



Greater Commonwealth Virtual School

Pioneering Personalized Education in Massachusetts

GCVS does not discriminate on the basis of race, age, color, religion, ancestry, national origin, sex, gender identity, disabilities, sexual orientation or any other protected class under the law.

Family Handbook

2022-2023

238 Main Street, 3rd Floor

Greenfield, MA 01301

Phone: 413-475-3879

Fax: 413-475-3909

Contents

Welcome!	4
MISSION STATEMENT	5
OUR STUDENTS	5
WHO’S WHO AT GCVS	6
DIRECTORY	7
NON-DISCRIMINATION POLICY	8
FERPA	8
TITLE IX/SECTION 504	8
BOARD OF TRUSTEES	9
GCVS CODE OF CONDUCT	9
PRINCIPLES OF GOOD PRACTICE FOR GCVS	10
<input checked="" type="checkbox"/> GCVS with caregivers & Learning Coaches: <i>What You Can Expect of GCVS</i>	10
<input checked="" type="checkbox"/> Caregivers & Learning Coaches Working with School: <i>What GCVS Expects of You</i>	11
LEARNING COACH RESPONSIBILITIES	12
<input checked="" type="checkbox"/> Learning Coaches contract with School	12
<input checked="" type="checkbox"/> Public Education in a Virtual School	12
<input checked="" type="checkbox"/> To this end our expectation is that:	12
<input checked="" type="checkbox"/> For students with an IEP (Individualized Education Plan) the following additional expectations are:	13
SCHOOL COUNCIL	13
ATTENDANCE POLICY	13
<input checked="" type="checkbox"/> Student Absence Notification Program	15
<input checked="" type="checkbox"/> Dropout Prevention	15
TRUANCY.....	16
<input checked="" type="checkbox"/> Process for Truancy	16
COMMUNICATION	17
LEARNING COACH COMMUNITY	18
LIVE LESSONS	18
<input checked="" type="checkbox"/> Live Lesson Conduct for Caregivers/Learning Coaches and Students	18
GCVS FLEX PROGRAM	19
<input checked="" type="checkbox"/> Flex Program Student Attendance	20
<input checked="" type="checkbox"/> Course Completion/Curriculum Pacing	20
<input checked="" type="checkbox"/> Online, Asynchronous Learning – Tips for Student Success	20
CONDUCT.....	21
BULLYING/CYBER BULLYING	21

ANTI-HAZING POLICY	22
<input checked="" type="checkbox"/> Failure to Report Hazing	23
<input checked="" type="checkbox"/> Notification to Students and Student Groups, Teams and Organizations	23
MANDATED REPORTING	23
STUDENT HEALTH INFORMATION: IMMUNIZATIONS	23
FAMILY ENGAGEMENT COORDINATORS	23
SCHOOL EVENTS	23
GCVS STUDENT CLUBS	24
STUDENT FUND-RAISING ACTIVITIES	24
GCVS MEET-UPS	25
VOLUNTEERING AT GCVS	25
ACADEMICS	25
<input checked="" type="checkbox"/> Student Pacing in the Curriculum	26
ACADEMIC INTEGRITY	26
PROGRESS REPORTS	27
TESTING AT GCVS	27
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS).....	28
GENERAL INFORMATION REGARDING STUDENT RECORDS	28
<input checked="" type="checkbox"/> Cumulative Records Folder	28
<input checked="" type="checkbox"/> Access to Student Records by Non-Custodial Parents	29
K-5 INFORMATION.....	30
<input checked="" type="checkbox"/> Grade Level Promotion	30
<input checked="" type="checkbox"/> Elementary School Grading Scales	30
MIDDLE SCHOOL INFORMATION	30
<input checked="" type="checkbox"/> Grade Level Promotion	31
<input checked="" type="checkbox"/> Middle School Grading Scale	31
<input checked="" type="checkbox"/> Middle School Honors	31
HIGH SCHOOL PROGRAM.....	31
<input checked="" type="checkbox"/> High School Live Lessons	32
<input checked="" type="checkbox"/> Requirements for graduation	32
<input checked="" type="checkbox"/> Grade Level Promotion	32
<input checked="" type="checkbox"/> High School Grading Scale	32
<input checked="" type="checkbox"/> High School Late Assignments	33
<input checked="" type="checkbox"/> Academic Warning	34
<input checked="" type="checkbox"/> Appeals	34
<input checked="" type="checkbox"/> GPA	34

☑ Honors, High Honors	35
☑ Add/Drop Period	35
☑ Withdrawing from a Course	35
☑ Independent Study	35
☑ Work-Based Learning	35
☑ Dual Enrollment	36
☑ Graduation Ceremony	36
EMPOWERED DIGITAL USE POLICY	37
TECHNOLOGY EQUIPMENT	43
CAREER AND TECHNICAL EDUCATION PROGRAM.....	43
DRESS CODE FOR STUDENTS AT THE OFFICE OR STUDENT SUPPORT CENTER.....	43
EMERGENCY CLOSINGS.....	44
ANIMALS IN SCHOOL OR SCHOOL-SPONSORED EVENTS	44
APPENDIX 1-2022-2023 SCHOOL CALENDAR	47
APPENDIX 2: MASSACHUSETTS LAWS REGARDING SUSPENSION/EXPULSION	48

Welcome!

Dear GCVS Families,

We welcome our new students and welcome back our returning students to the Greater Commonwealth Virtual School (GCVS). We are excited about the 2022-2023 school year and look forward to working with you!

As a public school of choice, we provide an option for families across the Commonwealth of Massachusetts. Our program aims to address the needs of students who learn better in a non traditional educational environment by offering the flexibility of an online curriculum that allows students to learn from home while meeting all the education standards of Massachusetts, under the guidance of highly qualified, certified teachers who are trained and have experience teaching in virtual school environments.

Please take time to read this Family Handbook as a family and become familiar with its many policies and procedures. 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 and posted on the gcvs.org website.

We look forward to our partnership with you in the upcoming school year.

Dr. Salah Khelifaoui, Executive Director and the Senior Leadership Team

MISSION STATEMENT

The Greater 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.

