Policies: Policies, guidelines, and rules refer to all computing devices including but not limited to computers, mobile web enabled devices, tablets, MP3 players, portable memory storage devices, calculators with interfacing capability, cell phones or ECDs (electronic communication devices), digital cameras, etc., as well as technology infrastructure, associated peripheral devices and/or software.

Policies, guidelines, and rules refer to any computing or telecommunication devices owned by, leased by, in the possession of, or being used by students and/or staff that are operated on the grounds of the school facility or connected to any equipment at the school facility by means of web connection, direct connection, telephone line or other common carrier or any type of connection including both hardwired, fiber, infrared and/or wireless.

This Technology Acceptable Use Policy also applies to any online service provided directly or indirectly by

the district for student use, including but not limited to: online curriculum content providers and/or Google Apps for Education accounts, email, and calendar.

Expectation of Privacy: At any time and without prior notice, the GCVS reserves the right to monitor, inspect, copy, review, and store all usage of school-owned technology devices, digital resources, and network infrastructure, along with information technology as well as any information sent or received in connection with this usage. Staff and students should not have any expectation of privacy regarding such materials.

Consequences for Violation of Technology Policies: Use of the computer network and Internet is an integral part of research and class work, but abuse of this technology can result in loss of privileges. Students and staff who use school-owned technology devices, digital resources, and network infrastructure, along with information technology inappropriately may face disciplinary or legal action. The nature of disciplinary action will be determined by administration and/or other staff members.

Unacceptable Uses of Technology Resources includes but is not limited to the following:

- Interfering with the normal functioning of devices, computer systems, or computer networks.
- Damaging or theft of devices, computer systems, or computer networks.
- Accessing, modifying, or deleting files/data that do not belong to you.
- Sending or publishing offensive or harassing messages and content.
- Accessing dangerous information that, if acted upon, could cause damage or danger to others.
- Giving your username or password to any other staff member or student, or using the username or password of someone else to access any part of the system. Sharing and/or distribution of passwords or using another student or staff member's password. Intentional viewing, downloading or distribution of inappropriate and/or offensive materials.
- Gaining unauthorized access to computer and or telecommunications networks and resources.
- Viewing, transmitting or downloading pornographic, obscene, vulgar and/or indecent materials. Using obscene language, harassing, insulting or bullying others, posting of private or personal information about another person, spamming of the school email system, violating any federal or state law, local regulation or Board of Trustees policy.
- Violating copyright laws and/or the school policy on plagiarism.
- Copying software or applications from GCVS devices through any electronic means unless the licensing agreement in place for the software allows user distribution.
- Intentionally wasting limited network or bandwidth resources.
- Destruction/Vandalism of system software, applications, files or other network resources
- Employing the network for commercial or political purposes.
- Using the network/Internet to buy or sell products.
- "Hacking" and other illegal activities in attempt to gain unauthorized access to restricted files, other devices or computer systems.
- Uploading any harmful form of programming, bypassing filters; installing any type of server, aliasing/spoofing, peer-to-peer networking or remote-control software.
- Possession of and/or distribution of any of software tools designed to facilitate any of the above actions will also be considered an offense.
- Saving inappropriate files to any part of the system, including but not limited to:
 - Music files, movies, video games of all types, including ROMs and emulators.

- Offensive images or files programs which can be used for malicious purposes.
- Any files for which you do not have a legal license.
- Any file which is not needed for school purposes or a class assignment.
- Uses that contribute to the violation of any other student conduct code including but not limited to cheating, plagiarism, hazing or harassment, theft, falsification of records, possession of banned substances/items, etc.

NOTE: If you need a file for a class project that you think may be considered inappropriate, then you must have teacher and school administration permission to access the file prior to completing the class project.

Due Process: GCVS will apply progressive discipline for violations of the school’s policy and signed Acceptable Use Agreement Responsibilities Statement which will include appropriate disciplinary or legal action undertaken by GCVS administration.

GCVS Limitations of Liability: GCVS makes no warranties of any kind, implied or expressed, that the services and functions provided through GCVS technology devices, digital resources and network infrastructure, along with information technology will be error free or without defect. GCVS will not be responsible for damages users may suffer, including but not limited to loss of data or interruption of service.

GCVS, along with any persons or organizations associated with the school’s Internet connectivity, will not be liable for the actions of anyone connecting to the Internet through the school network infrastructure. All users shall assume full liability, legal, financial or otherwise for their actions while connected to the Internet. GCVS assumes no responsibility for any information or materials transferred or accessed from the Internet.

Parents/Guardians, students, and staff members should read this GCVS Technology Acceptable Use Policy. Parents/Guardians should discuss the technology use responsibilities with their children. Questions and concerns can be forwarded to GCVS’s Senior Leadership Team.

Parents/Guardians agree to accept financial responsibility for any expenses or damages incurred as a result their student’s inappropriate or illegal activities on GCVS devices or network. Parents and guardians agree to reimburse GCVS for any expenses or damages incurred in the use of district owned devices such as, but not limited to, laptops or tablets. Staff members also agree to these responsibilities.

Modification: The GCVS Board of Trustees reserves the right to modify or change this policy and related implementation procedures at any time. Prior to implementation, staff, students, and parents/guardians will be notified of any changes.