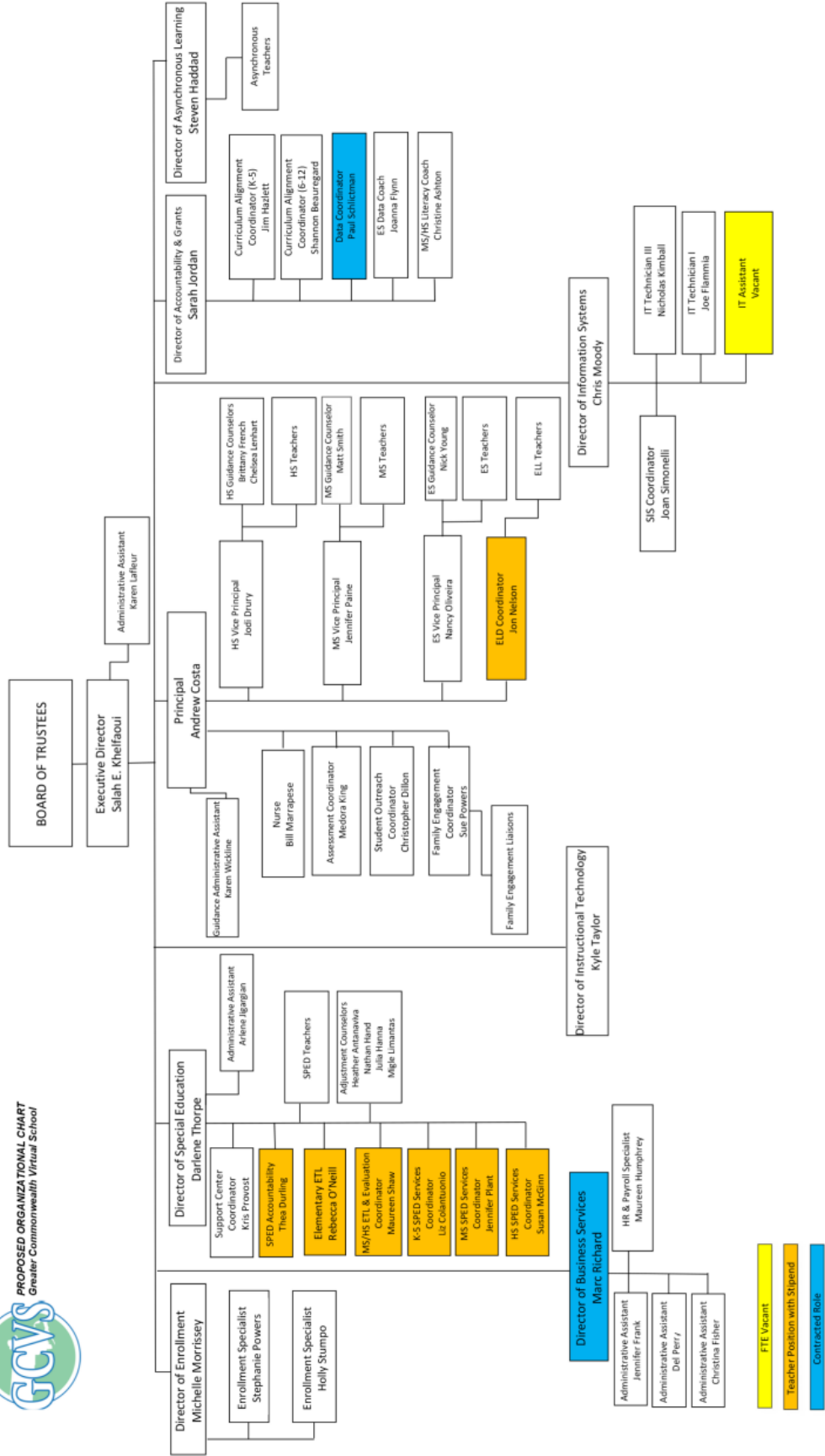
As a pioneer of online personalized learning, we empower our educators to tailor learning experiences to each student's strengths, interests, and challenges. We redefine and change how students and teachers engage through innovative technology, while ensuring mastery of competencies embedded in a rigorous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

OUR STUDENTS

We serve as a public school option for all students across the Commonwealth of Massachusetts, including:

1. Students who are unable to attend to school in-person because of the student's medical condition
2. Students who are out of school due to bullying or other safety concerns
3. Students with disabilities
4. Students out of school due to pregnancy or parenting
5. Students who seek an advanced coursework not available in their current school
6. Students in training for competitive arts or sports whose schedules prevent them from attending school on a regular basis
7. Students of currently enrolled siblings

WHO'S WHO AT GCVS



DIRECTORY

School main number (413) 475-3879. Most concerns should be brought to the attention of the school principal or vice principal.

Role	Name	email	Extension
School Principal K-12	Mr. Andrew Costa	acosta@gcvs.org	(413) 862-5660
High School Vice Principal	Dr. Jodi Drury	jdrury@gcvs.org	(413) 650-5052
Middle School Vice Principal	Ms. Jennifer Paine	jpaine@gcvs.org	(413) 930-4667
Elementary School Vice Principal	Ms. Nancy Oliveira	noliveira@gcvs.org	(413) 862-5649
Family Engagement	Ms. Sue Powers	spowers@gcvs.org	(413) 862-5644
Student Engagement	Mr. Chris Dillon	cdillon@gcvs.org	(413) 667-2551
Nurse	Mr. Bill Marrapese	bmarrapese@gcvs.org	(413) 862-5656
Attendance line		attendance@gcvs.org	x1008
Executive Director	Dr. Salah Khelfaoui	skhelfaoui@gcvs.org	(413) 862-5632
SPED Office	Ms. Arlene Jigarjian, Spec Ed Admin Assistant Ms. Darlene Thorpe, Spec Ed Director	ajigarjian@gcvs.org dthorpe@gcvs.org	(413) 507-0988 (413) 862-5653
504 Manager	Mr. Andrew Costa	acosta@gcvs.org	(413) 862-5660
ESL Director	Dr. Sarah Jordan	sjordan@gcvs.org	(413) 862-5684
SPEDPAC (Special Education Parent Advisory Council)	Mrs. Annemarie Hannigan	sepacgcvs@gmail.com	
Enrollment	Ms. Michelle Morrissey	mmorrissey@gcvs.org info@gcvs.org	(413) 862-5659
Guidance : High School	Karen Wickline, admin assistant Brittany French Chelsea Lenhart	kwickline@gcvs.org bfrench@gcvs.org clenhart@gcvs.org	(413) 296-8181 (413) 862-5633 (413) 400-2581
Guidance : Middle School	Matt Smith	msmith@gcvs.org	(413) 862-5694
Guidance : Elementary	Nick Young		
Assessment Coordinator	Medora King	mking@gcvs.org	

NON-DISCRIMINATION POLICY

GCVS does not discriminate on the basis of gender, race, color, religion, 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 caregivers (parents, and legal guardians such as step-parents, grandparents, foster parents, and those designated by the court system or Caregiver Affidavit) 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 a student’s home;
- Customer care providers who handle support calls for Schoology, our Learning Management System;
- 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 provide 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 contacts for all 504 plans, provided planning, implementation, and monitoring are:

Grades K-5: Vice Principal Nancy Oliveira

Grades 6-8: Vice Principal Jennifer Paine

Grades 9-12: Vice Principal Jodi Drury

BOARD OF TRUSTEES

The Board of Trustees are a group of people, appointed by the Commissioner of Education, 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.

GCVS CODE OF CONDUCT

Virtual education is very much a different experience from traditional brick and mortar education. While virtual learning is taking place at home, the same responsibilities and expectations of students and parents/guardians apply as they would in-person learning. Below are our guidelines for schools/educators, students and parents/guardians.

Schools/educators will:

- Provide a safe, caring, equitable and inclusive learning environment.
- Teach and model positive behavior and good citizenship, including digital citizenship.
- Teach acceptance of and respect for others.
- Foster open, honest communication.
- Be respectful of our Student's time and notify them as soon as possible in case of class or meeting cancellations.

Students will:

- Join their live meeting classroom using their GCVS account and be prepared, on time and ready to learn.
- Use online tools to engage in and add to the learning community (e.g. participate, ask questions, etc.).
- Follow the online classroom norms and expectations established by the teacher.
- Treat others with kindness, dignity and respect.
- Report activities motivated by bias, prejudice or hate to an adult or school staff member.
- Respect the privacy of everyone in the virtual classroom and avoid taking photos, screenshots or capturing images of other students.

- Not share images/videos from a virtual classroom on social media without written permission from GCVS.
- Not share the link to online meetings, activities or resources with anyone.
- Not participate in unauthorized online collaboration during tests and exams.
- Not anonymize yourself when participating in online classroom activities. (e.g. don't change your name).
- Not engage in any activities, digital or otherwise, that could be deemed malicious or harmful to other students or GCVS Staff.
- Present themselves on camera during the attendance roll call done by the teacher. Failure to turn on the camera so that the teacher can see the student within the Zoom platform may result in the student's attendance being marked as a class cut.

Parents/guardians will:

- Assist students in finding an appropriate learning space (e.g. quiet, free from distractions as much as possible, does not compromise family privacy, etc.).
- Encourage their child to attend class on time and participate fully.
- Understand and respect that the learning environment is for their child. Students must express their own thinking and participate in their own learning process.
- Provide for a backup to the School's computer.
- Respect the privacy of everyone in the virtual classroom. Avoid recording synchronous teaching sessions, taking photos, screenshots or capturing images of other students.
- Never share images/videos from a virtual classroom on social media or otherwise without permission.
- Where possible, provide guidance to ensure safety when working online and oversight to prevent unauthorized collaboration during tests or exams.
- Not share the link to online meetings, activities or resources with anyone.
- Parents are discouraged from logging in with their child's account and navigating through the learning environment for the student. Parents are encouraged to assist their children by having the child navigate the online environment, as much as possible.
- Contact the educator directly to discuss concerns or ask questions about any aspect of the virtual classroom. This should be done outside the scheduled live instruction. Under no circumstances should a parent/guardian interrupt during synchronous learning.
- Communicate respectfully with all GCVS staff. Staff members have the right to terminate contact with a parent/guardian if the interaction is not respectful (e.g. yelling, inappropriate language, etc.).
- Provide current/up-to-date contact information.

PRINCIPLES OF GOOD PRACTICE FOR GCVS

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

GCVS 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 caregivers' 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 caregivers and Learning Coaches during the admission/orientation process and encourage dialogue to clarify expectations and aspirations for the student.
- The school will seek and value the caregivers and Learning Coaches' perspectives on the student.
- Teachers and leadership will be accessible to caregivers and Learning Coaches and will model candid, respectful, and open dialogue.
- The school will keep caregivers and Learning Coaches well-informed through systematic reports, conferences, website publications, calendars, and informal conversations.
- The school will clearly define how caregivers and Learning Coaches can be involved when considering major decisions that affect the school community.
- The school will offer and support a variety of caregiver and Learning Coach education opportunities.
- The school will suggest effective ways for caregivers and Learning Coaches to support the educational process. The school will actively seek the knowledge it needs to work effectively with a diverse caregiver and Learning Coach community.

✓ Caregivers & Learning Coaches Working with School: *What GCVS Expects of You*

Caregivers 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:

- Caregivers will read and respond to all messages, emails, or phone calls concerning your individual child and the school as a whole within 2 school days. Bulk messages through our School Messenger system will not require a response back unless we ask for one.
- In selecting a virtual school, caregivers 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.
- Caregivers and Learning Coaches will be familiar with and support the school's policies and procedures.
- Caregivers and Learning Coaches will provide a home environment that supports the development of positive learning attitudes and habits and be present in the home during the school day to support the student.
- Caregivers and Learning Coaches will involve themselves in the life of the school.
- Caregivers and Learning Coaches will seek and value the school's perspective on the student.
- Caregivers and Learning Coaches will seek information directly from the school, consulting with those best able to address the concerns.

Caregivers and GCVS work together to create and sustain effective partnerships. Failure to comply with best practices of Caregivers and Learning Coaches working with GCVS jeopardizes the effectiveness of the program and the learning experience for the child.

If the school cannot ensure clear and responsive communication with the caregivers and students in these three areas: academic achievement, full engagement in the life of the school, and clear and open communication, the student may be in jeopardy of being withdrawn from the program.

LEARNING COACH RESPONSIBILITIES

The Learning Coach responsibilities detailed herein shall not abridge or violate any rights and/or protections afforded to parent(s)/guardian(s) under the law, including but not limited to, Section 504 of Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA).

☑ Learning Coaches contract with School

Learning Coaches (parents/guardians) 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.

☑ Public Education in a Virtual School

All children are entitled to a free public education. GCVS is a public school meeting that need for certain students. A virtual school might not be the appropriate placement for certain children, and active and involved Learning Coaches (parents/guardians) are a requirement under the program.

We are an inclusive school. We work hard to serve all students, including those with disabilities. As much as possible, we place students in the general education inclusion classroom. It is our expectation that learning coaches will provide the one-on-one support that some students will need. If a learning coach cannot commit to that role, then this may not be an appropriate setting.

☑ To this end our expectation is that:

Learning Coaches will read and respond to all messages, emails, or phone calls concerning their child/ren, and the school as a whole, within two (2) school days. Bulk messages through our School Messenger system generally will not require a response, unless specifically requested in the message. (*ie. parent/LC is required to have an active email account*)

When selecting a virtual school, Learning Coaches should seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school. Requirements in order to be successful in this environment include:

- Learning Coaches being familiar with and supporting the school's policies and procedures.
- Learning Coaches provide a home environment that supports the development of positive learning attitudes and habits, and being present in the home during the school day to support the student.
- Learning Coaches being involved in the life of the school.
- Learning Coaches seeking and valuing the school's perspective on the student.
- When concerns arise, Learning Coaches seek information directly from the school, consulting with those best able to address the concerns.
- Learning Coaches and GCVS working together to create and sustain effective

partnerships.

Failure to comply with the Best Practices of Learning Coaches 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 Learning Coaches and students in these three areas: academic achievement, full engagement in the life of the school, and clear and open communication, participation in the program may be jeopardized

☑ **For students with an IEP (Individualized Education Plan) the following additional expectations are:**

- Learning Coaches are the primary support person for the student in the home.
- We strive for inclusion and collaborative team teaching, and we try to avoid pulling students out during lessons and creating separate classrooms for students with IEPs.
- The work of the Learning Coaches includes monitoring of assignments, attendance, and use of provided services and support.

GVCS shall be solely responsible for implementing all students' IEP and 504 Plans. No requirement shall be placed by GVCS on Learning Coaches to implement their student's IEP or 504 Plan.

Attendance is not optional regardless of student challenges and if specific attendance and academic plans are created to support the student these must be followed. Failure to do so will jeopardize participation in the program.

SCHOOL COUNCIL

GCVS has a School Council in accordance with the requirements of the Education Reform Act of 1992. In accordance with the law, the council will have equal representation of Caregivers and Learning Coaches, teachers, administrators, 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 Caregiver/Learning Coach representative from each grade cluster: elementary (grades K-5), middle school (6-8), and high school (9-12). 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.

Caregivers/Learning Coaches are encouraged to participate on the School Council. Meetings are held monthly using our virtual classroom environment. All meetings will be publicly posted in accordance with Massachusetts' Open Meeting Law.