Signatures: Parents/Guardians, students, and staff members must read and sign the appropriate acceptable use and school-issued technology agreements upon admission to or employment by GCVS. Returning families and staff members will sign new agreements at the beginning of each school year.

Signature forms will be made available to families separately. Failure to sign off on the Acceptable Use Policy and Device Acceptance may result in a loss of access to services until the sign-off is received. Families are asked to be sure to sign off on these policies as well as this entire handbook within ten (10) days of receipt.

DRESS AND CONDUCT FOR STUDENTS WORKING AT THE GCVS OFFICE

Our dress guidelines are based on the premise that a student’s attire reflects her/his sense of self- esteem and concern for the general appearance and feeling of the school. When students are working at our office

they are to wear clothing and shoes that are neat, clean, and appropriate for the occasion. All students are encouraged to use common sense when considering what to wear to school. All private body parts and undergarments are to remain covered. Any student whose dress causes a disruption to the instructional process will be addressed by teachers and administrators.

EMERGENCY CLOSINGS

The fact that the Greenfield Commonwealth Virtual School is completely online, the need to close school on days when brick-and-mortar schools might be closed does not apply and teachers and students would be expected to be in school as a normal workday. There may be extraordinary cases where school might be closed (i.e., state of emergency, major power outage, etc.). The Executive Director may close the physical office, delay its opening, or dismiss office-based employees early in the event of hazardous weather or other emergencies that threaten the health or safety of personnel. In these instances, certain personnel (administration or others deemed essential by the Executive Director) may be expected to work from home. Likewise, a face-to-face event may be cancelled due to these circumstances, as the Executive Director has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible.

In making the decision to close the office or cancel face-to-face events, the Executive Director will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make operations difficult or dangerous.
4. Inability of personnel to report for duty, which might result in inadequate supervision of students.

The Executive Director will weigh these factors and act to close the school or cancel online activities only after consultation with appropriate agencies. Inasmuch as is possible, the Executive Director will make the decision to alter the decision by 6:00 am. However, extraordinary circumstances may cause that announcement to occur prior to or after that time. Notifications will be posted to the school's web site, announced through the school's Facebook and Twitter feeds, and messages will be sent via the schools bulk messaging system and LMS.

APPENDIX 1: SCHOOL CALENDAR

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

24-29 Educator PD days
30 First day for students

Total Aug. school days: 2

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

19-23 Winter vacation – no school

Total Feb. school days: 15

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

4 Labor Day – no school

Total Sept. school days: 20

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

16 Educator PD day – no school
30 No live PM classes – teacher workday

Total Mar. school days: 21 (Q3 = 3/30)

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

9 Columbus Day – no school
20 Educator PD day – no school

Total Oct. school days: 20

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

16-20 Spring vacation – no school

Total Apr. school days: 16

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

3 No live PM classes – teacher work afternoon
10 Veterans Day – no school
22-24 Thanksgiving Recess – no school

Total Nov. school days: 18 (Q1 = 11/9)

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

28 Memorial Day – no school

Total May school days: 22

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

22-29 Holiday break – no school

Total Dec. school days: 15

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

1 Last day of school for Seniors
8 Graduation, Class of 2018
15 Last day of school for Students

Total June school days: 11

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

1 New Year's Day – no school
5 Snow day
15 M.L. King Day – no school
26 No live PM classes – teacher work afternoon

Total Jan. school days: 20 (Q2 = 1/26)

Four Educator PD/work days after last student day in June 2018.

School Days – 180
Teacher Work Days – 190

Revisions approved by Board of Trustees: February 12, 2018

APPENDIX 2: MASSACHUSETTS LAWS REGARDING SUSPENSION/EXPULSION

Please note that this law is to provide a reference to parents/guardians and students regarding disciplinary actions and their consequences, including due process rights. Offenses under this section may include weapons, which are forbidden to be carried in the school or at school-sponsored events (outings, testing) and alcohol or banned substances, which are also forbidden in school or at school-sponsored events.

GENERAL LAWS OF MASSACHUSETTS

Part 1. ADMINISTRATION OF THE GOVERNMENT Title XII. EDUCATION

Chapter 71. PUBLIC SCHOOLS

§71: 37H 3/4. Suspension and expulsion on grounds other than those set forth in Secs. 71:37H or 71:37H 1/2

- a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H 1/2.
- b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion, consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.
- c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.
- d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student, provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.
- e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsions to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion provided, that a student or parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the

student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7-calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without parent or guardian of the student if the superintendent, or a designee, makes good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Cite as Mass. Gen. Laws ch.71, §37H 3/4

History. Added by **Acts 2012, c.222, §2**, eff. 7/1/2014 11 45 a.m. to 1:10 p.m. GENERAL LAWS OF

MASSACHUSETTS

Part 1. ADMINISTRATON OF THE GOVERNMENT Title XII. EDUCATION

Chapter 71. PUBLIC SCHOOLS

Current through Chapter 143 of the 2014 Legislative Session

§71: 37H 1/2. Delinquency complaint against student; suspension; hearing; expulsion upon conviction; appeal

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six.

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such a student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request of an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony of his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such an expulsion, provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternative educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decisions shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. 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, under section 21 of chapter 76