ATTENDANCE POLICY

The Board of Trustees adopted the following Student Absences and Excuses Policy, in accordance with Massachusetts state law and regulations for public school attendance. Regular and punctual school attendance is essential for success at GCVS. The Greater Commonwealth Virtual School Board of Trustees recognizes that caregivers of children attending our school have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly.

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 GCVS 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. 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 meet-ups and at state-mandated testing will also count toward these requirements for school attendance.

Attendance is taken daily for students in each of their live classes. In order for students to be marked present, they must show their presence by being on camera. The use of camera and microphone allows GCVS staff to know a student is present.

Students may be marked present, absent, tardy or cut for each live class.

Present- the student arrived to class on time and stayed for the entire class period, presented themselves on camera during attendance and participated in class.

Absent- the student did not attend class

Tardy- the student joined class after class had begun (start time of class according to their schedule)

Cut- the student did not stay for the entire duration of class OR failed to respond when their teacher reached out to them during class (attendance taking with camera on, breakout room, chat, in discussion, etc.) and does not participate/engage in the lesson activities.

Students that are taking courses in the Flex program must follow the attendance and course completion guidelines as established in the Flex Program Guide. Please reference GCVS’s Flex Program section in our handbook for additional details on our Flex program.

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

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of their character. Caregivers can support their children by not allowing them to miss school unnecessarily. Families are encouraged to schedule non-essential family trips and vacations during scheduled school vacation periods and non-instructional days. As GCVS is a virtual learning institution, student's will need a reliable internet connection to access school on a daily basis. In addition, families should have a backup plan for students to connect to school in order to limit absences due to events like power outages and interruptions in their internet connection. Absences due to vacations, other non-essential trips, and/or events during scheduled school days will not be considered excused absences.

Caregivers will contact 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 (by emailing attendance@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.

Student Absence Notification Program

Attendance will be taken by each teacher of each live class and reported daily. As a partner in student learning, learning coaches work with GCVS staff to ensure students are attending and engaging in school daily.

In the case of students in substantially separate classes, the special education teacher will take attendance. GCVS will alert families of attendance concerns and work in partnership to keep students in *good standing* by meeting the state attendance requirements.

GCVS will use the electronic resources (School Messenger synched to the SIS) to communicate with parents as follows:

- Caregivers will receive an automatic message on the day of or the day following an unexcused absence from live classes.
- Caregivers will receive a phone call from GCVS staff if the student has three consecutive unexcused absences from live classes and/or has not logged in or completed asynchronous assignments. This would apply also to students in the Flex program, if they have not completed any work in three days.

Dropout Prevention

Any student who has not graduated from high school shall be considered permanently removed from school unless the Principal or designee has sent notice to a student and the student's parent/guardian.

Notice will be sent if a student has been absent from school for ten (10) consecutive days of unexcused absences. 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 Principal or designee, the student, the student's caregiver, the student's Vice Principal and the Family Engagement Coordinator if necessary. At the interview, information regarding alternative education programs and services available to the student may be provided.

The notice shall be in both English and the primary language of the home if needed.. The notice will include contact information for scheduling the exit interview and will indicate when the parties need to reach an agreement on the date and time of the interview within the ten (10) day time frame. The time frame may be extended at the request of the parent/guardian and no extension shall exceed fourteen (14) days. The Principal or designee may proceed with any interview without a parent/guardian present, provided that they have documented efforts to include the parent/guardian.

TRUANCY

The personalization of a student's learning experience is the cornerstone of the learning model at GCVS. Unlike brick-and mortar schools, the GCVS system of attendance cannot just be measured by the number of hours a student spends in a building. As a public school, GCVS is required to ensure that all students adhere to the required number of hours of school attendance. However, as important as documenting the required hours is ensuring that students are progressing through instructional lessons, assessments, activities, as well as live classroom activities when applicable, by logging in and attending school daily.

Please refer to MA general law, Chapter 76, section 1B for the [Pupil Absence Notification Program](#).

Truancy at GCVS is defined as:

1. Three (3) or more consecutive days of unexcused absences with no parent contact and/or days in which no work has been completed, OR
2. Seven (7) or more unexcused absences in a semester or fourteen (14) unexcused absences in a full year, OR
3. Seven (7) or more days in which no work has been completed within a six-month period.
4. Not meeting the state-mandated minimum number of hours per week on a regular basis.

Process for Truancy

When a student has been identified as being truant, the following occurs:

- *Week 1:* Truancy issue is identified and shifted to the GCVS Family Engagement Coordinator (FEC) for review. The student may also be referred to the MTSS process if they have not already been referred.

- *Week 2:* Once reviewed, a Family Engagement team member sends an initial truancy email to the learning coach and/or parent/guardian notifying them of the school's concern of their student's attendance. If the truant student is new to GCVS for the current school year, they will be assigned to a mandatory meeting with a member of the Family Engagement Team to discuss attendance requirements and how to plan for a successful schooling experience.
- *Week 3:* A Family Engagement Liaison monitors the student for engagement and attendance. If there is no response or confirmation that the learning coach and/or parent/guardian received the email, the FEC or liaison sends a text message and calls the learning coach and/or parent/guardian. At this time, the student's Vice Principal is alerted to the current truancy situation.
- *Week 4:* If the student's attendance does not progress, a truancy letter is sent to the learning coach and/or parent/guardian. Two (2) copies of the truancy letter are sent, one in the mail and one certified, requesting a response within seven (7) days as outlined in the letter.
- *Week 5:* A truancy meeting is held and a Truancy Action Plan (TAP) is created. If the family attends the meeting, the Truancy Action Plan is developed and then emailed to the learning coach and/or parent/guardian and student. If the family does not attend the meeting, the Truancy Action Plan is developed. An email with the TAP is sent to the learning coach, parent/guardian and student. The TAP is also sent through certified mail with a follow-up phone call to the parent/guardian. GCVS attendees to this meeting may include members of the family engagement team, the student's guidance counselor, the student's Vice Principal, and the Principal.
- *Week 6:* If the student still has not attended school and/or has not followed the guidelines as outlined in the TAP, the FEC calls the learning coach and/or parent/guardian to notify them that their student is being returned to their local school in their sending district. Additionally, an email and certified letter will also go out with the same information.
- *Week 7:* The FEC requests the student is withdrawn, where the student is unsanctioned, the sending district is notified, and the student is withdrawn.

Students with individual education plans will attend a manifestation meeting about their absences and the possible impact their disability might have on their attendance.

COMMUNICATION

Communication is crucial to the success of our students. The school uses a messaging system within Schoology. 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. Caregivers and students must check their messages daily within Schoology and respond, if necessary, within 2 school days.
2. Caregivers must keep abreast of all phone communications with the school and respond to phone calls asking for a response in 2 school days. Caregivers must communicate all changes in phone numbers and addresses by calling the main office at 413-475-3879 or by emailing info@gcvs.org.

3. Messages intended for the whole school or a large portion of the school community will be communicated via School Messenger, our bulk messaging system integrated with PowerSchool. It has the capability to send voice messages and email. Caregivers will not have to respond to these messages unless prompted to do so.

LEARNING COACH COMMUNITY

GCVS sponsors regular Learning Coach Workshops dedicated to fostering greater knowledge of virtual schooling, Massachusetts State requirements, and the successes and challenges of being a Learning Coach. Moreover, these virtual and face-to-face meetings allow Caregivers and Learning Coaches to network with and support each other.

Learning coaches have the use of an Inscribe Community as a place to post questions and interact. Inscribe is a chat area, not run by GCVS, that is private and a safer place to exchange information than Meta (Facebook) or other chat areas. Access to the community can be given by an administrator or teacher.

LIVE LESSONS

The live lesson policy applies to students taking GCVS live courses. For students that are taking Flex courses, please refer to the Flex Program Guide for attendance and course completion expectations.

As part of the daily attendance, all students are expected to participate in all live lessons. Zoom is integrated within Schoology. Students and Learning Coaches can access Zoom through Schoology. All families will receive training on the use of Zoom during orientation and onboarding sessions.

Live lessons are mandatory for all students, except for absences as allowed by the school's attendance policy. Be aware of the time teachers are holding live lessons and communicate with your teacher if a student will be absent. All live lessons are recorded. Students must watch all recordings of missed classes and then complete the exit ticket so that make-up work is recorded.

Students must present themselves on camera during the attendance taking portion of class. Failure to turn on the camera so that the teacher can see the student within the Zoom platform may result in the student being marked absent. Repeated instances of students not turning on their camera for attendance purposes will result in notification to administration.

☑ Live Lesson Conduct for Caregivers/Learning Coaches and Students

- Arrive on time at the scheduled time for the live lessons.
- All students must use their microphone and webcam 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. If a learning coach

has a concern, wait until the end of class or send an email to the teacher about individual concerns.

- 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 a class cut from the session.
- If there are multiple students in your home, each student needs to log in to a session individually.
- Students will not be allowed to cause disruptions during class sessions including but not limited to: use of inappropriate language, posting pictures or images viewable to other students, disrespect of teachers or other students. If a student is causing disruption to learning he/she will be removed from class and a caregiver will be contacted by the teacher. For any repeated offenses the student's Vice Principal will follow up with the caregiver.

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

GCVS FLEX PROGRAM

The GCVS Flex Program utilizes the Edgenuity platform, curriculum, and instructional resources. It is designed for students to work asynchronously through the curriculum. There is no live lesson requirement. Students work with and communicate with teachers as they progress through the course. Flex courses mirror the rigor and structure of classroom courses. Students in the Flex Program need to maintain a high level of commitment in order to be successful.

The Flex program is an option for any student in grades 9-12. A meeting with one of the high school guidance counselors is required prior to enrollment in the program so all expectations and requirements are understood. The High School Vice Principal, Principal and the Director of Special Education (if needed) will review applicants prior to enrollment to determine if the program is the best fit for the student.

If a student has an IEP (Individualized Education Plan) the Special Education Director and/or Special Education Teacher for the student will be included in the Guidance meeting to determine if the program is the best fit for the student. Due to the asynchronous nature of the Flex program a review of the student needs as required by the IEP will be considered and potentially amended if a student participates in Flex.

Students in grades 6-8 will only be considered for the Flex Program on a case-by-case basis at the specific request of the family/learning coach. A determination will be made based on specific student circumstances as to whether a student in grades 6-8 is eligible for the program. GCVS reserves the right to deny a student in grades 6-8 entry into the Flex Program. The student's Vice Principal and the Principal make this determination.

Students in the GCVS Flex Program are expected to comply with requirements as specified in the GCVS Family Handbook.

✔ Flex Program Student Attendance

Students are expected to log into Edgenuity and access their Flex courses every day of the school week. Students are expected to work in their classes for the daily required instructional hours of 5.5 hours. This will keep students on track to meet the required 990 instruction hours per school year. Students are expected to take all the state and district tests, such as the Star 360 and MCAS.

Failure to log into the system and access course content will be considered an absence from school. Work completed on non-school days does not count as attendance in lieu of scheduled school days.

If a student will be absent from school, they must follow the procedures outlined in the Family Handbook.

Per the Department of Elementary and Secondary Education guidelines for student attendance and safety, students with good academic standing in the asynchronous platform will have a bi-weekly check in with a designated contact at GCVS. More frequent check-ins will be arranged with students who are behind in their pacing.

✔ Course Completion/Curriculum Pacing

Students that fall significantly behind in course completion, as indicated in Edgenuity, will be contacted by the Flex Program Coordinator or designated GCVS Staff to establish a plan to get back on track. Additionally, the Flex Program Coordinator or designated GCVS staff will outreach to students that do not log on to their Flex courses for three (3) consecutive days. Failure to respond to or meet with the Flex Program Coordinator upon request could result in removal from the program.

✔ Online, Asynchronous Learning – Tips for Student Success

Online learning transfers much of the responsibility of learning to the student. Students will need self-motivation, time-management, and strong communication skills in order to be successful. The following tips can help students be successful with online, asynchronous learning:

- Watch the Orientation Video: sislogin.edgenuity.com
- Maintain a positive, motivating learning environment.
- Plan for 5-8 hours of studying per course, per week.
- Take notes and review your notes before each assessment. Did you know MANY teachers allow you to use notes on tests?
- Communicate with your virtual teacher on an ongoing basis. Use the free Concept Coaches often.
- Course content questions, note taking skills, motivation skills, learning how to study for assessments and more
 - Attend virtual study halls, office hours, and review sessions with your online teachers.
- Take ownership of your learning.
- Recognize the difference between falling behind because you are not putting in the effort and not understanding a concept.
- Ask for help whenever you need it by calling, emailing, and chatting with your GCVS supporters.
- Celebrate your accomplishments.

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. will not be tolerated. Offenses will be handled immediately by the faculty member involved and documented. Deliberate or repeated instances will be reported immediately to the students' Vice Principal who will take appropriate action. Action may include 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.

BULLYING/CYBER BULLYING

[Massachusetts General Laws Chapter 71 section 370](#)

GCVS is committed to a safe and positive learning environment for all students, employees, volunteers and caregivers. All forms of bullying and cyberbullying are prohibited. Anyone engaging in bullying or cyberbullying shall be subject to appropriate discipline.

Pertaining the GCVS and in summary of MGL Chapter 71 section 370, **Bullying** is defined as the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

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

Cyber-bullying is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include:

- The creation of a web page or blog in which the creator assumes the identity of another person.
- The knowing impersonation of another person as the author of posted content or messages.
- The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons.

Harassment and bullying 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).

If an individual feels they have witnessed or been a part of a possible bullying situation, an anonymous bullying form may be filled out. This form can be found in the Schoology school-level courses. (Ask a member of the Family Engagement team for the link, if needed.) A formal investigation will take place by appropriate GCVS staff.

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 characteristics. All forms of bullying are unacceptable and when such actions are disruptive to the education process of GCVS,, 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 educational counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the aggressor and remediate the impact and safety of the victim and school community. This includes appropriate interventions, restoration of a positive climate, and support for victims and others impacted by such violations. 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

[Massachusetts General Laws Ch. 269 sections 17-19](#)

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.

☑ 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 practicable. 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 GCVS 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 and may be reported to DCF or may result in a petition to the juvenile court of jurisdiction of a Child Requiring Assistance (CRA).

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, which is why we have a dedicated Family Engagement Team that is supporting our school community. To ensure a successful academic experience, caregivers, students and the school must work collaboratively. Our Family Engagement Team helps to keep the line of communication open.

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 Schoology or through the GCVS

all-school system, School Messenger. Virtual events will take place on an on-line platform such as Zoom. These events include:

- High School Check-In Middle School Check-In and Grade Level Assemblies
- High School Guidance Seminars and Workshops
- Transitions from Elementary to Middle School and Middle School to High School
- Guest speakers and special programs
- Face-to-face and virtual Meet-ups
- State-mandated MCAS testing

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 service. Clubs will be sponsored by GCVS teachers and advisors who will welcome caregiver participation. Clubs may be added as interests arise. Suggestions are always welcome and will be considered by the School Council.

GCVS offers an eSports program for students in grades 9-12. Through a partnership with PlayVS, students will compete in approved eSports with teams throughout the eastern region of the country. This program is designed to foster communication, collaboration, teambuilding, and community throughout GCVS. Any high school student is welcome to join the eSports community; if interest exceeds the number of team positions, tryouts may be held, with students who do not make the starting lineup serving as subs and scrimmage partners during practices. Students who are part of the eSports teams serve as representatives of GCVS while they are competing. As such, they are expected to behave with sportsmanship and maintain high academic standards. Per the PlayVS code of conduct, students must be passing all of their classes in order to be eligible to compete in official eSports matches, though they may still join and watch the games. Students who are not passing may still attend practices, though their participation in game play may be limited in order to prioritize school work as needed.

STUDENT FUND-RAISING ACTIVITIES

While the Board of Trustees recognizes that fundraising activities are part of the school environment, the Board wishes to ensure that students are not exploited by the process. The Board supports student involvement in the sale of tickets to school events where sales are required.

Student publications which require the sale of advertising to sustain themselves and serve the student body may involve students in such sales. Charitable fundraising activities, especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by the Principal.

Other fundraising activities that wish to involve students in the fundraising process shall be submitted to the Principal for approval.

For safety reasons and because the Board recognizes that community members receive requests for support from many worthy causes, activities such as canning and door-to-door sales are strongly prohibited.

All money collected from fundraising activities shall be immediately given to the Director of Business Services for deposit in a student activity fund. Any disbursements to pay for activities or publications shall be made by the Director of Business Services from said fund.

GCVS MEET-UPS

GCVS arranges a variety of special meet-ups for students and families throughout the school year. Families are encouraged to attend. While attendance is not required for students and caregivers, these special meet-ups provide wonderful opportunities to meet teachers, make new friends, and talk with fellow caregivers about school.

Unless otherwise stated, caregivers are responsible for the cost of transportation and any other fees. Time spent at a meet-up will be counted toward the required attendance for the day. For students who do not attend the meet-up, they are expected to complete planned work provided by their teacher(s).

GCVS meet-ups are designed to integrate with the curriculum. Most meet-ups will be specific to a certain grade cluster and may not necessarily include the whole school. Exceptions to this are our opening of school orientations and end of school picnics, where students from all grade levels attend.

Caregivers are responsible for supervising children at all times during a meet-up. Siblings and friends may be welcome; however, it is best to check with the Family Engagement Coordinator first. Caregivers will receive a notice regarding any special trips or events via Schoology Messaging or School Messenger.

VOLUNTEERING AT GCVS

Offering ways to build our relationships by working together collaboratively with learning coaches and caregivers can only enhance our school community. GCVS welcomes learning coaches and caregivers to become involved and volunteer in a variety of ways. If you are interested in volunteering, please contact our Family Engagement Coordinator (FEC). The FEC will discuss volunteer opportunities and help you complete a CORI form which will be required as a first step in the volunteering process.

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 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 hard copy 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 caregivers and students 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 rigorous curriculum developmentally appropriate and sound, establishing continuity across grades and subject areas.

✔ Student Pacing in the Curriculum

It is crucial for the academic development of the student to follow the daily plan and take the appropriate time to complete assignments. Students in GCVS live lessons should complete assignments in Schoology modules required by their teachers as part of their school day. Schoology modules are designed to give students the necessary information they need to develop strong academic knowledge. Parents and students should reach out to their Family Engagement Coordinator, liaisons and teachers to help schedule a structured day that is in the best learning style for the student. Students in the GCVS Flex program are expected to follow the pacing guide as specified within each course.

Students are drawn to the subjects that interest them and will spend more time in those subjects. Learning Coaches should make sure that students 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. Parents can contact the student's Vice Principal or Guidance Counselor for more information.

ACADEMIC INTEGRITY

Academic Integrity means:

- Work on each assignment is original and 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
- Students will not engage in plagiarism. This includes, but is not limited to copying another's homework, papers, lab reports, quiz or test answers; acquiring or disseminating quizzes or tests before they are administered; or using information from the Internet or other outside sources without proper attribution.

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 administration. Academic Integrity violations will 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 Caregiver/Learning Coach are notified. The student can redo the assignment or test as assigned by the teacher.

Second Offense:

The student, the Caregiver/Learning Coach, and the Vice Principal are made aware of the offense by the teacher. The student, Caregiver/Learning Coach must have a meeting with the Vice Principal. One the meeting is held, the student may redo the assignment or test assigned by the teacher for half credit. Full credit may be granted at the discretion of the Vice Principal and Principal.

Third Offense:

The student, the Caregiver/Learning Coach, and the Vice Principal are made aware of the offense by the teacher. The student and learning coach must have a meeting with the Vice Principal and Principal to discuss the severity of this offense and possible further consequences. The student receives a zero on the assignment or test.

Subsequent offenses:

Further violations of the Academic Integrity policy could result in failure/loss of credit in the course.

PROGRESS REPORTS

Once per academic quarter, student progress reports will be made available to caregivers. This reporting, together with the interpretation of scores from standardized testing, and conferences with caregivers/learning Coaches, gives an assessment of a child's progress and academic standing. Caregivers and students can access their progress at any time through Schoology. Teachers will work with caregivers and students on how to use these tools to keep informed of students' progress at school. Caregivers should feel free to communicate any concerns they may have with their children's teachers through Schoology messaging.

TESTING AT GCVS

Greater Commonwealth Virtual School is a public school and must administer the MCAS. We arrange for testing to be done in public sites such as libraries and hotels. Learning coaches are expected to provide transportation and to work with the Family Engagement team when there are issues with transportation.

GCVS also administers the Star 360 test several times a year. The purpose of this assessment is to

identify students who may need additional academic support, and, at the end of the year, ensure that all students have grade-level math and reading skills. Students are required to take the Star 360 at least twice, at the beginning and end of the year. If the student's skills are not at grade level or if there are significant skill deficits, the student will be required to take the test during the year to make sure the student is progressing. Results will be emailed to parents and questions can be emailed to the Assessment Coordinator.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

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 Multi Tiered System of Supports team (MTSS). MTSS offers targeted academic support based on analysis of the data collected through MCAS, other intervention based programs and overall student achievement. This program allows for more targeted support than is typically available. Flex-time is built into the schedule to enable teachers to work with students who need extra help or to provide extension/enrichment activities.

Our Family Engagement Team also works with teachers and families on ensuring that the student is appropriately engaged in classes by attending and participating in live lessons and completing assignment modules within Schoology. Occasionally, a teacher or other staff member will see a pattern of disengagement emerge in a student and/or family. Families will be referred for interventions by the Family Engagement Coordinator, School Nurse, and Guidance Counselors to assist the student with getting reengaged before truancy procedures are put in place.

GENERAL INFORMATION REGARDING STUDENT RECORDS

Cumulative Records Folder

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, caregivers, 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.

Caregivers wishing to access their child's files may do so upon request and at a mutually agreeable time with GCVS staff onsite in the office in Greenfield. Records required by law may not be removed from the file. Caregivers 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 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 school 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 caregivers. 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.

K-5 INFORMATION

The Elementary School offers a comprehensive and exciting learning experience for students in grades kindergarten through fifth grade. Driven by the GCVS 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:

Exceeding Expectations (grade averages of 95 to 100%)

Meeting Expectations (grade averages of 81 to 94%)

Developing/Partially Meeting Expectations (grade averages of 65-80%).

Not Meeting Expectations (grade averages of below 65%). Students who fall within this range will be referred to our Student Intervention Team for appropriate support.

MIDDLE SCHOOL INFORMATION

The GCVS Middle School consists of grades 6-8. The 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 grades. The program is challenging and departmentalized, with grade level homeroom teachers.

Middle school students have access to a discussion forum run by InScribe. This site is monitored by the use of filters that look for trigger words and phrases, and by the Family Engagement team. Students are allowed to post and discuss topics with other GCVS Students in the same School section (EG, Middle School). GCVS takes the safety of its students very seriously, and any violation of safety and conduct expectations may result in the loss of InScribe privileges and/or further disciplinary action.

☑ 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, teacher approval including verification of work submitted and other areas of accountability. Students must have acquired the minimum amount of instructional time as 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. For students not meeting this standard, the final decision on retention is subject to the approval of the Director of Teaching and Learning.

☑ Middle School Grading Scale

A+ = 97% - 100%	A = 93% - 96%	A- = 90% - 92%
B+ = 87% - 89%	B = 83% - 86%	B- = 80% - 82%
C+ = 77% - 79%	C = 73 - 76%	C- = 70% - 72%
D+ = 67 % - 69%	D = 63% - 66%	D- = 60% - 62%
F = Below 60%	INC = incomplete	

☑ 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 complement of electives. GCVS is committed to offering each student instruction that is both engaging and challenging. GCVS follows the recommended Massachusetts High School Program of Studies (MassCORE). MassCORE 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: <https://www.doe.mass.edu/ccte/ccr/masscore/>

High school students have access to a forum run by Inscribe. This site is monitored by the use of filters that look for trigger words and phrases, and by the Family Engagement team. Students are allowed to post and discuss topics of interest to them. GCVS takes the safety of its students very seriously, and any violation of safety and conduct expectations will result in the removal of violators.

High school students in 9th grade are part of the Ninth Grade Academy. Research shows that separating ninth-grade students to one set team of teachers allows them to become better acquainted with the rigors of a high school curriculum in an environment that also allows them to mature and grow both academically and socially. Of equal importance, freshman academies are structured to give each student more individual attention, which translates into increased academic performance, fewer absences, and fewer behavior disturbances.

✓ High School Live Lessons

As part of a student’s participation grade, High School students in GCVS Live 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
3. Subjects Credits as follows:

English 4 credits

Math 4 credits

Science 3 credits

History 3 credits*

World Language 2 credits of the same World Language

Art, Music 1 credit in either Art or Music

Electives 3-5 credits

Physical Education 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 their 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 Vice Principal, and Principal. 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 followed.

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. Caregivers and students should be proactive and discuss special circumstances regarding due dates on assignments with their child's individual teachers as early as possible. Caregivers and students are expected to take advantage of the tools in Schoology for keeping track of classes and assignments.

Students with extenuating circumstances may request an extension beyond grades close. These extensions will need to be approved by the Principal and may require documentation in order to consider the extensions.

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 Mr. Costa, the Principal. The letter must be also signed by a caregiver. 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 (GPA) is based on the student's letter grade in their 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

Caregivers and students can check their progress at any time within the Schoology. 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 Principal and the Director of Students Services (in instances where a student may be receiving supplemental services) 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:

- A student must be in good academic standing and be a Massachusetts resident.
- Students considering dual enrollment or early admission programs, and any and all courses students enroll in must receive prior approval by their guidance counselor and GCVS administration.
- 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.
- Students participating in dual enrollment may earn credit(s) that meet requirements for high school graduation and higher education matriculation.
- Students must demonstrate the ability to benefit from college level work.
- All students will be required to have written approval from their caregivers/guardians, or a responsible adult in order to be accepted into a dual enrollment program.
- Continued eligibility will be determined based on the student's performance during the first semester.
- Grades earned in the college course will not be calculated into the high school GPA.
- Students must meet all the necessary graduation requirements to earn a diploma.
- For students taking dual enrollment online classes with Greenfield Community College, the cost of tuition, fees, and books is covered.
- For students who choose to take dual enrollment classes at a different community college, no costs are covered.

☑ 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.

EMPOWERED DIGITAL USE POLICY

This Empowered Digital Use Policy for the Greater Commonwealth Virtual School is enacted by the Board of Trustees to provide the Caregivers/Learning Coaches and students; and administration, faculty and 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 Caregivers/Learning Coaches as well as all staff members of GCVS must also read and sign the accompanying Statement of Responsibility.

Purpose: The Board of Trustees recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, GCVS provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment

Availability: The Executive Director or designee shall implement, monitor, and evaluate the GCVS system/network for instructional and administrative purposes. All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school network is a privilege and when using them in accordance with GCVS guidelines they will retain that privilege.

The Executive Director or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology including social media.
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.

These procedures shall be reviewed annually by school administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

Definitions: Technology devices, digital resources, and network infrastructure: 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.

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 to 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/Messaging and On-line Chat Guidelines: Email, messaging and chat boxes are to be used for school-related communication only.

The following are violations of expected GCVS on-line behavior:

- Harassing email messages or content
- Offensive email or messages or content
- Spam email or messages, content
- Email or messages containing a virus or other malicious content
- Sending or reading email or messages at inappropriate times, such as during class instruction
- Sending email or messages to share test answers or promote cheating in any way
- Using 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. 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 Empowered Digital Use Policy. The investigation will be reasonable and in the context of the nature of the alleged policy violation.

Email and messages that are sent within GCVS are 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, Caregivers/Learning Coaches, and staff shall be required to read the GCVS Technology Acceptable Use Policy and sign and return the Statement of Responsibilities.

This GCVS Empowered Digital 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 **Consequences for Violation of Technology Policies** section below.

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 Empowered Digital 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.

First Offense:

The student is made aware of the offense by the Vice Principal and the caregivers are notified. The student will immediately remove any offensive content and demonstrate to the Vice Principal that they understand and abide by this policy. In cases where the offense has targeted another student/staff member, a plan to make amends will be made and the student will implement the plan under appropriate staff supervision. This could also lead to an investigation of bullying or harassment.

Second Offense:

The student, the Caregiver/Learning Coach, and the Vice Principal are made aware of the offense by the teacher and/or Technology Support Specialist. The student must have a meeting with the Caregiver/Learning Coach and their Vice Principal. An agreement will be put in writing by the Vice Principal clearly outlining expectations moving forward and potential consequences of further infractions.

Third Offense:

The student, the Caregiver/Learning Coach, and the administration are made aware of the offense by the teacher and/or Technology Support Specialist. The student's access to GCVS systems will be suspended until the student and Learning Coach must have a meeting with the Vice Principal and Principal to discuss the severity of this offense and possible further consequences. After successful completion of this meeting as deemed by administration, the student's access will be restored and they will be required to make up any missed work during the period of denied access.

Subsequent offenses:

Further violations of this policy could result in withdrawal from the school.

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 an 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.

Caregivers/Guardians, students, and staff members should read this GCVS Technology Acceptable Use Policy. Caregivers/Guardians should discuss the technology use responsibilities with their children. Questions and concerns can be forwarded to GCVS's Senior Leadership Team. Caregivers/Guardians agree to accept financial responsibility for any expenses or damages incurred as a result of their student's inappropriate or illegal activities on GCVS devices or network. Caregivers 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 caregivers/guardians will be notified of any changes.

Signatures: Caregivers/Learning Coaches, students, and staff members must read and sign the appropriate empowered digital 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 Empowered Digital 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.

TECHNOLOGY EQUIPMENT

At the request of a family, a Chromebook/PC for school use ONLY will be issued. This computer is the property of GCVS and is on loan solely for this purpose. Families will be financially responsible for any damage to or loss of the computer.

If in the event the Chromebook/PC needs to be sent to the school for repair or is otherwise out of service, it is the family's responsibility to provide their student with access to the curriculum/classes until repairs or replacement device can be sent.

Computer peripherals, such as but not limited to external keyboards/mice, headphones, and printers are not issued to families unless the following conditions are met:

- The student has an IEP or Section 504 educational plan that dictates the use of these items. Absent a plan requiring these devices, a family may petition, through their Family Engagement Coordinator, to receive these devices.
- Eligibility for peripherals will be determined using the Free and Reduced lunch form submitted by the caregivers on an annual basis.
- If a family does not meet the income eligibility for these devices but has extraordinary circumstances, the Principal may make an exception.

CAREER AND TECHNICAL EDUCATION PROGRAM

GCVS is starting a CTE program for the 2022-23 school year. There are three certificate areas:

- Information and robotics
- Environmental and Life Sciences
- Business and Finance

The classes are virtual. GCVS will work with students to arrange internships in their focus area. CTE prepares students for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Practice, hands-on experience and application tests make up the CTE approach. Finally, CTE prepares students to earn the certifications they need to start their careers. Contact the guidance office, the principal or Kris Provost for more information.

DRESS CODE FOR STUDENTS AT THE OFFICE OR STUDENT SUPPORT CENTER

Our dress guidelines are based on the premise that a student's attire reflects their sense of self esteem and concern for the general appearance and feeling of the school. When students are working at a GCVS office, they are to wear clothing and shoes that are neat, clean, and appropriate. 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 the student's Vice Principal.

EMERGENCY CLOSINGS

Since GCVS 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 are expected to be in school as a normal workday. There may be extraordinary situations 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. An in person event may be canceled due to these circumstances. 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 in-person 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 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 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 social media feeds, and messages will be sent via the schools bulk messaging system and LMS.

ANIMALS IN SCHOOL OR SCHOOL-SPONSORED EVENTS

The Board of Trustees is committed to providing a high quality educational program to all students in a safe and healthy environment. No animal shall be brought to the school office or to a school sponsored event without prior permission of the Executive Director or designee.

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

Educational Program

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

Student Health

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

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from the school office or school-sponsored events. Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in the school office or at any school-sponsored event under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs,* cats, wolf-hybrids, ferrets, etc.) - These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries. Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

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

Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs - These animals may be allowed in the school office or at school-sponsored events with proof of current rabies vaccination. Exceptions may be made with the prior approval of the Executive Director or designee.

Service Animals (Guide or Assistance Dogs)

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

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

Service animals perform some of the functions and tasks that individuals with disabilities cannot

perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that: assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;" alert individuals with hearing impairments to sounds; pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and assist mobility-impaired individuals with balance.

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

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

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

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

The Executive Director or designee shall be responsible for developing procedures to accommodate a student's or staff member's use of an assistance animal in the school office or at school-sponsored activities.

APPENDIX 1-2022-2023 SCHOOL CALENDAR

**GREATER COMMONWEALTH VIRTUAL SCHOOL (GCVS)
2022-2023 SCHOOL CALENDAR**

180 School Days

10 PD days

<p>AUGUST '22</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	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				<p>24,25,26,29 Teacher PD 30 First day grades 1-12: K screenings</p> <p>PD Days: 4 School Days: 2</p>	<p>FEBRUARY '23</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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					<p>20 Presidents' Day Feb 21 - 24 February Break</p> <p>School Days: 15</p>														
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																																																																																																		
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																																																																																																			
<p>SEPTEMBER '22</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>	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		<p>5 Labor Day – No School</p> <p>School Days: 21</p>	<p>MARCH '23</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	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		<p>13 Staff PD – No school for students 31 End Q3 (43 days)</p> <p>PD Days: 1 School Days: 22</p>														
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																																																																																																
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																																																																																																
<p>OCTOBER '22</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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						<p>10 Indigenous Peoples Day – No School 11 Staff PD – No school for students</p> <p>PD Days: 1 School Days: 19</p>	<p>APRIL '23</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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							<p>17 Patriots Day Apr 17 – 21 Spring Break</p> <p>School Days: 15</p>
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																																																																																																				
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																																																																																																					
<p>NOVEMBER '22</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table>	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				<p>4 End Q1 (46 days) 11 Veterans Day – No School Nov 23 - 25 Thanksgiving Break</p> <p>School Days: 18</p>	<p>MAY '23</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	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				<p>29 Memorial Day – No School</p> <p>School Days: 22</p>														
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																																																																																																		
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																																																																																																		
<p>DECEMBER '22</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	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	<p>Dec 23 - Jan 2 Winter Break</p> <p>School Days: 16</p>	<p>JUNE '23</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>	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		<p>15 Last Day of School (48 days) 19 Juneteenth 16, 20, 21 Staff PD days</p> <p>PD Days: 3 School Days: 11</p>														
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																																																																																															
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																																																																																																
<p>JANUARY '23</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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					<p>02 New Year's Day (observed) 16 M.L. King Day – No School 20 End Q2 (43 days) 23 Staff PD – No school for students</p> <p>PD Days: 1 School Days: 19</p>	<p>JULY '23</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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						<p>4 Independence Day</p>							
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																																																																																																			
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																																																																																																				

Please note that this law is to provide a reference to caregivers/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 (meet-ups, 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 on grounds other than those set forth in Secs. 71:37H or 71:37H 1/2](#)

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.

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.

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 caregivers in student exclusion meetings, hearings or interviews under this subsection.

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.

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.

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.

[§71: 37H 1/2. Delinquency complaint against student; suspension; hearing; expulsion upon conviction;](#)

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 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 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.

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.